Career Readiness, Life Literacies and Key Skills

K-6 Curriculum

Aligned to the NJSLS

August 15, 2022

Introduction

Career Readiness, Life Literacies, and Key Skills

Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Source: New Jersey Department of Education, June 2020

Financial Health

Financial wellbeing includes understanding how emotions, peer influencers, advertising, personal money habits, financial decision-making processes, lifestyle choices, and personal financial values influence choices that are made involving finances. In addition, it includes topics that relate to planning and aligning career opportunities and possible entrepreneurial objectives with financial goals.

Financial Psychology

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
• There's a relationship between an individual's values, emotions, and the ways he/she chooses to spend money. • External factors can influence the items that an individual wants or needs.	• An individual's financial traits and habits affect his/her finances. • Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing. • Not all financial information is accurate or truthful.	• An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial wellbeing. • Marketing techniques are designed to encourage individuals to purchase items they may not need or want.	• To be fiscally responsible, an individual's finances should align with their values and goals. • Biological behavioral biases, psychology and unconscious beliefs affect financial decision making. • The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

Civic Financial Responsibility

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
There are actions an individual can take to help make this world a better place.	An individual can give back in areas that matter.	• Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them. • Individuals can use their talents, resources and abilities to give back. • The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	• Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities. • The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

Financial Landscape

Financial landscape incorporates building an awareness of the various forms of money, financial institutions, and the role of economic and government influences has on one's personal finances. Within the economic and government categories are topics such as consumer protection laws, taxes (e.g., impact on income and/or investments), a general understanding of inflation, and how government policies can affect one's personal finances.

Financial Institutions

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Money comes in different values, forms and uses.	People can choose to save money in many places such as home in a piggy bank, bank or credit union.	There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs.	• There are ways to manage your accounts that provide you maximum benefits and protection. • There are factors you can use to select financial institutions and professionals that are best suited for your needs.

Economic and Government Influence

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
	• Taxes are collected on a variety of goods and services at the local, state, and federal levels. • There is a broader economic system that influences your financial goals. • There are agencies, laws, and resources to	• Taxes affect one's personal finances. • There are government agencies and policies that affect the financial industry and the broader economy. • There are procedures required to take advantage of consumer protection laws	• Tax rates vary based on your financial situation. • There are different ways you can influence government policy to improve your financial situation. • There are agencies, laws, and resources to protect you as a consumers.

	protect individuals as consumers.	and assistance programs.	

Money Management

Money management includes examining various aspects of budgeting, building and maintaining a credit profile, loan and debt planning, identifying and managing potential risks and investments, and understanding various insurance options.

Planning and Budgeting

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
• A budget is a plan that helps an individual obtain his/her financial goals. • Saving money is a habit that can be developed.	• There are specific steps associated with creating a budget. • Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.	• A budget aligned with an individual's financial goals can help prepare for life events. • Goals (e.g., higher education, autos, and homes, retirement), affect your finances. • There are strategies to decrease and manage expenses.	• There are ways to align your investments with your personal financial goals. • A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement) and/or other life situations change. • Money management requires understanding of cash flow systems and business practices.

Risk Management and Insurance

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
There are ways to keep the things we value safely at home and other places.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	• Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance. • Insurance can protect your personal finances.	• A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals and economic conditions. • Different types of insurance have different costs and protections.

Credit and Debit Management

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
		• There are strategies to increase your savings and limit debt. • Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.	• There are reasons and consequences to taking on debt. • There are ways to evaluate loans and their impact on one's personal financial plan. • Borrowers have rights and responsibilities.

Credit Profile

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
	There are benefits to having a positive credit history.	• There are strategies to build and maintain a good credit history. • Credit history affects personal finances.	• Negative information in credit reports can affect a person's credit score and financial options. • Building and maintaining a good credit history is a process. • Debt reduces net worth. • There are ways to ensure that your credit is protected, and information is accurate.

Career Awareness and Planning

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
• Different types of jobs require different knowledge and skills. • Income is received from work in different ways including regular payments, tips, commissions, and benefits. • There are benefits and drawbacks to being an entrepreneur.	• An individual's passions, aptitude and skills can affect his/her employment and earning potential. • Income and benefits can vary depending on the employer and type of job/career. • There are a variety of factors to consider before starting a business. • Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	• An individual's strengths, lifestyle goals, choices, and interests affect employment and income. • Developing and implementing an action plan is an essential step for achieving one's personal and professional goals. • Early planning can provide more options to pay for postsecondary training and employment. • Employee benefits can influence your employment choices. • Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. • There are resources to help an individual create a business plan to start or expand a business.	• There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. • Career planning requires purposeful planning based on research, self-knowledge, and informed choices. • An individual's income and benefit needs and financial plan can change over time. • Incomes involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans. • Understanding income involves an analysis of payroll taxes, deductions and earned benefits. • There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

Creativity and Innovation

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Brainstorming can create new, innovative ideas.	• Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. • Curiosity and willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation.	• Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	• With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities.

Critical Thinking and Problem-solving

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	• Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to selfreflect on why possible solutions for solving problems were or were not successful.	• Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Digital Citizenship

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
• Digital artifacts can be owned by individuals or organizations. • Individuals should practice safe behaviors when using the Internet. • An individual's digital footprint reflects the various actions an individual makes online, both positive and negative. • Digital communities allow for social interactions that can result in positive or negative outcomes. • Young people can have a positive impact on the natural world in the fight against climate change.	• Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source. • Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music. • Digital identities must be managed in order to create a positive digital footprint. • Digital tools have positively and negatively changed the way people interact socially. • Digital engagement can improve the planning and delivery of climate change actions.	• Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. • There are tradeoffs between allowing information to be public and keeping information private and secure. • Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations. • Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest. • Digital technology and data can be leveraged by communities to address effects of climate change.	• Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's originals works without permission or appropriate credit. • Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. • Cultivating online reputations for employers and academia requires separating private and professional digital identities. • Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in

			different cultures and different career fields have changed the nature, content, and responsibilities of many careers. • Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange and consume data with minimal human intervention. Leveraging Internet of Things (IoT) to combat climate change can address climate issues with greater efficacy. • Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

Global and Cultural Awareness

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Information and Media Literacy

Information and Media Literacy empowers learners to access, retrieve and produce well managed resources. This access promotes and fosters inquiry learning as well as a deep understanding of target knowledge, skills or concepts. Information and Media Literacy is the vehicle for learners to pursue and create relevant information using the opportunities of high-quality materials. Information and media literacy also includes a basic understanding of ethical use of information.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
• Digital tools and media resources provide access to vast stores of information that can be searched. • Digital tools can be used to display data in various ways. • A variety of diverse sources, contexts, disciplines and cultures provide valuable and necessary information that can be used for different purposes. • Information is shared or conveyed in a variety of formats and sources.	• Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate. • Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas. • Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making. • Specific situations require the use of relevant sources of information.	• Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. • Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. • The mode of information can convey a message to consumers or an audience. • Sources of information are evaluated for accuracy and relevance when considering the use of information. • There are ethical and unethical uses	• Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. • Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully. • In order for members of our society to participate productively,

		of information and media.	information needs to be shared creatively and ethically. • Accurate information may help in making valuable and ethical choices.

Technology Literacy

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
• Digital tools have a purpose. • Collaboration can simplify the work an individual has to do and sometimes produce a better product.	• Different digital tools have different purposes. • Collaborating digitally as a team can often develop a better artifact than an individual working alone.	• Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. • Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	• Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. • Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Practice	Description
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They act on their ideas and understand how to bring innovation to an organization.

Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and act quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Structure of the NJSLS-CLKS

The organization and content of the NJSLS-Career Readiness, Life Literacies, and Key Skills include the following areas:

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

The *core ideas* are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

*Please note that the concepts and skills previously included in 8.1 Educational Technology of the 2014 NJSLS - Technology have been expanded and integrated across multiple disciplinary concepts in draft 2020 NJSLS-CLKS 9.4 Life Literacies and Key Skills. Given the ubiquity of technology, our students will continue to be required to demonstrate increasing levels of proficiency to access, manage, evaluate, and synthesize information in their personal, academic, and professional lives. Therefore, the standards that were housed in one discipline have been enhanced and restructured to reflect the need for student learning in technology literacy, digital citizenship, and information and media literacy.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills 9.1 Personal Financial Literacy by the End of Grade 2

Civic Responsibility

Core Ideas	Performance Expectations
There are actions an individual can take to help make this world a better place.	• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. • 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Financial Institutions

Core Ideas	Performance Expectations
Money comes in different values, forms, and uses.	9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

Financial Psychology

Core Ideas	Performance Expectations
There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.	9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
External factors can influence the items that an individual wants or needs	• 9.1.2.FP.2: Differentiate between financial wants and needs. • 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

Planning and Budgeting

Core Ideas	Performance Expectations
A budget is a plan that helps an individual obtain his/her financial goals	9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time
Saving money is a habit that can be developed.	9.1.2.PB.2: Explain why an individual would choose to save money

Risk Management and Insurance

Core Ideas	Performance Expectations
There are ways to keep the things we value safely at home and other places.	9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills 9.1 Personal Financial Literacy by the End of Grade 5

Civic Financial Responsibility

Core Ideas	Performance Expectations
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Credit Profile

Core Ideas	Performance Expectations
There are benefits to having a positive credit history	9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.

Economic and Government Influences

Core Ideas	Performance Expectations
Taxes are collected on a variety of goods and services at the local, state, and federal levels.	• 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax." • 9.1.5.EG.2: Describe how tax monies are spent
There is a broader economic system that influences your financial goals.	• 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. • 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy
There are agencies, laws, and resources to protect individuals as consumers	There are agencies, laws, and resources to protect individuals as consumers

Financial Institutions

Core Ideas	Performance Expectations
People can choose to save money in many places such as home in a piggy bank, bank, or credit union.	9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

Financial Psychology

Core Ideas	Performance Expectations
An individual's financial traits and habits affect his/her finances	. • 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions . • 9.1.5.FP.2: Identify the elements of being a good steward of money.
Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.	• 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences. • 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
Not all financial information is accurate or truthful.	9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

Planning and Budgeting

Core Ideas	Performance Expectations
There are specific steps associated with creating a budget.	9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.	9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Risk Management and Insurance

Core Ideas	Performance Expectations
Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	• 9.1.5.RMI.1: Identify risks that individuals and households face. • 9.1.5.RMI.2: Justify reasons to have insurance.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills 9.1 Personal Financial Literacy by the End of Grade 8

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

Credit and Debt Management

Core Ideas	Performance Expectations
There are strategies to increase your savings and limit debt.	. • 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. • 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.	9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs. • 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

Credit Profile

Core Ideas	Performance Expectations
There are strategies to build and maintain a good credit history.	• 9.1.8.CP.1: Compare prices for the same goods or services. • 9.1.8.CP.2: Analyze how spending habits affect one's ability to save. • 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores. • 9.1.8.CP.4: Summarize borrower's credit report rights
Credit history affects personal finances	9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

Economic and Government Influences

Core Ideas	Performance Expectations
Taxes affect one's personal finances	9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income • 9.1.8.EG.2: Explain why various sources of income are taxed differently.
There are government agencies and policies that affect the financial industry and the broader economy.	9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. • 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. • 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education . • 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods . • 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. • 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and

	income.
There are procedures required to take advantage of consumer protection laws and assistance programs.	9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Financial Institutions

Core Ideas	Performance Expectations
There are a variety of factors that influence how well suited a financial institution and/or service will be in meeting an individual's financial needs	• 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers. • 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking). • 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals. • 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products

Financial Psychology

Core Ideas	Performance Expectations
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.	• 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. • 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. • 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.). • 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions . • 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being
Marketing techniques are designed to encourage individuals to purchase items they may not need or want.	9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

	• 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

Planning and Budgeting

Core Ideas	Performance Expectations
A budget aligned with an individual's financial goals can help prepare for life events	• 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process. • 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget. • 9.1.8.PB.3: Explain how to create budget that aligns with financial goals. • 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
Goals (e.g., higher education, autos, and homes, retirement), affect your finances.	• 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. • 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals
There are strategies to decrease and manage expenses	9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Risk Management and Insurance

Core Ideas	Performance Expectations
Individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance.	• 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed. • 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss. • 9.1.8.RM.3: Evaluate the need for different types of warranties.
Insurance can protect your personal finances.	9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection.