

Department of College and Career Readiness

Financial Literacy Curriculum



Fourth Grade

Course Description

This course will delve deeper into philanthropy, credit, and taxes. Students will also examine types of investments as well as risk and insurance.

Fourth Grade Financial Literacy

Pacing Guide			
Unit	Topic	SLO	Suggested Timing
Unit 1	Credit, Philanthropy, and Taxes	1, 2, 3, 4, 5	Approx. 9 weeks
Unit 2	Debt	6, 7	Approx. 9 weeks
Unit 3	Risk and Insurance	8, 9	Approx. 9 weeks
Unit 4	Types of Investments, Investment Accounts, and Introduction to Financial Aid	10	Approx. 9 weeks

Effective Pedagogical Routines/Instructional Strategies

Collaborative problem solving
 Writing to learn
 Making thinking visible
 Note-taking
 Rereading & rewriting
 Establishing text-based norms for discussions & writing
 Establishing metacognitive reflection & articulation as a regular pattern
 in learning
 Quick writes
 Pair/trio Sharing
 Turn and Talk
 Charting
 Gallery Walks
 Whole class discussions
 Modeling

Word Study Drills
 Flash Cards
 Interviews
 Role Playing
 Diagrams, charts, and graphs
 Storytelling
 Coaching
 Reading partners
 Visuals
 Reading Aloud
 Model (I Do), Prompt (We Do), Check (You Do)
 Mind Mapping
 Trackers
 Multiple Response Strategies
 Choral reading
 Reader's/Writer's Notebooks
 Conferencing

Computer Science and Design Thinking

Standards

8.1.5.CS.2, 8.1.5.NI.1, 8.1.5.DA.3

- **Computing Systems**

- ☐ Model how computer software and hardware work together as a system to accomplish tasks.

Example: Students, after editing their friendly letters and personal narratives from Wonders, will publish their completed piece using a word processing application adding graphics.

- **Networks and the Internet**

- ☐ Develop models that successfully transmit and receive information using both wired and wireless methods

Example: Students will share their friendly letters with students from other schools.

- **Data & Analysis**

- ☐ Organize and present collected data visually to communicate insights gained from different views of the data.

Example: Students will use digital tools to locate, analyze, and evaluate information from a variety of sources and media to provide background information for their personal narrative piece.

www.state.nj.us/education/cccs/standards/8/

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.

Act as a responsible and contributing community members 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.

For Example: Recognize ways to give back and relate them to you strengths, interests, and other personal factors

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.

For Example: : Students will evaluate the benefits and disadvantages of credit

Brainstorm ideas for saving money.

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.



Career Readiness, Life Literacies and Key Skills Practices

	For Example: Differentiate between wants and needs
Demonstrate creativity and innovation.	<p>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 take action on their ideas and understand how to bring innovation to an organization.</p> <p>For Example: Brainstorm ideas for solutions to classroom issues.</p>
Utilize critical thinking to make sense of problems and persevere in solving them.	<p>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 take action 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.</p> <p>Example: Describe how valuable items might be damaged or lost and ways to protect them</p>
Model integrity, ethical leadership, and effective management.	<p>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</p>

Career Readiness, Life Literacies and Key Skills Practices

	<p>management's actions and attitudes can have on productivity, morals, and organizational culture.</p> <p>Example: Students will demonstrate, in whole and small group content learning activities, an understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, reasoning, problem solving, collaborating, listening, speaking, defending your position in Accountable Talk discussions, and taking turns so that all student voices are heard</p>
Plan education and career paths aligned to personal goals.	<p>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.</p> <p>Example: Make a list of different types of jobs and describe the skills associated with each.</p>
Use technology to enhance productivity increase collaboration and communicate effectively.	<p>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.</p> <p>For Example: Students work in collaborative groups to create a digital poster of their</p>



Career Readiness, Life Literacies and Key Skills Practices

	chosen career
Work productively in teams while using cultural/global competence.	<p>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.</p> <p>For Example: Students will demonstrate, in whole and small group content learning activities, an understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, reasoning, problem solving, collaborating, listening, speaking, defending your position in Accountable Talk discussions, and taking turns so that all student voices are heard</p>

Career Readiness, Life Literacies and Key Skills

Standard 9

Career Awareness and Planning

- 9.2..5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes

Example: Make a list of different types of jobs and describe the skills associated with each job

Creativity and Innovation

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

Example: Have students identify possible career paths associate with climate issues.

Critical Thinking and Problem Solving

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)

Example: Engage students in lessons to track their carbon footprint

WIDA Proficiency Levels: At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content areas at grade level • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> • Specialized or technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> • Specific and some technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • General and some specific language of the content areas • Expanded sentences in oral interaction or written paragraphs • Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • General language related to the content area • Phrases or short sentences • Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment			
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ◦ Are accessible by all students through multiple entry points ◦ Are relevant to students' lives and cultural experiences ◦ Build on prior mathematical learning ◦ Demonstrate high cognitive demand ◦ Offer multiple strategies for solutions ◦ Allow for a language learning experience in addition to content 			
Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn and Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

*from *Understanding the WIDA English Language Proficiency Standards: A Resource Guide*, 2007 Edition... Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.

BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION Teachers use examples and content from a variety of cultures & groups.	KNOWLEDGE CONSTRUCTION Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	PREJUDICE REDUCTION Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	EQUITABLE PEDAGOGY Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	EMPOWERING SCHOOL CULTURE Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases & stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil/Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



Culturally Relevant Pedagogy Examples

- **Relationships:**

Maintain constant communication with parents/guardians

Cultivate personal connections with difficult students

Gain knowledge about your students' different cultures

- **Instructional Delivery:**

Present real-life, relatable issues from various points of view

Engage all students, ensuring all voices have the opportunity to be heard

Provide effective and frequent feedback

Modify teaching to accommodate student learning styles

- **Curriculum:**

Infuse student-related/relatable examples

Create learning stations consisting of a range of materials

Utilize media that positively depicts various cultures

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



SEL Competency	Examples	Content Specific Activity & Approach to SEL
✓ Self-Awareness Self-Management Social-Awareness Relationship Skills Responsible Decision-Making	Example practices that address Self-Awareness: <ul style="list-style-type: none"> • Clearly state classroom rules • Provide students with specific feedback regarding academics and behavior • Offer different ways to demonstrate understanding • Create opportunities for students to self-advocate • Check for student understanding / feelings about performance • Check for emotional wellbeing • Facilitate understanding of student strengths and challenges 	<p>The Wonders kindergarten program through stories such as “What About Bear?” and “How to Be a Friend?” focus on how to get along with others.</p> <p>Ask students to share ways that they get along with others. Students can draw, and with adult assistance, label their ideas.</p> <p>Create and illustrate an anchor chart, with the students, of age-appropriate feeling words the students can use to develop their emotions vocabulary. Add to the list as new feeling words are encountered and encourage students to use these words in their interactions with their classmates and teachers.</p> <p>Have the students make faces to depict</p>



		feeling words.
Self-Awareness ✓ Self-Management Social-Awareness Relationship Skills Responsible Decision-Making	Example practices that address Self-Management: <ul style="list-style-type: none"> • Encourage students to take pride/ownership in work and behavior • Encourage students to reflect and adapt to classroom situations • Assist students with being ready in the classroom • Assist students with managing their own emotional states 	Establish and discuss classroom routines and provide students with opportunities to practice these routines so they know what they are expected to do and how to do it successfully. Provide the students with opportunities to share and illustrate things they are good at and/or personal interests. Provide age-appropriate authentic feedback to invite students to reflect on their own strengths and interests.
Self-Awareness Self-Management ✓ Social-Awareness Relationship Skills	Example practices that address Social-Awareness: <ul style="list-style-type: none"> • Encourage students to reflect on the perspective of others 	Provide the students with opportunities to learn and use their classmates' names through games and classroom activities. Create classroom buddies to promote



Responsible Decision-Making	<ul style="list-style-type: none"> • Assign appropriate groups • Help students to think about social strengths • Provide specific feedback on social skills • Model positive social awareness through metacognition activities 	<p>positive peer relationships.</p> <p>Start each day with a personal connection by having the students share a quick greeting with their classmates.</p> <p>Role play social situations in the classroom with a follow-up discussion of what was challenging? successful? needs further development?</p>
Self-Awareness Self-Management Social-Awareness ✓ Relationship Skills Responsible Decision-Making	<p>Example practices that address Relationship Skills:</p> <ul style="list-style-type: none"> • Engage families and community members • Model effective questioning and responding to students • Plan for project-based learning • Assist students with discovering individual strengths 	<p>Play games that build community and require students to work collegially.</p> <p>To develop respect for differences (background, experiences, interests), have the students interview their classmates.</p> <p>Model and practice listening carefully to</p>



	<ul style="list-style-type: none"> • Model and promote respecting differences • Model and promote active listening • Help students develop communication skills • Demonstrate value for a diversity of opinions 	<p>others and asking thoughtful questions.</p> <p>Brainstorm and create a class anchor chart that lists age-appropriate phrases students can use to express their feelings, problems, or accomplishments.</p>
<p>Self-Awareness</p> <p>Self-Management</p> <p>Social-Awareness</p> <p>Relationship Skills</p> <p>✓ Responsible Decision-Making</p>	<p>Example practices that address Responsible Decision-Making:</p> <ul style="list-style-type: none"> • Support collaborative decision making for academics and behavior • Foster student-centered discipline • Assist students in step-by-step conflict resolution process • Foster student independence • Model fair and appropriate decision making • Teach good citizenship 	<p>Engage in class discussions so students have opportunities to express their opinions.</p> <p>With the class, develop and practice age-appropriate class rules with reasonable consequences that are followed consistently.</p> <p>Use puppets to have students act-out problem scenarios.</p> <p>Give authentic feedback when students are caught making good decisions and treating others with respect.</p>

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/assignments, and tutorials outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini breaks between tasks • Provide a warning for transitions • Video lessons online 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Video lesson • Spell-checker • Text speech software 	<ul style="list-style-type: none"> • Adjusted rubrics for projects • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials



Differentiated Instruction

Strategies to Accommodate Students Based on Content-Specific Needs

- Extra time for assigned tasks
- Student entrepreneur idea pitch
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Small group instruction
- Assignment choice
- Create presentation
- Draw and picture or write a song to demonstrate learning
- Career interest centers
- Create a flyer, brochure, or poster on paying taxes

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities

• Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Mind Maps
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Math Stations/Centers
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio,
- Homework
- Concept Mapping

Interdisciplinary Connections

English Language Arts

- Write the different ways to use money (W. IW.4.2)
- Write career goals (W. IW.4.2)

Social Studies

- Identify positive and negative incentives that influences that decisions people make (6.1.5.EconET.1)

World Language

- Translate Personal Finance content (7.1.ILA)
- Create a translated index of Personal Finance vocabulary (7.1.ILA)

Science

- Research latest developments in industry technology (3-5-ETS1-1)
- Investigate applicable-careers in STEM fields (3-5-ETS1-1)

New Jersey Student Learning Standards

9.1 Personal Financial Literacy

Civic Financial Responsibility

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors..

Credit Profile

- 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.

Economic and Government Influences

- 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
- 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
- 9.1.5. EG.5: Identify sources of consumer protection and assistance.

Financial Institutions

- 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

- 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 .
- 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.).
- 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

- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Risk Management and Insurance

9.1.5.RMI.1: Identify risks that individuals and households face.

9.1.5.RMI.2: Justify reasons to have insurance.

9.2. Career Awareness, Exploration, Preparation and Training

Career Awareness and Planning

- 9.2.1.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Course: Fourth Grade Financial Literacy Grade Level: 4 th	Course Overview: This course will delve deeper into philanthropy, credit, and taxes. Students will also examine types of investments as well as risk, insurance, and college planning.
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NJSLS	Essential Questions	Skills & Indicators	Sample Activities	Resources
1) Describe how to get credit. NJSLS: 9.1.5.CP.1 9.1.5.FI.1 9.1.5.FP.1 9.1.5.FP.2 9.1.5.FP.3 9.1.5.FP.4	How does one obtain credit? How is credit advantageous? Why do consumers obtain credit?	<ul style="list-style-type: none"> • The Right Credit Card for You • Understanding Finance Charges • Your Credit Rights • Interpreting Credit Card Statements • Dealing with Errors • How Much (Credit Card Debt) is enough? 	Credit Applications: In pairs have students complete simulated credit applications online and on paper. Poster: As a class create a step-by-step outline of how to obtain credit.	TD Bank Intro to Credit: https://www.tdbank.com/wowzone/lessons/Gr4-5Lesson3.pdf TD Bank 4th -5th Grade Lesson Plans: http://www.tdbank.com/wowzone/lessons/Gr4-5Lesson3.pdf Edutopia Financial Literacy for Kids: https://www.edutopia.org/blog/elementary-financial-literacy-lessons-resources-brian-page



NJSLS	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>2) Recognize and explain why banks/institutions offer credit to their customers.</p> <p>NJSLS: 9.1.5.FI.1</p>	<p>Why do producers offer consumers credit?</p> <p>What is an APR?</p> <p>Why do credit cards require you to pay interest?</p> <p>How is the interest rate on a credit card determined?</p>	<ul style="list-style-type: none"> • Why use Credit? • Establishing and Maintaining Credit • Laws and Regulation of Credit • Building a Credit History • Credit Reports and Your FICO Score • Different Types of Credit • How Much Credit? 	<p>Class Discussion: Why do banks offer credit card? How does it benefit them?</p> <p>Mind Map: Create a mind map of the credit process.</p>	<p>Finance in the Classroom Printable: http://financeintheclassroom.org/teacher/print.shtml</p> <p>Money Lessons A Guide to Financial Literacy: https://www.edutopia.org/financial-literacy-resources</p> <p>TD Bank Check it Out: https://www.tdbank.com/wowzone/lessons/Gr4-5Lesson2.pdf</p>
<p>3) List perks offered by credit card companies.</p> <p>NJSLS: 9.1.5.FI.1 9.1.5.FP.2</p>	<p>What are the advantages of having a credit card?</p> <p>Why do credit cards offer promotions?</p>	<ul style="list-style-type: none"> • Why use Credit? • Establishing and Maintaining Credit • Laws and Regulation of Credit • Building a Credit History • Credit Reports and 	<p>Direct Instruction: The perks offered by credit cards.</p> <p>Reflection: Why do companies offer these perks? Is it advertising?</p>	<p>TD Bank Business Banking: https://www.tdbank.com/wowzone/lessons/Gr4-5Lesson4.pdf</p> <p>TD Bank Resources for Students:</p>



NJSLS	Essential Questions	Skills & Indicators	Sample Activities	Resources
9.15.FP.3	Why do stores offer a discount to customers using credit?	<p>Your FICO Score</p> <ul style="list-style-type: none"> Different Types of Credit Understand that too much credit can be a disadvantage. 		https://www.tdbank.com/wowzone/teens/
<p>4) Define the term tax, and explain why the government must tax citizens</p> <p>NJSLS:</p> <p>9.1.5.EG.1</p> <p>9.1.5.EG.2</p> <p>9.1.5.EG.3</p> <p>9.1.5.EG.4</p>	<p>Why Pay Taxes?</p> <p>Who Pays Taxes?</p> <p>Where Tax Dollars Go?</p> <p>What are W2s, W4s, 1040s, etc.?</p>	<ul style="list-style-type: none"> Describe the benefits of saving money in a savings account at a bank Explain how people can earn an income Define the term tax, and explain why the government must tax citizens Understand that everyone must pay taxes 	<p><u>Services Discussion:</u> Name some services that the local, state, and federal governments provide. Allow students to respond. Students may state that the federal government is responsible for defense, foreign relations, or regulation of agricultural products. State governments maintain state highways, help fund public education, and help fund public healthcare services. Local governments are responsible for police and fire regulations.</p> <p><u>Class Discussion:</u> How do you think local, state,</p>	<p><u>Take Charge America Taxes 4th Grade Lesson:</u> http://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-four-taxes.pdf</p> <p><u>TD Bank Resources for Students:</u> https://www.tdbank.com/wowzone/teens/</p> <p><u>TD Bank Taxes:</u> https://www.tdbank.com/wowzone/lessons/Gr9-12Lesson9.pdf</p>



NJSLS	Essential Questions	Skills & Indicators	Sample Activities	Resources
			and national governments pay for these services? Have students share their ideas. Students may say that the government collects taxes.	
5) Create a plan to raise money for a charitable cause NJSLS: 9.1.5.CR.1	Why is charitable giving important? How can giving money help others? Why pay it forward?	<ul style="list-style-type: none"> Identify charitable organizations Identify charities that are inline with beliefs and culture The Spirit of Giving: Time, Treasures, and Efforts The Value of Philanthropy Giving Back or Paying Forward 	Brainstorm: What are some charities/causes that you would like to raise money to help? How can we as a class or school raise money? Posters or Website: Create posters for the charitable drive to encourage your community to donate.	<u>TD Bank Resources for Students:</u> https://www.tdbank.com/wowzone/teens/ <u>Charitable Giving:</u> https://www.youtube.com/watch?v=uTbfm-f3eUM



6) Define the term debt	<p>What is debt?</p> <p>What are the disadvantages of debt?</p>	<ul style="list-style-type: none"> • Understand the various types of debt • Understand the 	<p>Discussion: How do choices impact your financial life?</p>	<p>TD Bank Resources for Students: https://www.tdbank.com/wowzone/teens/</p>
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NJSLS	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLS: 9.1.5.FP.1 9.1.5.FP.2 9.1.5.FP.3 9.1.5.FP.4 9.1.5.FP.5	Is there such a thing as good debt?	advantages and disadvantages	Poster: Create a poster as a class that illustrates the good, bad, and the ugly of debt.	
7) Describe ways to avoid or correct debt problems. NJSLS: 9.1.5.FP.1 9.1.5.FP.2 9.1.5.FP.3 9.1.5.FP.4 9.1.5.FP.5	How can debt impact your overall financial health? What are the risks of credit and debt? How can you manage debt?	<ul style="list-style-type: none"> Identify how to manage debt Identify the risks of debt Create a debt management plan Identify when to involve a credit management agency 	Quick Write: How do you get out of debt? Credit and Debt Simulation: http://www.educationworld.com/a_curr/teacher_feature/teacher_feature087.shtml	TD Bank Resources for Students: https://www.tdbank.com/wowzone/teens/ TD Bank Budgeting and Savings: https://www.tdbank.com/wowzone/lessons/Gr4-5Lesson1.pdf
8) Identify common types of risks and basic risk	What is risk management?	<ul style="list-style-type: none"> Describe risk 	Discussion: What are the risks of banking and investing?	TD Bank Resources for Students: https://www.tdbank.com

		management		
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NJSLS	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>management methods.</p> <p>NJSLS: 9.1.5.RMI.1 9.1.5.RMI.2</p>	<p>What are the primary financial risks?</p> <p>How can one minimize risk?</p>	<p>techniques</p> <ul style="list-style-type: none"> Summarize basic insurance terms Explain how insurance works Choose when insurance is necessary and pick the correct type to fit the context of the situation Compare costs for different health insurance plans 	<p>Brainstorm: As a class brainstorm ways to minimize risk.</p>	<p>m/wowzone/teens/</p> <p>Take Charge America Investing and Saving: http://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-five-saving-and-investing.pdf</p>
<p>9) Explore the basic concepts of investing, including risk and return</p> <p>NJSLS: 9.1.5.RMI.1 9.1.5.RMI.2</p>	<p>How do investments impact personal financial plans?</p> <p>Why do people invest in the stock market?</p> <p>How does risk/reward impact your investment Choices?</p>	<ul style="list-style-type: none"> Understand the risk and potential return on investments Identify investment opportunities and apply to real world situations 	<p>All Your Eggs in One Basket Lesson Plan: https://www.stlouisfed.org/~media/Education/Lessons/pdf/Diversification-and-Risk.pdf</p> <p>Class Discussion: Are any investments worth the risk?</p>	<p>TD Bank Resources for Students: https://www.tdbank.com/wowzone/teens/</p> <p>Investing For your Future: http://bizkids.com/less on/lesson-118</p>



NJSLS	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>10) Compare and contrast several kinds of investments</p> <p>NJSLS: 9.1.5.RMI.1</p>	<p>How does the type of investment impact risk and return?</p> <p>Why invest in mutual funds, retirement accounts and IRAs?</p> <p>How do investments impact personal financial plans?</p>	<ul style="list-style-type: none"> Identify the various types of investments Differentiate based on risk and reward 	<p>Venn Diagram: Compare and contrast the various types of investments.</p> <p>Investment Simulation: All students to explore the different types of investments using centers and create their own portfolios.</p>	<p>TD Bank Resources for Students: https://www.tdbank.com/wowzone/teens/</p> <p>TD Bank Investing and Wealth: https://www.td.com/us/en/investing/</p>

Vocabulary

Investment
Risk
Reward
Debt
Producers
Consumers
Financial Aid
Federal Loans

Taxes
W2
W4
1090
1099
Charities
Philanthropy

Suggested Projects

Choose At Least One

In pairs create a why we pay taxes video.

As a class create a timeline of how to invest.

Suggested Structured Learning Experiences

The New York Stock Exchange
11 Wall Street
New York New York.

H&R Block
Tax Preparation Service
1301 Main Ave
(973) 253-6392