



Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Social Studies
Course: Money, Markets, and Investing
Grade(s): 10-12
Semester

Course Overview

Financial Literacy is a one-semester course required for graduation that prepares students to make informed, values-aligned financial decisions. Beginning with the fundamentals of economics and the psychology of money, students progress through budgeting and financial planning, banking and financial institutions, credit and debt management, risk management, insurance, and investing, and conclude by situating personal finance within its economic, governmental, and civic context. Instruction integrates Next Gen Personal Finance (NGPF) curriculum materials and simulations and the EVERFI: Financial Literacy for High School digital course as recommended supplements. Students build a Personal Finance Portfolio across the semester, culminating in a capstone presentation of a complete, revised financial plan.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the [New Jersey Student Learning Standards](#).

Content Area Standards:

- 9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.
- 9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
- 9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
- 9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
- 9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).
- 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

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- 9.1.12.PB.1: Explain the difference between saving and investing.
- 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
- 9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.
- 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.
- 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.
- 9.1.12.FI.1: Identify ways to protect yourself from identity theft.
- 9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
- 9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
- 9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).
- 9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
- 9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.
- 9.1.12.CDM.3: Determine ways to leverage debt beneficially.
- 9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
- 9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
- 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit (e.g., student loans, credit cards, auto loans, mortgages, etc.).
- 9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate.
- 9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.
- 9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
- 9.1.12.CDM.10: Determine when credit counselling is necessary and evaluate the resources available to assist consumers who wish to use it.
- 9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
- 9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.
- 9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.
- 9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.
- 9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.
- 9.1.12.CP.6: Explain the effect of debt on a person's net worth.
- 9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.
- 9.1.12.CP.8: Identify different ways you can protect your credit.
- 9.1.12.CP.9: Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.

- 9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
- 9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
- 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
- 9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.
- 9.1.12.RM.5: Explain what self-insuring is and determine when it is appropriate.
- 9.1.12.RM.6: Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance.
- 9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.
- 9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.
- 9.1.12.EG.2: Explain why various forms of income are taxed differently.
- 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
- 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
- 9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
- 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
- 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.).
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

Interdisciplinary Standards:

- NJSLS – ELA Anchor Standards: NJSLSA.SL1 (collaborative discussions); NJSLSA.W4 (clear and coherent writing)
- NJSLS – Mathematics: N-Q.A (reason quantitatively and use units to solve problems); F-LE.A (construct and compare linear and exponential models, e.g., compound interest)
- NJSLS – ELA Anchor Standards: NJSLSA.W4 (produce clear and coherent writing); NJSLSA.SL4 (present information clearly)
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena (spreadsheet budget charts).
- NJSLS – ELA Anchor Standards: NJSLSA.W7 (conduct short research projects); NJSLSA.R1 (cite textual evidence from disclosures)
- NJSLS – Mathematics: N-Q.A (units and quantitative reasoning with APY/fees)

- NJSLS – Mathematics: F-LE.A (exponential models – compound interest); A-SSE.B (interpret expressions in financial formulas)
- NJSLS – ELA Anchor Standards: NJSLSA.R1 (cite evidence from loan disclosures); NJSLSA.W1 (write arguments to support claims)
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena (amortization tables and interest charts).
- NJSLS – Mathematics: S-ID (interpret data – historical market returns); F-LE.A (exponential growth – compounding returns)
- NJSLS – ELA Anchor Standards: NJSLSA.R7 (integrate and evaluate content in diverse media); NJSLSA.SL4 (present findings)
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena (portfolio growth and historical return charts).
- NJSLS – ELA Anchor Standards: NJSLSA.W7 (research projects); NJSLSA.SL4 (present claims and findings)

Career Readiness, Life Literacies and Key Skills Standards:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information.
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (banking apps comparison).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

Career Ready Practices

- CRP 1. Act as a responsible and contributing citizen and employee.
- CRP 2. Apply appropriate academic and technical skills.
- CRP 3. Attend to personal health and financial well-being.
- CRP 4. Communicate clearly and effectively and with reason.
- CRP 5. Consider the environmental, social and economic impacts of decisions.
- CRP 6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP 10. Plan education and career paths aligned to personal goals.
- CRP 11. Use technology to enhance productivity.
- CRP 12. Work productively in teams while using cultural global competence

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- [Diversity and Inclusion](#) (Grades K - 12)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do.

- Define scarcity, opportunity cost, and incentives and apply them to everyday personal financial decisions.
- Illustrate how supply and demand interact to determine prices in a market economy.
- Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
- Evaluate how behavioral biases (e.g., overconfidence, confirmation, recency, loss aversion) affect financial decision-making.
- Identify how unconscious beliefs such as "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial behavior.
- Determine how multiple sources of objective, accurate, and current financial information affect the prioritization of financial decisions.
- Create a draft of a clear, long-term financial plan aligned with personal values and goals.
- Explain the difference between saving and investing.
- Prioritize financial decisions by considering alternatives and possible consequences.
- Design a personal budget in a spreadsheet that supports short-term and long-term financial goals.
- Explain how to revise a budget to accommodate changing circumstances (e.g., job loss, relocation, new expenses).
- Analyze how changes in taxes, inflation, and personal circumstances affect a personal budget.
- Describe and calculate the interest and fees applied to various forms of spending, debt, and saving.
- Identify the purposes, advantages, and disadvantages of debt, and explain the effect of debt on a person's net worth.
- Compare and contrast the advantages and disadvantages of various types of mortgages, and calculate a mortgage payment based on loan type, down payment, credit score, and interest rate.
- Compute and assess the accumulating effect of interest paid over time across sources of credit (student loans, credit cards, auto loans, mortgages), and develop an amortization table using business tools.
- Identify the characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).
- Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay.
- Summarize the factors that affect a positive credit rating and analyze the information contained in a credit report, explaining the importance of disputing inaccurate entries.

- Create a plan to improve and maintain an excellent credit rating and identify ways to protect your credit.
- Summarize the causes and consequences of personal and corporate bankruptcy, and determine when credit counseling is necessary.
- Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
- Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
- Compare the cost of various types of insurance (e.g., life, homeowner's, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
- Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.
- Explain what self-insuring is and determine when it is appropriate.
- Differentiate the costs, benefits, and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance.
- Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.
- Review the tax rates on different sources of income and on different types of products and services purchased, and explain why various forms of income are taxed differently.
- Accurately complete a simulated federal income tax return (Form 1040) using W-2 and other source documents.
- Explain how individuals and businesses influence government policies, and explain the relationship between your personal financial situation and broader economic and governmental policies.
- Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
- Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures, and compare organizations with similar missions.
- Research companies with corporate governance policies supporting the common good and human rights.
- Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
- Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy).
- Identify and explain the consequences of breaking federal and/or state employment or financial laws.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit 1: Financial Psychology & Economic Fundamentals (Days 1–15)

- How does scarcity force every individual—and every society—to make choices?
- Why do intelligent people make irrational money decisions?

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- How do my values, upbringing, emotions, and environment shape my relationship with money?
- Whom can I trust for financial information, and how do I know?

Unit 2: Budgeting & Financial Planning *(Days 16–30)*

- Where does my money actually go?
- How can a budget be a plan for freedom rather than a restriction?
- What happens to a budget when life changes—and how do I plan for the unexpected?

Unit 3: Banking & Financial Institutions *(Days 31–42)*

- What does a bank actually do with my money—and how is it protected?
- How do I choose the financial institution that best fits my needs and avoid costly alternatives?
- How do I protect my identity and my accounts in a digital world?

Unit 4: Credit, Debt & Your Credit Profile *(Days 43–60)*

- When is debt a tool, and when is it a trap?
- What story does a credit report tell about you—and who is reading it?
- How does compound interest work for you as a saver and against you as a borrower?
- How do predatory lenders profit from financial desperation?

Unit 5: Risk Management, Insurance & Investing *(Days 61–75)*

- How much risk can I afford to take—and how much can I afford to avoid?
- Why is time the investor's greatest asset?
- What is the true cost of being uninsured or under-insured?
- Will Social Security be enough—and whose responsibility is retirement?

Unit 6: Economics, Government & Civic Financial Responsibility *(Days 76–90)*

- Where do your tax dollars go—and what do you get back?
- How can one person influence economic policy?
- What rights do you have as a consumer, and what responsibilities come with them?
- What responsibilities come with building wealth?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing.

Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students. Additionally, students may utilize books from the school library and ones brought from home. Teachers will utilize a wide variety of print, audio and visual texts throughout the year. Below is a list of frequently used materials:

Recommended:

- NGPF Behavioral Economics unit (lessons, MOVE and COMPARE activities)
- NGPF “Your Values and Money” / money personality activities
- EVERFI: Financial Literacy for High School – course introduction module
- Teacher-created slide decks and supply/demand market simulation materials
- CEE Financial Fitness for Life (FFFL) 9–12 on EconEdLink: “The Economic Way of Thinking” and “Decision Making”
- Crash Course Economics (episodes 1–5: scarcity, specialization, markets)
- NGPF Budgeting unit (lessons and activities)
- NGPF Arcade: Money Magic budgeting game
- EVERFI: Financial Literacy for High School – Budgeting module

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- Google Sheets or Microsoft Excel
- NGPF Checking unit and Savings unit (lessons, COMPARE activities)
- EVERFI: Financial Literacy for High School – Banking Basics module
- Sample account disclosures, fee schedules, and monthly statements
- Bankrate mortgage and loan calculators
- Federal Student Aid (studentaid.gov) loan simulator
- investor.gov compound interest calculator and investing basics library
- Social Security Administration (ssa.gov) benefits estimator and student resources
- Sample auto/renter's insurance quotes for NJ drivers/renters
- IRS Understanding Taxes student site
- Sample estate planning document templates (educational versions)

Recommended Teacher Resources:

- NGPF Semester Course pacing guide and answer keys
- Federal Reserve Education (federalreserveeducation.org) resources
- NGPF FinCap Friday archive
- Bankrate savings and budgeting calculators
- Sample pay stubs and utility bills for realistic practice
- Bankrate and DepositAccounts APY comparison tables
- NJ Department of Banking and Insurance consumer resources
- myFICO score-factor breakdown reference
- National Foundation for Credit Counseling (NFCC) resources
- FINRA Investor Education Foundation materials
- NJ Department of Banking and Insurance consumer guides
- IRS Understanding Taxes teacher lesson plans
- NJ Department of Labor employment law summaries (youth employment)

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and evaluative purposes. Teachers may choose one or more of the following options to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Multiple Choice Assessments
- Short Writing
- Source Analysis

Summative:

- Multiple choice and short answer tests
- Essays
- DBQs
- Debate Activities
- Presentations
- Short/Long-term Projects

Benchmark:

- Weekly pre-assessments
- Mid-Course benchmark assessment
- End-of-course benchmark assessments

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Alternative Assessments:

- Creating a podcast episode
- Budget sample simulation
- Personal “Credit Building Roadmap” presented as a timeline infographic
- Philanthropy pitch ‘Shark Tank’

Suggested Strategies for Modification & Differentiation

[Modifications Chart](#)