Course Title: Financial Literacy

Subject: Social Studies

Grade Level: 11/12

Duration: 1 Semester

Prerequisite: None

Elective or Required: Required

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students’ understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description: In Financial Literacy, students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Author: David Majewski
Date Submitted: Summer 2013

Financial Literacy
Topic: Economics and Personal Finance

Approximate # of Weeks: 5
Essential Questions:

- What are the key economic concepts that will help students learn about financial literacy?
- What is opportunity cost?
- What are the factors of production?
- What is Supply and Demand?
- What role does the US government play in the economic system?
- What is the difference between depository and non-depository institutions?
- How do incentives affect your finances?
- What is outsourcing?
- What is the CPI?
- What is the GNP?
- What is the GDP?
- How might political unrest affect the economy?

Upon completion of this unit students will be able to:

- 6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- 6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- 6.3.8.C.1 Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.
- 6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
• 8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
• 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
• 8.1.12.D.1 Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
• 8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.
• 9.3.4.A.1 Identify reasons why people work and discuss how work can help a person achieve personal goals.
• 9.3.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
• 9.3.4.A.3 Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
• 9.3.4.A.4 Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
• 9.3.4.A.5 Locate career information using a variety of resources.
• 9.3.4.A.6 Explain why knowledge and skills acquired in the elementary grades lay the foundation for the future academic and career success.
• 9.3.8.B.7 Explain what is meant by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally.
• 9.3.8.B.8 Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.
• 9.3.8.B.9 Inventory the requirements for entering different career areas of interest using online job information, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website, and determine why those requirements are needed for success in a chosen career.
• 9.3.8.B.10 Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online resources, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website.

Interdisciplinary Standards (njcccs.org)

• CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
• CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
- CCCS.ELA Standards GR 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCCS.ELA Standards GR 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCCS.ELA Standards GR 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Activities – include 21st Century Technologies:
- Create a WEB relating to the Basic Questions of Economics
- Think – Pair – Share = Opportunity Cost
- KWL – Basic Economics
- Crossword Puzzle on Key Economic Terms
- Listen to PODCAST on Financial Literacy
- Analyze and Photo Caption – “Everyone contributes”
- Create a chart of products produced in NJ
- Create a chart of services offered near Glen Ridge
- Debate – Products with inelastic demand should be controlled by the Federal government
- Identify the factors of production for 3 items

Enrichment Activities:
- Research National Taxes from a different country and compare to taxes paid in the USA
- Interview a bank officer about their job

Methods of Assessments/Evaluation:
- Classwork
- Homework
- Quiz
- Chapter Test
- Discussion Blog – Factors of Production

Resources/Including Online Resources
- Online Textbook Information:
  - www.nytimes.com
  - www.glencoe.com
- Teacher Webpage
  - http://www.mymoney.gov/
- Discovery Puzzle Maker
Financial Literacy
Topic: Business Planning and Finances

Approximate # of Weeks: 5

Essential Questions:
- What type of research must be done to formulate a business plan?
- Why is it important to create a well thought out financial plan?
- What resources are available for making a business plan?
- What are the basics of Accounting?
- How do managers meet and keep payroll accounts?
- How do price and cost affect business growth?
- How do you plan for future financial success?
- What can you do to ensure a career that is satisfying and fulfilling?
- What money management techniques can be employed for future financial stability?

Upon completion of this unit students will be able to:
- 6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- 6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
- 6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
• 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
• 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
• 8.1.12.D.1 Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
• 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
• 8.1.12.E.1 Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
• 8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
• 9.3.12.C.16 Determine the consequences of quality control failures in the United States and in another country based on issues reported in the media.
• 9.3.12.C.17 Analyze relationships between companies and the communities in which they are located, and explain how the presence of companies in a community may have a positive or negative impact.
• 9.4.12.D.17 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
• 9.4.12.D.18 Employ critical thinking and interpersonal skills to resolve conflicts.
• 9.4.12.D.24 Operate writing and publishing applications to prepare business communications.
• 9.4.12.D.25 Operate presentation applications to prepare and deliver presentations.
• 9.4.12.D.35 Analyze the contribution of accounting systems to the fiscal stability of businesses.
• 9.4.12.D.36 Employ tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.
• 9.4.12.D.37 Identify methods that businesses use to recruit, train, and develop human resources.
• 9.4.12.D.65 Employ information management techniques and strategies to assist in decision-making.
• 9.4.12.D.66 Employ planning and time management skills and tools to enhance results and complete tasks.
• 9.4.12.D.67 Access, process, maintain, and evaluate information that assists in business decision-making.
• 9.4.12.D.68 Plan the use of financial resources to protect solvency.

Interdisciplinary Standards (njcccs.org)
• CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
• CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

• CCCS.ELA Standards GR 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

• CCCS.ELA Standards GR 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

• CCCS.ELA Standards GR 11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Activities – include 21st Century Technologies:
• KWL – Bank Accounts
• Powerpoint – Personal Branding
• Checking Account Worksheets
• Podcast – Starting a new business
• Watch Video – “Tapped”
• Photo Caption – “Business, Big and Small”
• Political Cartoon – “End of Big Business”
• Paycheck Examination – Budget for $500 a week
• Professional Dress Questionnaire
• Reviewing Rivals – “The Flower Shop”
• Research – College and Career Readiness
• Graphic Organizer – “Needed Capitol”
• Debate – Loan Qualifications
• Letter Writing – Response from Bank regarding a Loan application
• Debate – Loans should never be given to college students

Enrichment Activities:

• Interview a store manager about what they look for in potential employees
• Simulation – Knowledge Matters Virtual Business Personal Finance
• Conduct a poll on how many students will borrow money to attend college

Methods of Assessments/Evaluation:
• Unit Test
• Quiz
• Reflective Writing
• Survey Completion
• Research Projects
• Collaborative Learning Projects
• Discussion Board/Blog

**Resources/Including Online Resources**

• Online Textbook Information:
• Video – “Tapped”
• [www.glencoe.com](http://www.glencoe.com)
• Teacher Webpage
• [http://jumpstart.org/indiana-fin-lit-resources.html](http://jumpstart.org/indiana-fin-lit-resources.html)
• Graphic Organizers
• Commercials
• Advertisements
• Survey forms
• Articles

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**Financial Literacy**

**Topic: Banking and Credit**

**Approximate # of Weeks:** 5

**Essential Questions:**

• What types of financial services are there to help better manage cash and investments?
• What steps can you take to establish good credit?
• What factors determine large purchases?

**Upon completion of this unit students will be able to:**

• 6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
• 6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy
• 6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
• 6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
9.1.12.E.2 Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
9.1.12.E.3 Design a digital communication system to alert other countries in the event of a natural disaster.
9.1.12.F.5 Formulate an opinion regarding a current workplace or societal/ethical issue based on research.

**Interdisciplinary Standards (njcccs.org)**
- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
• CCCS.ELA Standards GR 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
• CCCS.ELA Standards GR 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Activities – include 21st Century Technologies:
• Watch Video – “The Greatest Movie Ever Sold”
• Debate – It is NOT a good idea to balance your own checkbook
• Graphic Organizer – Choosing a Financial Institution
• KWL – Electronic Banking Services
• Debate – Credit Cards vs. Debit Cards
• Read a sample credit report
• Pros and Cons – Cash for all purchases
• Debate – Loans to family members are NOT a good idea
• Poll – I pay off my credit card bills in full each month
• Photo Caption – “Know your capacity”
• Graphic Organizer – Housing Information Sources
• Debate – Rent or Buy a home

Enrichment Activities:
• Research the best opportunities for a business today
• Research housing prices in your area, 20 miles away, 100 miles away

Methods of Assessments/Evaluation:
• Unit Test
• Quiz
• Reflective Writing
• Survey Completion
• Research Projects
• Collaborative Learning Projects
• Discussion Board/Blog

Resources/Including Online Resources
• Online Textbook Information:
  • www.glencoe.com
• Teacher Webpage
• Graphic Organizers
  • http://jumpstart.org/indiana-fin-lit-resources.html
• Video – “The Greatest Movie Ever Sold”
  • http://www.councilforeconed.org/resource/national-standards-for-financial-literacy/
Financial Literacy
Topic: Investing and Protecting Your Money

Approximate # of Weeks: 5

Essential Questions:
- What is the best way to develop a personal investment plan?
- How do you set goals for your investments in the short term? In the long term?
- What are the different types of stock purchases?
- How does an investor sell stock?
- What are the different types of bonds?
- What is a mutual fund?
- What is the benefits of real estate investments? What are the possible drawbacks?
- How do I pay my taxes?
- How do I protect and insure the valuables that I own?
- Why should a person have health and disability insurance?
- How does a person prepare for retirement?

Upon completion of this unit students will be able to:
- 6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- 6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

8.1.12.E.1 Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.

8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

9.1.12.E.2 Generate digital media campaigns in support of or opposing a current political, social, or economic issue.

9.1.12.E.3 Design a digital communication system to alert other countries in the event of a natural disaster.

9.1.12.F.5 Formulate an opinion regarding a current workplace or societal/ethical issue based on research.

**Interdisciplinary Standards (njcccs.org)**

- CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
• CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
• CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
• CCCS.ELA Standards GR 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• CCCS.ELA Standards GR 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Activities – include 21st Century Technologies:
• KWL – Taxes
• Photo Caption – Dollars at work
• Debate – Risk Management Plans
• Writing Response – Three types of Risk
• Flood Insurance Claim Form Examination
• Photo Caption – Natural Disasters
• List – What would you insure most in your home? How much would you pay to have it insured?
• Photo Caption – Little Baby, Big Bills
• Pros and Cons – Benefits of Health Care Insurance
• List and Explain three types of Managed care
• Critical Thinking Essay – Workers Compensation
• Analyze Media – Baby Grow Up Plan by GERBER
• Poll – At what age should people start retirement planning
• Photo Caption – Retirement Awards

Enrichment Activities:
• Contact a Health Care Provider and Find out much insurance costs
• Read an article about Inclusive Insurance and write a summary and opinion

Methods of Assessments/Evaluation:
• Golden Tickets
• Unit Test
• Quiz
• Reflective Writing
• Survey Completion
• Research Projects
• Collaborative Learning Projects
• Discussion Board/Blog

Resources/Including Online Resources
• Online Textbook Information
• www.glencoe.com
• Teacher Webpage
• http://jumpstart.org/indiana-fin-lit-resources.html
• http://www.councilforeconed.org/resource/national-standards-for-financial-literacy/
• http://www.treasury.gov/resource-center/financial-education/Pages/commission-index.aspx
• Graphic Organizers
• Survey forms
• Articles