

## Winslow Township School District

### Managing Money

#### Unit 1 – Introduction to Personal Finance, Budgeting and Saving Money

**Overview:** Students will be introduced to applying Financial Literacy to themselves through Personal Finance by understanding the history of money in America, their own money personality, money in relationships, and beginning a road to financial success. They will then learn what a budget is, what it is not, and how to build a personal budget. Then the discipline of saving money will be broken down into the categories of an emergency fund, saving for purchases, and building wealth on any income.

Overview	Standards for Financial Literacy	Unit Focus	Essential Questions
<p><a href="#">Unit 1</a></p> <p><b>Introduction to Personal Finance, Budgeting and Saving Money</b></p>	<ul style="list-style-type: none"> <li>• 9.1.12.CFR.1</li> <li>• 9.1.12.CFR.4</li> <li>• 9.1.12.CDM.1</li> <li>• 9.1.12.CDM.3</li> <li>• 9.1.12.CDM.8</li> <li>• 9.1.12.CDM.9</li> <li>• 9.1.12.CP.6</li> <li>• 9.1.12.EG.4</li> <li>• 9.1.12.FI.3</li> <li>• 9.1.12.FP.1</li> <li>• 9.1.12.FP.2</li> <li>• 9.1.12.FP.3</li> <li>• 9.1.12.FP.4</li> <li>• 9.1.12.FP.6</li> <li>• 9.1.12.PB.1</li> <li>• 9.1.12.PB.2</li> <li>• 9.1.12.PB.3</li> <li>• 9.1.12.PB.4</li> <li>• 9.1.12.PB.5</li> <li>• 9.1.12.PB.6</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</li> <li>• Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.</li> <li>• Identify the purposes, advantages, and disadvantages of debt.</li> <li>• Determine ways to leverage debt beneficially.</li> <li>• Compare and compute interest and compound interest and develop an amortization table using business tools.</li> <li>• Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.</li> <li>• Explain the effect of debt on a person’s net worth.</li> <li>• Explain the relationship between your personal financial situation and the broader economic and governmental policies.</li> <li>• Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).</li> <li>• Create a clear long-term financial plan to ensure its alignment with your values.</li> <li>• 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.</li> <li>• Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.</li> <li>• Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.</li> <li>• Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.</li> <li>• Explain the difference between saving and investing.</li> <li>• Prioritize financial decisions by considering alternatives and possible consequences.</li> <li>• Design a personal budget that will help you reach your long-term and short-term financial goals.</li> <li>• Explain how you would revise your budget to accommodate changing circumstances.</li> <li>• Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.</li> <li>• Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.</li> </ul>	<ul style="list-style-type: none"> <li>• What is personal finance?</li> <li>• Why is it Important to be financially literate?</li> <li>• What is the history of money development in America?</li> <li>• What is your money personality?</li> <li>• What is a budget?</li> <li>• Why should you use a budget?</li> <li>• What does zero based budget mean?</li> <li>• How do money personality and budgeting effect relationships?</li> <li>• Do most people save money?</li> </ul>

**Winslow Township School District**

**Managing Money**

**Unit 1 – Introduction to Personal Finance, Budgeting and Saving Money**

<p><b>Unit 1:</b> <b>Enduring Understandings</b></p>	<ul style="list-style-type: none"><li>• Winning with money is only twenty percent knowledge, but it is eighty percent behavior.</li><li>• Money personalities play a major role in relationships, especially with a significant other.</li><li>• Budgeting, and sticking to it, are the beginning points of having financial success in life.</li><li>• Building the discipline of saving money for emergencies, purchases, and building wealth is hugely important.</li></ul>	<ul style="list-style-type: none"><li>• What are the three reasons to develop the habit of saving money?</li></ul>
--	--	--

**Winslow Township School District**

**Managing Money**

**Unit 1 – Introduction to Personal Finance, Budgeting and Saving Money**

Curriculum Unit 1	Standards		Pacing	
			Days	Unit
<b>Unit 1: Introduction to Personal Finance, Budgeting and Saving Money</b>	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.	3	24
	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.CDM.1	Identify the purposes, advantages, and disadvantages of debt.		
	9.1.12.CDM.3	Determine ways to leverage debt beneficially.		
	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 causes and consequences of personal and corporate bankruptcy; evaluate the implications for self and others.		
	9.1.12.CP.6	Explain the effect of debt on a person’s net worth.	1	
	9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.	1	
	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).	1	
	9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	1	
	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.	3	
	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.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.		
	9.1.12.PB.1	Explain the difference between saving and investing.	1	
	9.1.12.PB.2	Prioritize financial decisions by considering alternatives and possible consequences.	1	
	9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.	1	
	9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.	1	
	9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	1	
	9.1.12.PB.6	Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.	1	
Assessment, Re-teach and Extension			6	

Winslow Township School District

Managing Money

Unit 1 – Introduction to Personal Finance, Budgeting and Saving Money

Unit 1 Managing Money	
Assessment Plan	
<ul style="list-style-type: none"><li>• Chapter tests</li><li>• Classwork / homework assignments</li><li>• Warm up activities</li><li>• Discussions</li></ul>	
Resources	Activities
<ul style="list-style-type: none"><li>• Foundations in Personal Finance</li><li>• Federal income tax tables</li><li>• Pay stubs</li><li>• The Dave Ramsey Show YouTube clips</li></ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"><li>• Warm up questions</li><li>• Section exercises</li></ul>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"><li>1. Identifying similarities and differences</li><li>2. Summarizing and note taking</li><li>3. Reinforcing effort and providing recognition</li><li>4. Homework and practice</li><li>5. Nonlinguistic representations</li></ol>	<ol style="list-style-type: none"><li>6. Cooperative learning</li><li>7. Setting objectives and providing feedback</li><li>8. Generating and testing hypotheses</li><li>9. Cues, questions, and advance organizers</li><li>10. Manage response rates</li></ol>

## Winslow Township School District

### Managing Money

#### Unit 1 – Introduction to Personal Finance, Budgeting and Saving Money

##### 9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 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.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.CDM.1 Identify the purposes, advantages, and disadvantages of debt.
- 9.1.12.CDM.3 Determine ways to leverage debt beneficially.
- 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.CP.6 Explain the effect of debt on a person's net worth.
- 9.1.12.EG.4 Explain the relationship between your personal financial situation and the broader economic and governmental policies.
- 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.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.6 Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
- 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.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

##### **Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

##### **Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

## Winslow Township School District

### Managing Money

#### Unit 1 – Introduction to Personal Finance, Budgeting and Saving Money

##### Modifications for Special Education/504

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

## Winslow Township School District

### Managing Money

#### Unit 1 – Introduction to Personal Finance, Budgeting and Saving Money

##### Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District

Managing Money

Unit 1 – Introduction to Personal Finance, Budgeting and Saving Money

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li><li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li><li><input type="checkbox"/> Oral Language</li></ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"><li>• Relate to and identify commonalities in financial studies in student’s home country</li><li>• Assist with organization</li><li>• Use of computer</li><li>• Emphasize/highlight key concepts</li><li>• Teacher Modeling</li><li>• Peer Modeling</li><li>• Label Classroom Materials - Word Walls</li></ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"><li>• Raise levels of intellectual demands</li><li>• Require higher order thinking, communication, and leadership skills</li><li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li><li>• Provide higher level texts</li><li>• Expand use of open-ended, abstract questions</li><li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li><li>• Enrichment Activities/Project-Based Learning/ Independent Study</li></ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"><li>❖ <a href="#">Gifted Programming Standards</a></li><li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li><li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li></ul>

## Winslow Township School District

### Managing Money

#### Unit 1 – Introduction to Personal Finance, Budgeting and Saving Money

##### Interdisciplinary Connections

##### Interdisciplinary Connections:

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

**SL.9-10.4:** Present information, findings and supporting evidence clearly, concisely and logically. The content, organization, development and style are appropriate to task, purpose and audience.

**NJSLSA.L6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**6.1.12.EconEM.2.b:** Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

**6.1.12.EconNE.6.a:** Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

**6.1.12.EconoNM.10.b:** Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

**6.1.12.CivicsPD.14.a:** Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

**6.1.12.EconET.14.b:** 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.EconNE.15.a:** Assess economic priorities related to international and domestic needs, as reflected in the national budget.

##### Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.