



Clinton Township Public School District Curriculum

Subject: Financial Literacy	Grade: 6	Unit Name: Unit 1: Financial Literacy/Financial Institutions
Total Number of Lessons: 5	Unit Time Frame (days): 5	
NJSLS 9.1.8.FI.1, 9.1.8.FI.2, 9.1.8.FI.3, 9.1.8.FI.4, 9.1.8.EG.9		
Students will be able to independently use their learning to: <ul style="list-style-type: none"> ● Identify the purposes of banks ● Compare and contrast savings and checking accounts ● Write a fictional check ● Open a fictional bank account ● Compare and contrast traditional and online banking ● Explain the role of the FDIC in consumer banking 		
Understandings: <ul style="list-style-type: none"> ● Various factors need to be analyzed before choosing the right financial service provider. ● There are many ways to save and spend money that need to be considered. ● Interest rates and fees need to be considered when choosing financial products. ● There are specific laws to protect consumers from fraud. However, fraud still occurs and it is necessary to report and address fraud. 		
Performance Tasks: <ul style="list-style-type: none"> ● Identify the factors to consider when selecting various financial service providers. ● Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, checkbooks, online/mobile banking). ● Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals. ● Analyze the interest rates and fees associated with financial products. ● Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address. 		
Core Instructional and Supplemental Materials, Assessments, Pacing Guide Financial Literacy Grade 6		
Interdisciplinary Connections: Language Arts <ul style="list-style-type: none"> ● RI.6 Reading Informational Text; various nonfiction texts throughout the unit 		

Revised by: Dean Greco
Admin Approval: Carl Blanchard
Board Approved 9/11/23

Social Studies

- 8.1.4.1 Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format; Students will research various financial resources from different sources.

Computer Science & Design Thinking (8.1 or 8.2)

- 8.2.8 Economic, political, social, and cultural aspects of society drive the development of new technological products, processes, and systems; used in online vs traditional banking

Career Readiness, Life Literacies & Key Skills (9.1, 9.2 or 9.4)**Accommodations:**[CTSD Accommodations](#)

Subject: Financial Literacy	Grade: 6	Unit Name: Unit 2: Financial Literacy/Planning and Budgeting
Total Number of Lessons: 4	Unit Time Frame (days): 5	
<u>NJSLS</u> 9.1.8.PB.1, 9.1.8.PB.2, 9.1.8.PB.3, 9.1.8.PB.4, 9.1.8.PB.5, 9.1.8.PB.6, 9.1.8.PB.7		
Students will be able to independently use their learning to: <ul style="list-style-type: none"> ● Create a sample budget ● Compare and contrast needs vs. wants ● Create a spending plan for an event 		
Understandings: <ul style="list-style-type: none"> ● Creating a budget can help prepare one for future goals. ● Learning to comparison shop and negotiate price can help decrease expenses and help with expense management. ● Different stages of life may present different sources and amounts of income. This needs to be accounted for when saving and spending. ● Budget goals can be broken down into short term, long term and charitable goals. ● Many life factors and experiences shape a person's goals. 		
Performance Tasks: <ul style="list-style-type: none"> ● Predict future expenses or opportunities that should be included in the budget planning process. ● Explain how different circumstances can affect one's personal budget. ● Explain how to create a budget that aligns with financial goals. 		

- Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
- Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- Construct a budget to save for short-term, long term, and charitable goals.
- Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

Core Instructional and Supplemental Materials, Assessments, Pacing Guide

[Financial Literacy Grade 6](#)

Interdisciplinary Connections:

Math

- 6.RP.A.3c: Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent; used when calculating budget
- 6.NS.B.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation; used when calculating budget

[Computer Science & Design Thinking](#) (8.1 or 8.2)

- 8.1.8.A.4: Graph and calculate data within a spreadsheet and present a summary of the results; used for budget
- 8.1.8.F.CS3: Collect and analyze data to identify solutions and/or make informed decisions; used for budget

[Career Readiness, Life Literacies & Key Skills](#) (9.1, 9.2 or 9.4)

Accommodations:

[CTSD Accommodations](#)

Subject: Financial Literacy	Grade: 6	Unit Name: Unit 3: Financial Literacy/Credit and Debt Management
Total Number of Lessons: 3	Unit Time Frame (days): 6	
NJSLs 9.1.8.CDM.1 , 9.1.8.CDM.2 , 9.1.8.CDM.3 , 9.1.8.CDM.4		
Students will be able to independently use their learning to: <ul style="list-style-type: none"> • Compare and contrast debit and credit cards • Identify features of a credit card statement • Calculate interest rate on various loans and financial products • Compare and contrast credit score and credit history • Compare credit offers and determine the best offer for a particular scenario 		
Understandings: <ul style="list-style-type: none"> • Consumers should be aware of the advantages and disadvantages presented by credit and debit cards. • Being knowledgeable about the vernacular used with credit can help the consumer use credit and loans wisely. • There are advantages and disadvantages to using credit that the consumer needs to be aware of before making decisions regarding credit. 		
Performance Tasks: <ul style="list-style-type: none"> • Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. • Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. • Compare and contrast loan management strategies, including interest charges and total principal repayment costs. • Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans). 		
Core Instructional and Supplemental Materials, Assessments, Pacing Guide Financial Literacy Grade 6		
Interdisciplinary Connections: Math <ul style="list-style-type: none"> • MA.7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies; used in calculating interest rates • MA.7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; used in calculating interest rates 		

Language Arts

- LA.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone; used in defining credit-related vocabulary
- LA.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research; used in articles on credit/debit cards.

Social Studies

- SOC.5-8.1.4.1 Select and analyze information from a variety of sources to present a reasoned a or position in a written and/or oral format.; used in articles on credit/debit cards.

Computer Science & Design Thinking (8.1 or 8.2)

- TECH.8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem; used when comparing credit products

Career Readiness, Life Literacies & Key Skills (9.1, 9.2 or 9.4)**Accommodations:**

[CTSD Accommodations](#)