



Clinton Township Public School District Curriculum

Subject: Financial Literacy	Grade: 8	Unit Name: Unit 1: Economic and Government Influences
Total Number of Lessons: 4	Unit Time Frame (days): 7	
<p><u>NJSLS</u> 9.1.8.EGI.1, 9.1.8.EGI.2, 9.1.8.EGI.3, 9.1.8.EGI.4, 9.1.8.EGI.5, 9.1.8.EGI.6, 9.1.8.EGI.7, 9.1.8.EGI.8, 9.1.8.EGI.9, 9.1.8.FP.6, 9.1.8.FP.7</p>		
<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> ● Compare and contrast activities based on their tax legality ● Explain the difference between tax avoidance and tax evasion ● Describe the flow of direct and indirect taxes ● Explain the various ways in which government spends tax money ● Describe conditions and laws related to young laborers ● Use inflation data to compare and contrast prices and determine value ● Compare and contrast a bull and bear market ● Compare and contrast global prices using exchange rate ● Explain the relationship between imports and exports and how they affect the world economy. ● Compare and contrast various resources including human, natural, and capital resources. 		
<p>Understandings:</p> <ul style="list-style-type: none"> ● The consumer should be aware of the many different types of taxes and tax rates. ● The broader economy affects consumer decisions and the financial well being and security of the consumer. ● The consumer needs to be familiar with the various tax and employment laws. ● Taxes are used to fund various initiatives ● Money flow and currency rates affect the greater economy in various ways. 		

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

Performance Tasks:

- Explain how taxes affect disposable income and the difference between net and gross income
- Explain why various sources of income are taxed differently.
- Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- Interpret how changing economic and societal needs influence employment trends and future education.
- Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods
- Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
- Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.
- Compare and contrast advertising messages to understand what they are trying to accomplish.
- Identify the techniques and effects of deceptive advertising.

Core Instructional and Supplemental Materials, Assessments, Pacing Guide[Financial Literacy 8](#)**Interdisciplinary Connections:****Language Arts**

- LA.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic; used in defining unit vocabulary

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

- 8.1.8.F.CS3 Collect and analyze data to identify solutions and/or make informed decisions.; used in collecting data on global prices

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

Subject: Financial Literacy	Grade: 8	Unit Name: Unit 2: Civic Financial Responsibility
Total Number of Lessons: 4	Unit Time Frame (days): 5	
NJSLs 9.1.8.CR.1, 9.1.8.CR.2, 9.1.8.CR.3, 9.1.8.CR.4		
Students will be able to independently use their learning to: <ul style="list-style-type: none"> ● Create a donation plan for charitable giving ● Assess passions/interests to develop a list of potential career paths ● Describe the benefits of a business behaving ethically and charitable ● Describe ways in which major world events affect the global economy ● Describe how a business and an individual can behave ethically in regards to taxes 		
Understandings: <ul style="list-style-type: none"> ● The role of giving (whether through service or financial help) affects the quality of life throughout the world. ● Many ways exist for helping others through one’s own talents and financial resources. ● Businesses also have a role in charitable giving. ● Ethical and legal concerns should be kept in mind when making financial decisions. 		
Performance Tasks: <ul style="list-style-type: none"> ● Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures. ● Compare various ways to give back through strengths, passions, goals, and other personal factors. ● Relate the importance of consumer, business, and government responsibility to the economy and personal finance. ● Examine the implications of legal and ethical behaviors when making financial decisions 		
Core Instructional and Supplemental Materials, Assessments, Pacing Guide Financial Literacy 8		
Interdisciplinary Connections: Math <ul style="list-style-type: none"> ● MA.7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; used in creation of donation plan Language Arts <ul style="list-style-type: none"> ● LA.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic; used in unit vocabulary 		

Computer Science & Design Thinking (8.1 or 8.2)

- 8.1.8.E.CS2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media; used in researching world events.

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

Accommodations:

[CTSD Accommodations](#)