Department of College and Career Readiness

Fourth Grade Financial Literacy Curriculum
Fourth Grade Financial Literacy

Course Description

This course will delve deeper into philanthropy, credit, and taxes. Students will also examine types of investments as well as risk and insurance.
# Fourth Grade Financial Literacy

## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 (SLOs 1-5)</td>
<td>Credit, Philanthropy, and Taxes</td>
<td>Approx. 9 weeks</td>
</tr>
<tr>
<td>Unit 2 (SLOs 6-7)</td>
<td>Debt</td>
<td>Approx. 9 weeks</td>
</tr>
<tr>
<td>Unit 3 (SLOs 8)</td>
<td>Risk and Insurance</td>
<td>Approx. 9 weeks</td>
</tr>
<tr>
<td>Unit 4 (SLOs 9-11)</td>
<td>Types of Investments, Investment Accounts, and Introduction to Financial Aid</td>
<td>Approx. 9 weeks</td>
</tr>
</tbody>
</table>
### Educational Technology Standards

8.1.5.A.1, 8.1.5.A.5, 8.1.5.D.1, 8.1.5.E.1, 8.2.5.B.1

**Technology Operations and Concepts**
- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

  **Example of use within the unit**: Students will create a guide on how to invest wisely.
- Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

  **Example of use within the unit**: Students will use the internet and computers to conduct research.

**Digital Citizenship**
- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics

  **Example of use within the unit**: Students will follow all classroom, school, and district protocols when using the internet to create a website and gather materials about charities.

**Resource and Information Literacy**
- Gather and analyze findings to produce a possible solution for a content-related or real-world problem using data collection technology.

  **Example of use within the unit**: Students will research taxes using real life scenarios.

**Design: Critical Thinking, Problem Solving, Decision Making**
- Design and create a product using the design process that addresses a real-world problem with specific criteria and constraints.

  **Example of use within the unit**: Students will create posters for their school on the types of investments.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example of use within the unit: Students will research and work with charities.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Example of use within the unit: Students to use internet & grade-level technology to research services obtained through tax dollars.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Example of use within the unit: Students will evaluate and discuss the need for insurance and the risks of investment.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Example of use within the unit: Students will evaluate the financial risks of debt.
# Differentiated Instruction

## Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra Response time</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
</tr>
<tr>
<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
</tr>
<tr>
<td>- Timeline with due dates for reports and projects</td>
<td>- Repeat, clarify or reword directions</td>
<td>- Brief and concrete directions</td>
<td>- Reference resources to promote independence</td>
</tr>
<tr>
<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback</td>
<td>- Visual and verbal reminders</td>
</tr>
<tr>
<td>- Provide lecture notes/assignments, and tutorials outline</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Graphic organizers</td>
</tr>
<tr>
<td>- Video lessons online</td>
<td>- Video lessons online</td>
<td>- Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Computer/whiteboard</td>
<td>- Adjusted rubrics for projects</td>
<td>- Consistent daily structured routine</td>
<td>- Individual daily planner</td>
</tr>
<tr>
<td>- Video lesson</td>
<td>- Study guides</td>
<td>- Simple and clear classroom rules</td>
<td>- Display a written agenda</td>
</tr>
<tr>
<td>- Spell-checker</td>
<td>- Shortened tests</td>
<td>- Frequent feedback</td>
<td>- Note-taking assistance</td>
</tr>
<tr>
<td>- Text speech software</td>
<td>- Read directions aloud</td>
<td></td>
<td>- Color code materials</td>
</tr>
</tbody>
</table>
### Differentiated Instruction

**Strategies to Accommodate Students Based on Content-Specific Needs**

- Extra time for assigned tasks
- Student entrepreneur idea pitch
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Small group instruction
- Assignment choice
- Create presentation
- Draw and picture or write a song to demonstrate learning
- Career interest centers
- Create a flyer, brochure or poster on paying taxes
Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
### Assessments

#### Suggested Formative/Summative Classroom Assessments

- Mind Maps
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Math Stations/Centers
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio,
- Homework
- Concept Mapping
## Interdisciplinary Connections

### English Language Arts
- Write about risk management (NJSLSA.W1)
- Create posters about debt (NJSLSA.W6)
- Write about the types of investments (NJSLSA.W7)

### Social Studies
- Research the history of the stock market (6.3.4)
- Research the impact of paying taxes (6.3.4)

### World Language
- Translate Personal Finance content (7.1.ILA)
- Create a translated index of Personal Finance vocabulary (7.1.ILA)

### Math
- Calculate tax rate (4.OA.A.1)

### Fine & Performing Arts
- Draft posters about debt (1.2.4)
- Stock Market Role Play (1.2.4)

### Science
- Research latest developments in industry technology (3-5-ETS1)
- Investigate applicable-careers in STEM fields (3-5-ETS1)
New Jersey Student Learning Standards

9.1 Personal Financial Literacy

C. Credit and Debt Management

- 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
- 9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
- 9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
- 9.1.4.C.4 Determine the relationships among income, expenses, and interest.
- 9.1.4.C.5 Determine personal responsibility related to borrowing and lending. 9.1.4.C.6 Summarize ways to avoid credit problems.

F. Civic Financial Responsibility

- 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
Course: Fourth Grade Financial Literacy  
Grade Level: 4th

Course Overview: This course will delve deeper into philanthropy, credit, and taxes. Students will also examine types of investments as well as risk, insurance, and college planning.

New Jersey Student Learning Standards (NJSLS): 9.1.4.C.1; 9.1.4.C.2; 9.1.4.C.3; 9.1.4.C.4; 9.1.4.C.5; 9.1.4.F.1; 9.1.4.F.2

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Describe how to get credit.</td>
<td></td>
<td>The Right Credit Card for You</td>
<td>Credit Applications: In pairs have students complete simulated credit applications online and on paper.</td>
<td>TD Bank Intro to Credit: <a href="https://www.tdbank.com/wowzone/lessons/Gr4-5Lesson3.pdf">https://www.tdbank.com/wowzone/lessons/Gr4-5Lesson3.pdf</a></td>
</tr>
<tr>
<td></td>
<td>How is credit advantageous?</td>
<td>Your Credit Rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why do consumers obtain credit?</td>
<td>Interpreting Credit Card Statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dealing with Errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How Much (Credit Card Debt) is enough?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poster: As a class create a step-by-step outline of how to obtain credit.</td>
<td></td>
<td>Edutopia Financial Literacy for Kids: <a href="https://www.edutopia.org/blog/elementary-">https://www.edutopia.org/blog/elementary-</a></td>
</tr>
<tr>
<td>Student Learning Objectives (SLOs)</td>
<td>Essential Questions</td>
<td>Skills &amp; Indicators</td>
<td>Sample Activities</td>
<td>Resources</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 2) Recognize and explain why banks/institutions offer credit to their customers. | Why do producers offer consumers credit?  
What is an APR?  
Why do credit cards require you to pay interest?  
How is the interest rate on a credit card determined? | • Why use Credit?  
• Establishing and Maintaining Credit  
• Laws and Regulation of Credit  
• Building a Credit History  
• Credit Reports and Your FICO Score  
• Different Types of Credit  
• How Much Credit? | Class Discussion: Why do banks offer credit card? How does it benefit them?  
Mind Map: Create a mind map of the credit process. | financial-literacy-lessons-resources-brian-page |
| NJSLS: 9.1.4.C.1; 9.1.4.C.2; 9.1.4.C.3; 9.1.4.C.4; 9.1.4.C.5 | | | | |
| 3) List perks offered by credit card companies. | What are the advantages of having a credit card? | • Why use Credit?  
• Establishing and Maintaining Credit  
• Laws and Regulation of Credit | Direct Instruction: The perks offered by credit cards. | TD Bank Business Banking: https://www.tdbank.com/wowzone/lessons/Gr 4-5Lesson4.pdf |
<p>| | | | | |
| | | | | |
| | | | | |</p>
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| NJSLS: 9.1.4.C.1; 9.1.4.C.2; 9.1.4.C.3; 9.1.4.C.4; 9.1.4.C.5 | Why do credit cards offer promotions? Why do stores offer a discount to customers using credit? | • Building a Credit History  
• Credit Reports and Your FICO Score  
• Different Types of Credit  
• Understand that too much credit can be a disadvantage. | Reflection: Why do companies offer these perks? Is it advertising? | Next Generation Personal Finance: [http://nextgenpersonalfinance.org/category/credit-cards/](http://nextgenpersonalfinance.org/category/credit-cards/)  
TD Bank Resources for Students: [https://www.tdbank.com/wowzone/teens/](https://www.tdbank.com/wowzone/teens/) |
| 4) Define the term tax, and explain why the government must tax citizens | Why Pay Taxes? Who Pays Taxes? Where Tax Dollars Go? What are W2s, W4s, 1040s, etc.? | • Describe the benefits of saving money in a savings account at a bank  
• Explain how people can earn an income  
• Define the term tax, and explain why the government must tax citizens  
• Understand that | Services Discussion: Name some services that the local, state, and federal governments provide. Allow students to respond. Students may state that the federal government is responsible for defense, foreign relations, or regulation of agricultural products. State governments maintain state highways, help | Take Charge America Taxes 4th Grade Lesson: [http://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-four-taxes.pdf](http://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-four-taxes.pdf)  
TD Bank Resources for Students: [https://www.tdbank.com/wowzone/teens/](https://www.tdbank.com/wowzone/teens/)  
TD Bank Taxes: |
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone must pay taxes</td>
<td><strong>Class Discussion:</strong> How do you think local, state, and national governments pay for these services? Have students share their ideas. Students may say that the government collects taxes.</td>
<td>fund public education, and help fund public healthcare services. Local governments are responsible for police and fire regulations.</td>
<td><strong>Brainstorm:</strong> What are some charities/causes that you would like to raise money to help? How can we as a class or school raise money?</td>
<td><a href="https://www.tdbank.com/wowzone/lessons/Gr9-12Lesson9.pdf">https://www.tdbank.com/wowzone/lessons/Gr9-12Lesson9.pdf</a></td>
</tr>
<tr>
<td><strong>NJSLS:</strong> 9.1.4.F.2</td>
<td>Why is charitable giving important? How can giving money help others? Why pay it forward?</td>
<td>• Identify charitable organizations • Identify charities that are inline with beliefs and culture • The Spirit of Giving: Time, Treasures and Efforts</td>
<td><strong>Posters or Website:</strong> Create posters for the charitable drive to encourage your</td>
<td><a href="https://www.tdbank.com/wowzone/teens/">TD Bank Resources for Students:</a> <a href="https://www.youtube.com/watch?v=uTbfm-f3eUM">Charitable Giving:</a></td>
</tr>
<tr>
<td>Student Learning Objectives (SLOs)</td>
<td>Essential Questions</td>
<td>Skills &amp; Indicators</td>
<td>Sample Activities</td>
<td>Resources</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>6) Define the term debt</td>
<td>What is debt?</td>
<td>The Value of Philanthropy</td>
<td>community to donate.</td>
<td>TD Bank Resources for Students: <a href="https://www.tdbank.com/wowzone/teens/">https://www.tdbank.com/wowzone/teens/</a></td>
</tr>
<tr>
<td></td>
<td>Is there such a thing as good debt?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Describe ways to avoid or correct debt problems.</td>
<td>How can debt impact your overall financial health?</td>
<td>Identify how to manage debt</td>
<td>Quick Write: How do you get out of debt?</td>
<td>TD Bank Resources for Students: <a href="https://www.tdbank.com/wowzone/teens/">https://www.tdbank.com/wowzone/teens/</a></td>
</tr>
<tr>
<td></td>
<td>How can you manage debt?</td>
<td>Create a debt management plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Objectives (SLOs)</td>
<td>Essential Questions</td>
<td>Skills &amp; Indicators</td>
<td>Sample Activities</td>
<td>Resources</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 8) Identify common types of risks and basic risk management methods. | What is risk management?  
What are the primary financial risks?  
How can one minimize risk? | • Describe risk management techniques  
• Summarize basic insurance terms  
• Explain how insurance works  
• Choose when insurance is necessary and pick the correct type to fit the context of the situation  
• Compare costs for different health insurance plans | **Discussion:** What are the risks of banking and investing?  
**Brainstorm:** As a class brainstorm ways to minimize risk. | TD Bank Resources for Students: [https://www.tdbank.com/wowzone/teens/](https://www.tdbank.com/wowzone/teens/)  
| NJSLS: 9.1.4.C.1; 9.1.4.C.2; 9.1.4.C.3; 9.1.4.C.4; 9.1.4.C.5 | | | | |
| 9) Explore the basic concepts of investing, | How do investments impact personal financial plans? | • Understand the risk and potential | **All Your Eggs in One Basket Lesson Plan:** | TD Bank Resources for Students: [https://www.tdbank.com/wowzone/teens/](https://www.tdbank.com/wowzone/teens/)  
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>including risk and return</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Compare and contrast several kinds of investments</td>
<td>How does the type of investment impact risk and return?  Why invest in mutual funds, retirement accounts and IRAs?  How do investments impact personal financial plans?</td>
<td>• Identify the various types of investments  • Differentiate based on risk and reward</td>
<td>Venn Diagram: Compare and contrast the various types of investments.  Investment Simulation: All students to explore the different types of investments using centers and create their own portfolios.</td>
<td><a href="https://www.tdbank.com/wowzone/teens/">TD Bank Resources for Students</a>  <a href="https://www.td.com/us/en/investing/">TD Bank Investing and Wealth</a></td>
</tr>
<tr>
<td>NJSLS: 9.1.4.C.1; 9.1.4.C.2; 9.1.4.C.3; 9.1.4.C.4; 9.1.4.C.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) Explore the cost of college and trade school.</td>
<td>How do I pay for college?  Why is an education so important?</td>
<td>• Identify the cost of college  • Identify the different types of college</td>
<td>Class Discussion/Accountable Talk: What do you want to be when you grow up? What kind of schooling does your</td>
<td><a href="https://www.savingforcollege.com/article/scholarships-for-younger-children">Saving for College</a>  Financial Aid and</td>
</tr>
<tr>
<td>NJSLS: 9.1.4.C.1; 9.1.4.C.2; 9.1.4.C.3; 9.1.4.C.4; 9.1.4.C.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning Objectives (SLOs)</td>
<td>Essential Questions</td>
<td>Skills &amp; Indicators</td>
<td>Sample Activities</td>
<td>Resources</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Why is planning for college and career important?</td>
<td>various ways to pay for college</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Vocabulary

<table>
<thead>
<tr>
<th>Investment</th>
<th>Risk</th>
<th>Reward</th>
<th>Debt</th>
<th>Producers</th>
<th>Consumers</th>
<th>Financial Aid</th>
<th>Federal Loans</th>
<th>Taxes</th>
<th>W2</th>
<th>W4</th>
<th>1090</th>
<th>1099</th>
<th>Charities</th>
<th>Philanthropy</th>
</tr>
</thead>
</table>

### Suggested Projects

**Choose At Least One**

- In pairs create a why we pay taxes video.
- As a class create a timeline of how to invest.

### Suggested Structured Learning Experiences

| The New York Stock Exchange  
11 Wall Street  
New York New York. | H&R Block  
Tax Preparation Service  
1301 Main Ave  
(973) 253-6392 |