

Unit 5: Amistad & Financial Literacy (Weeks 1-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Weeks 1-36**
Status: **Published**

UNIT RATIONALE

In these supplemental lessons, students will be exploring two key aspects of American culture through black history and financial understanding. Students will be examining prominent black Americans and turn-keying their research to their peers. Students will also view multiple interactive "how-to" videos on the basic fundamentals of the US economic system.

*Amistad NJ Curriculum

The Commission's mandate is to promote a wider implementation of educational awareness programs regarding the African slave trade, slavery in America, and the many contributions Africans have made to American society.

ESSENTIAL QUESTIONS

1. Who were some of the Important figures of black history and what did they contribute to American society?
2. What is personal finance?

STANDARDS

21st Century Standards

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|----------------|---|
| CAEP.9.2.8.B.1 | Research careers within the 16 Career Clusters [®] and determine attributes of career success. |
| CAEP.9.2.8.B.7 | Evaluate the impact of online activities and social media on employer decisions. |

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 9-12 - Social Studies (2020)

6.1.12.HistoryCC.8.c:

Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

SOC.6.1.12.HistoryCC.8.c Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
PFL.9.1.8.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
PFL.9.1.8.CP.1	Compare prices for the same goods or services.
PFL.9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
PFL.9.1.8.EG.1	Explain how taxes affect disposable income and the difference between net and gross income.
PFL.9.1.8.EG.3	Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
PFL.9.1.8.EG.6	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.
PFL.9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters [®] and determine attributes of career success.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.2.8.ITH.2 Compare how technologies have influenced society over time.

PRE-ASSESSMENTS

[Black History Month \(1\) EdPuzzle Video Assessment](#)

INSTRUCTIONAL PLAN

MODULE 1

Lesson 1: BHM

Student Learning Intentions (SLI) WALT: (We are learning to...)	...analyze and research important figures of black history so that they can broaden their view of history through the lens of others.
Student Learning Strategies	Students will analyze videos about BHM. Students will create a Google slide presentation on an important black American.
Success Criteria	Students can present their research findings about an important black American.
Formative Assessment (drives instructional decisions)	Black History Month EdPuzzles
Activities and Resources	Black History Month Presentation Rubric Black History Month Presentation Example BHM Presentation Rubric List of Influential Black Americans
Suggested Modifications	Risk of Failure: ~Modify Directions ~Peer Support ~Increase 1-on-1 Instruction ~Contact Home

	<p>Gifted & Talented:</p> <ul style="list-style-type: none"> ~Extension/Enrichments ~Modify/Change Activities ~Higher Reading Level Material <p>504:</p> <ul style="list-style-type: none"> ~Chunking ~Checking for Understanding ~Extra Time <p>IEP:</p> <ul style="list-style-type: none"> ~Chunking ~Checking for Understanding ~Extra Time ~Oral Reading ~Timers <p>English Language Learners:</p> <ul style="list-style-type: none"> ~Native Language Support ~Adjusted Speech ~Visuals
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MODULE 2

Lesson 2: Financial Literacy

Student Learning Intentions (SLI) WALT: (We are learning to...)	...analyze a series of interactive videos on basic fundamentals of the US economic system so that they can recognize key economic terms like credit, taxes, saving, tipping, and loans.
Student Learning Strategies	Students will view multiple videos and answer the corresponding questions to each video.
Success Criteria	Students will be able to recognize key economic terms like credit taxes, saving, tipping, and loans.
Formative Assessment (drives instructional	What is Personal Finance?

<p>decisions)</p>	<p>Cash Credit Cards Investing Wages and Salaries</p>
<p>Activities and Resources</p>	<p>PlaySpent</p>
<p>Suggested Modifications</p>	<p>Risk of Failure:</p> <ul style="list-style-type: none"> ~Modify Directions ~Peer Support ~Increase 1-on-1 Instruction ~Contact Home <p>Gifted & Talented:</p> <ul style="list-style-type: none"> ~Extension/Enrichments ~Modify/Change Activities ~Higher Reading Level Material <p>504:</p> <ul style="list-style-type: none"> ~Chunking ~Checking for Understanding ~Extra Time <p>IEP:</p> <ul style="list-style-type: none"> ~Chunking ~Checking for Understanding ~Extra Time ~Oral Reading ~Timers <p>English Language Learners:</p> <ul style="list-style-type: none"> ~Native Language Support ~Adjusted Speech ~Visuals

REFLECTIONS

After completing this unit in full, these lessons exceeded the time given and took about 4 weeks to complete.

Overall, each success criteria was met.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

ELA.L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
ELA.L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
ELA.L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
ELA.L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
ELA.L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
ELA.L.SS.6.1.F	Recognize spelling conventions.