

Unit 03: Money_Finance Management

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.1	Skills
AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.2	Dispositions in Action
AAAA.K-12.1.2.2	Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
AAAA.K-12.1.3	Responsibilities
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.1.4	Self-Assessment Strategies
AAAA.K-12.1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
AAAA.K-12.2.2	Dispositions in Action
AAAA.K-12.2.2.4	Demonstrate personal productivity by completing products to express learning.
AAAA.K-12.2.3	Responsibilities
AAAA.K-12.2.3.1	Connect understanding to the real world.
AAAA.K-12.2.3.2	Consider diverse and global perspectives in drawing conclusions.
AAAA.K-12.2.4	Self-Assessment Strategies
AAAA.K-12.2.4.4	Develop directions for future investigations.
AAAA.K-12.3.3	Responsibilities
AAAA.K-12.3.3.5	Contribute to the exchange of ideas within and beyond the learning community.
AAAA.K-12.4	Pursue personal and aesthetic growth.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.6	Organize personal knowledge in a way that can be called upon easily.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.12.A	Income and Careers
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.B	Money Management
PFL.9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
PFL.9.1.12.B.3	Construct a plan to accumulate emergency “rainy day” funds.
PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.B.6	Design and utilize a simulated budget to monitor progress of financial plans.
PFL.9.1.12.B.9	Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
PFL.9.1.12.C	Credit and Debt Management
PFL.9.1.12.C.5	Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.
PFL.9.1.12.C.8	Identify the types and characteristics of predatory lending practices (e.g., payday loans, car title loans, high-risk mortgages).
PFL.9.1.12.E	Becoming a Critical Consumer
PFL.9.1.12.E.1	Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.
PFL.9.1.12.E.2	Analyze and apply multiple sources of financial information when prioritizing financial decisions.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and
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synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

Key Ideas and Details

LA.K-12.NJLSA.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.
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Integration of Knowledge and Ideas

LA.K-12.NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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LA.RI.11-12	Reading Informational Text
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Key Ideas and Details

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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LA.K-12.NJLSA.W	Writing
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LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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Research to Build and Present Knowledge

LA.K-12.NJLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
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LA.K-12.NJLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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LA.K-12.NJLSA.SL	Speaking and Listening
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Comprehension and Collaboration

LA.K-12.NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with
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diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

LA.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

In order to live independently, individuals must have the skills to identify and manage money, which is the medium of exchange for most goods and services. Different coins and paper money have different values and students need the ability to recognize the names and values of different coins and bills used in the exchange for goods and services. In order to gain financial independence and responsibly manage money, student must learn about budgeting and saving. Students will learn to identify expenses and budget based on wants and needs. In order to become responsible adults, students will learn about payroll deductions, completing forms for employment (e.g. W2 forms), and filing income taxes. Due to the varying strengths, abilities, weaknesses and experiences of the students in this program, certain skills may have been mastered by some students and not introduced to others. Instructors should modify instruction accordingly.

- **Note to instructors: This unit aligns with the Assessment of Functional Living Skills (AFLS)- Independent Living, School, and Community Participation Protocols. Instructors may find it useful to use the AFLS protocols to collect baseline data, assess which skills need to be targeted per student, and to monitor progress overtime.**

Meaning

Essential Questions

Essential Questions

- How do I distinguish between the various types of monetary mediums?
- Do I know how much each coin/dollar is worth?
- Can I sort coins and dollars by amount?
- What are payroll deductions?
- How do I fill out necessary forms for employment (e.g. I9, W2)
- How do I budget my income to ensure I have enough money for my wants and needs?
- How do I file income taxes and what documentation do I need to save in order to do so?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- The development of basic money skills sets students up to eventually be able to manage whatever income they may be making with minimal assistance from others.
- Knowing how to identify and work with varying mediums of payment, students will be able to increase their independence within school, community, and vocational settings.
- Mastery of money skills, taxes and budgeting is crucial for students being able to be successful and independent and responsible.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Students will understand payroll deductions.
- Students will understand income taxes (i.e. how to file); Identify documents necessary to maintain for income taxes.
- Students will identify wants versus needs in terms of budgeting.
- Students know how to make purchases (including calculating tax, tip, and ensuring correct change is received).

Skills

Skills

Student will be skilled at ...

- Using a calculator to calculate purchases, sales tax, discounts, tips, etc. (AFLS page 51, item CA 36)
- Labeling coins and bills, identify values of coins and bills, add coin and bill values, and interchange bills and coins to arrive at equal values (AFLS pages 51-53; items CA 38-47)
- Calculating change after purchase (AFLS page 60, item AA 25)
- Demonstrating understanding of relative costs (AFLS page 60; item AA 27)
- Calculating and planing for savings (AFLS page 60; item AA 28)

AFLS - School Protocol

- School/ Money Skills (AFLS pages 51-53,60)
 - Receptively identifies coins (penny, nickel, dime, quarter)
 - Labels coins
 - Can sort coins
 - Receptively identifies coins by value
 - Labels coins by value
 - Receptively identifies dollar bills (1, 5, 10, 20, 50, 100)
 - Labels dollar bills
 - Adds coin values
 - Interchanges coins to arrive at equal values (nickel and 5 pennies = 10 cents)
 - Adds bill values
 - Interchanges dollars to arrive at equal values (ex. 5 1 dollar bills = 5 dollars)
 - Adds bill and coin values
 - Understands how to calculate money with calculator or register

AFLS - Independent Living Skills Protocol

- Independent Shopping (AFLS page 54)

- Understands credit cards/checks/cash/gift cards/debit cards
- Purchases with available monetary item
- Uses reward card
- Uses coupons
- Uses gift cards
- Is able to make purchase when store is busy and there is no clear line at check out
- States or knows amount of change expected
- Saves receipts
- Knows how to return faulty or incorrect purchases
- Understands sales and percentages of sales

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

https://www.practicalmoneyskills.com/teach/lesson_plans/special_needs

<https://www.moneyinstructor.com/coins.asp>

<https://kids.usa.gov/teachers/lesson-plans/money/index.shtml>

<https://www.thoughtco.com/teaching-money-counting-skills-3110487>

<http://lifeafterieps.com/tools-for-teaching-financial-literacy-skills/>

https://www.youtube.com/watch?v=f_c_OsHICL8

<https://www.moneyinstructor.com/taxes.asp>

Formative Assessment Strategies

Formative Assessment Strategies

Portfolio

AFLS

Observation

Task Analysis

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Task Analysis (including Self and Peer Assessment of skills)
- Direction instruction
- Teacher observation and feedback
- Group activities
- YouTube videos to supplement instruction
- Community Based Instruction (CBI trips)

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.