

Unit 02: Financial Literacy and Money Management

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

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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.

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 synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
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.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.12.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

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

LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.SL.7	Speaking and Listening Comprehension and Collaboration
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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

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, students must have the skills necessary to identify and manage money, which is the medium of exchange for most goods and services. Multiple concepts are involved with money management such as identifying and labeling coins and cash values, utilizing "money math" to make simple calculations when paying for purchases, as well as being able to manage one's money. By having an understanding of money and an introduction to the basics of financial management, students will be better able to participate more functionally within the community, school and vocational environments. 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 was developed using the Assessment of Functional Living Skills (AFLS)- Independent Living Skills Assessment Protocol. Some areas of focus were developed verbatim, while others were elaborated upon. * Denotes information obtained directly from the AFLS. 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.*

Reference: Partington, J.W., Mueller, M.M. (2012). The Assessment of Functional Living Skills, Independent Living Skills, Marietta, GA.: Stimulus Publications

Meaning

Essential Questions

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- Can I receptively and expressively identify coins?
- Can I receptively and expressively identify dollars?
- Can I sort coins and dollars by amount?
- Can I interchange coins to arrive at equal values?
- Can I interchange dollars to arrive at equal values?

- Can I use a calculator or register to calculate change?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- The development basic money management skills are crucial for students to be able to live and function within a variety of settings (i.e., community, school, vocational site, etc).
- Being able to manage money given and spent in multiple environments are key components to increasing overall independent living skills.
- Mastery of skills used on a daily basis such as identifying the different types of money and values, knowing how much a desired item is and how much money is available, as well as being able to know how to use different forms of payment are necessary skills in order to be as successful and independent as possible with the least amount of support.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The student will understand and demonstrate the ability to point to different coins when asked "Show me (find the, touch the, give me)" a(n) penny/nickel/dime/quarter
- The student will understand and demonstrate the ability to point to different bills when asked "Show me (find the, touch the, give me, where is, etc...)" a(n) dollar bill, 5 dollar bill, 10 dollar bill, 20 dollar bill, 50 dollar bill, 100 dollar bill.
- The student will understand and demonstrate the ability to label the different coin amounts when presented to them.
- The student will understand and demonstrate the ability to label the different dollar amounts when presented to them.
- The student will be able to sort coins into like piles (pennies with pennies, dimes with dimes, etc...)
- The student will be able to sort dollars into like piles (\$1 with \$1, \$5 with \$5, etc...)
- The student will be able to count by 1's, 5's, 10's, and 25's in order to compute basic coin math
- The student will be able to count by 1's, 5's, 10's, 20's, 50's, and 100's, to conduct basic dollar math
- The student will be able to identify and understand when to use the cent sign versus the dollar sign (ϕ /\$)
- The student will be able to demonstrate the ability to interchange coins to arrive at equal values (1 nickel=5 pennies=5cents)
- The student will be able to demonstrate the ability to interchange dollars to arrive at equal values (1, 5-dollar bill = 5, 1-dollar bills= 5 dollars)
- The student will understand how to and demonstrate the ability to calculate change using a calculator or register (Item costs \$5.50, a person hands you a \$20 bill, you give them back \$14.50)
- The student will know how much money to give when paying for purchases.

Skills

Skills

Student will be skilled at ...

Coin Recognition

- The student will be able to correctly identify at least the most common denominations: pennies, nickels, dimes, and quarters.

Bill Recognition

- The student will be able correctly identify at least the most common denominations of bills: \$1, \$5, \$10, \$20, \$50, \$100

Skip Counting

- The student will learn how to employ skip counting in order to learn how to count money.

Purchasing

- The student will be able to select the proper amount of coins/bills to give to someone to obtain an item when it is listed at a specific price (e.g., will give a 5 dollar bill, 1 nickel, and 1 penny when the list item says \$5.06)

Basic Tendering

- The student will be able to use a calculator or a cash register to help figure out the correct amount of change to give when not handed exact change.
- The student will be able to select which bills and/or coins are appropriate to provide change when tendered a

larger amount of money

***Of NOTE:** Fake plastic coins and cash are not ideal for lower functioning students or students with intellectual or developmental disabilities. In order to promote full generalization of skills, real money is recommended to be used.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Resources:

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

America's Job Bank careeronestop.org/jobsearch/findjobs/state-job-banks.aspx Career Planning Tips beyond.com Listings of Available Jobs careerbuilder.com Resume Preparation Advice au.hudson.com/job-seekers/career-advice/resume-writing-tips

<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://www.moneyinstructor.com/>

BOOKS:

- **Life Skills Activities for Secondary Students with Special Needs**
 - Part 4: Practical Living Skills (Chapters 13: Money Skills)
- **Life Skills 101: A Practical Guide to Leaving Home and Living on Your Own**
 - Chapter 3: Gaining Financial Know-How
 - Chapter 4: Setting-Up Your Home
 - Chapter 7: Being a Savvy Consumer (comparison shopping, tipping, protecting yourself, watching your pennies)
 - Chapter 16: Living Arrangements
- **AFLS-Independent Living & Community Participation Protocols**(for curriculum and progress monitoring)

Formative Assessment Strategies

Formative Assessment Strategies

- Task Analysis
- Teacher generated quizzes and checklists
- Parent questionnaire or interview regarding applied skills in the home
- AFLS-Independent Living & Community Participation Protocols
- Student Self-Assessments

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Coin Recognition:

- Coin sorting and matching activities using real coins.
- Have students identify coins based on their value. This can be conducted individually or in small groups.
- Lessons on identifying and explaining the differences of each coin (i.e., penny is small and brown, dime is small, thin and silver).

Bill Recognition:

- Bill sorting and matching activities using real money
- Have students identify coins based on their value. This can be conducted individually or in small groups.
- Lessons on identifying and explaining the differences of each bill.

Skip Counting:

- Use number line to begin counting by 5's, 10's, 15's, etc.
- Use real change beginning with pennies to add specific amount. Once mastered, move on to nickels, dimes, quarters, etc.
- Vary amount of change given to students and have them determine how much was given.

Purchasing:

- Lessons on the importance of having enough money for items should be conducted. Use of videos, mock lessons etc. are recommended.
- Have students create mock stores (i.e., grocery store, laundromat, etc.) to determine if enough money is available and what to do if lacking in funds.
- Field trips to various stores are highly recommended, giving each student a sum of money to manage and use for specific items.

Basic Tendering:

- Use of real or fake cash register is preferred. Have students discuss what each button means and how to open/close register.
- Mock situations of paying for items using cash and coins.
- Field trip to various stores to observe how registers work.

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.