

Unit 10: Money Talks

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

Standards Alignment

New Jersey Student Learning Standards

CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Practice.MP4	Model with mathematics.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CCSS.Math.Practice.MP6	Attend to precision.
CCSS.Math.Practice.MP7	Look for and make use of structure.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.

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.
PFL.9.1.8.A	Income and Careers
PFL.9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
PFL.9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.

PFL.9.1.8.A.5	Relate how the demand for certain skills determines an individual’s earning power.
PFL.9.1.8.A.7	Explain the purpose of the payroll deduction process, taxable income, and employee benefits.
PFL.9.1.8.B	Money Management
PFL.9.1.8.B.2	Construct a simple personal savings and spending plan based on various sources of income.
PFL.9.1.8.B.3	Justify the concept of “paying yourself first” as a financial savings strategy.
PFL.9.1.8.B.7	Construct a budget to save for long-term, short-term, and charitable goals.
PFL.9.1.8.B.8	Develop a system for keeping and using financial records.
PFL.9.1.8.B.9	Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
PFL.9.1.8.B.10	Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
PFL.9.1.8.B.11	Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.
PFL.9.1.8.C	Credit and Debt Management
PFL.9.1.8.C.3	Compare and contrast debt and credit management strategies.
PFL.9.1.8.C.4	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.
PFL.9.1.8.D	Planning, Saving, and Investing
PFL.9.1.8.D.1	Determine how saving contributes to financial well-being.
PFL.9.1.8.D.2	Differentiate among various savings tools and how to use them most effectively.
PFL.9.1.8.E	Becoming a Critical Consumer
PFL.9.1.8.E.4	Prioritize personal wants and needs when making purchases.
PFL.9.1.8.E.5	Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.
PFL.9.1.8.E.6	Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
PFL.9.1.8.E.8	Recognize the techniques and effects of deceptive advertising.
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.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.

Technology / Integration of Computer Science and Design Thinking

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

Section

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

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...

Meaning

Essential Questions

Essential Questions

How will I get paid for a job?

How do I read my pay check?

How will I save my money?

How do I pay taxes?

How will I pay my bills?

How does a credit card work?

How does a debit card work?

How does a checking account work?

How can I shop responsibly and find the best deals for products?

How can I differentiate between reliable and fraudulent shopping websites?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- that in money is used to purchase goods

- that money is used to pay for services

Skills

Skills

Student will be skilled at ...

- understand the difference between a cash-paid position and a check-paid position

- planning a basic budget

- understanding minimum wage
- reading a pay check
- understanding overtime pay
- understanding taxes, withholding, etc.
- filling out a W2 form
- opening a checking account with the bank
- understanding direct deposit
- understanding the difference between a credit card and a debit card
- understanding the interest charged on a credit card
- balancing a check book
- using checks to pay bills
- using a debit/credit card to pay for goods
- using the bank's online services
- developing responsible spending habits (i.e. comparison shopping, using coupons, joining shopping clubs)
- differentiating between reliable and unreliable shopping websites

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- Internet resources attached to learning activities
- Teacher-made resources
- The Transitions Curriculum Volume 3: Life Management, Unit 3, including blackline masters

[Life Management Complete Blackline Masters Volume 3](#)

Formative Assessment Strategies

Formative Assessment Strategies

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- understand the difference between a cash-paid position and a check-paid position - practice in the classroom
- planning a basic budget - practice in the classroom
- understanding minimum wage - read minimum wage article
- reading a pay check - practice with real example of pay stubs
- understanding overtime pay
- understanding taxes, withholding, etc.
- filling out a W2 form
- opening a checking account with the bank - practice in classroom and in real world settings
- understanding direct deposit - practice in classroom and in real world settings
- understanding the difference between a credit card and a debit card
- understanding the interest charged on a credit card
- balancing a check book
- using checks to pay bills

- using a debit/credit card to pay for goods
- using the bank's online services
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[Money Management for Teens](#)

[Money Management from Bank of America](#)

[Smart Money FDIC](#)

[Money for Teens](#)

[Money Lessons including Fraud](#)

[Balance Track - with worksheets](#)

[Planning a Budget](#)

[Minimum Wage Article](#)

[Sample Pay Stub](#)

[Checkbook lessons](#)

[Tax lessons](#)

[Consumer Education](#)

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.