

# Financial Literacy and Pre Algebra

Content Area: **Math**  
Course(s):  
Time Period: **Full Year**  
Length: **35 weeks**  
Status: **Published**

## **School Mission Statement**

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The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21<sup>st</sup> century.

**Artistic integration:** Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

**Technological integration:** Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

*"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21<sup>st</sup> century."*

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

## **School Goals**

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### **Goals for Arts Education:**

**Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.**

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

- Objective 3: Artistic instruction will be integrated into the study of all academic subjects.
- Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

**Goal for Technology:**

**Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.**

- Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.
- Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.
- Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

**Goals for Academic Achievement:**

**Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.**

- Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.
- Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.
- Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.
- Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

**Course Description**

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<b>Course Title:</b>	Financial Literacy and Pre Algebra
<b>Department:</b>	Mathematics
<b>Prerequisite:</b>	none
<b>Number of Credits:</b>	5
<b>Grade Level(s):</b>	9

<b>Standards:</b>	Aligned to New Jersey Student Learning Standards for High School Mathematics
<b>Description of Course</b>	<p>Financial literacy is a one marking period course which focuses on the ability to manage personal finance matters efficiently, and it includes the knowledge of making appropriate decisions about personal finance, such as investing, insurance, real estate, paying for college, budgeting, retirement, and tax planning.</p> <p>The Pre-Algebra course is designed to provide an in-depth understanding of the fundamentals of Algebra found within the New Jersey Student Learning Standards for Math.</p> <p>The first focus of the course will be on function notation and its uses. Within this focus students will study chapters on evaluating various functions, performing function operations, and solving linear functions. This section will also contain units introducing students to the coordinate plane and how to read and interpret a variety of graphs.</p> <p>The next focus will narrow the scope of the course to linear functions. Students will learn about slope and word problems within the rates of change unit. This will lead to the study of linear graphs and formulas as well as their corresponding applications. The section will conclude with a chapter providing an in depth look at scatter plots and lines of best fit.</p> <p>The final focus of the course will be on systems of linear equations and inequalities. Students will study the various techniques used to evaluate systems of equations. Students will then apply those techniques to solve multivariable word problems which can be modeled as linear systems.</p> <p>**Resource pull-out Pre-Algebra will cover essential topics in depth in each unit that best fit the needs of each student's IEP goals. If time allows, we will go back and cover and expand on other topics.</p>

### Overview & Pacing

Unit #	Major Content	Expected Time
Unit #1/2	Career	2 Weeks
Unit #3	College	1 Week
Unit #4	Paycheck	1 Week
Unit #5	Budgeting	1 Week

Unit #6	Credit	1 Week
Unit #7	Car	1 Week
Unit #8	Functions	15 Weeks
Unit #9	Linear Models	9 Weeks
Unit #10	Systems of Equations	4 Weeks