

Standard	Interdisciplinary Connections <i>(Students will know)</i>	Skills <i>(Students will be able to)</i>
9.1.4.A.1 9.1.4.A.2 9.1.4.B.1 9.2.4.B.4	<p><b><u>Language Arts:</u></b></p> <ul style="list-style-type: none"> <li>Brain Pop Jr.: <a href="#">Rights and Responsibilities</a></li> </ul>	<ul style="list-style-type: none"> <li>Describe various life roles and work-related activities in the home, community, and school.</li> <li>Describe and demonstrate the importance of personal and interpersonal skills.</li> <li>Identify positive work habits and attitudes necessary for home, community, and school.</li> <li>Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.</li> </ul>
9.2.4.C.5 9.2.4.E.1 9.2.4.E.2 9.2.4.E.4 9.2.4.E.6	<p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li><a href="#">21st Century Math Skills Map: Additional integration ideas</a></li> <li><a href="#">An Introduction to Money</a></li> <li><a href="#">The History of Banking and Saving</a></li> <li><a href="#">Checking Accounts and Alternative Banking Methods</a></li> <li>Students count money and identify what items they can purchase for various amounts.</li> <li>Students utilize calculators to determine the total cost of several items and to make change.</li> </ul>	<ul style="list-style-type: none"> <li>Learn types of money (cash, coin) and the purposes of money.</li> <li>Identify the history of banks and bank accounts, especially savings accounts.</li> <li>Introduce the various options used to pay for current goods and services, including cash (ATM transactions), checks, and credit cards and saving for future purchases.</li> <li>Work cooperatively with others to accomplish a task.</li> <li>Demonstrate a basic understanding of the value of money.</li> <li>Identify various sources of money for personal spending.</li> <li>Understand that prices of goods and services can be compared to make decisions about purchases.</li> <li>Describe how to earn and save money in order to purchase a desired item.</li> </ul>

<p>9.1.4.A.2 9.1.4.A.3 9.2.4.C.E 9.2.4.E.1</p>	<p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>Students role play the jobs of consumer and cashier using play money and a toy cash register.</li> <li><a href="#">Kids Money website</a></li> <li><a href="#">21st Century Skills Map for Social Studies: Additional Integration Ideas</a></li> <li>Career Dress-Up Day: Students select an occupation they would like to be and come to school dressed as a person would in that field.</li> <li>Cultural Foods Day: Students research and share recipes from their own or different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Identify abilities and skills associated with various careers.</li> <li>Develop positive social skills to interact with others.</li> <li>Show a basic understanding of the value of money.</li> <li>Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> </ul>
<p>9.1.4.A.1 9.1.4.A.2 9.2.4.F.1 9.2.4.F.3</p>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>Students explore the career of a professional gardener.</li> <li>Discuss how to safely use materials and scientific tools.</li> <li>Students read about natural disasters and discuss and list ways to stay safe.</li> <li><a href="#">Discovery Kids: Natural Disasters</a></li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to learn what a professional gardener studies and conduct experiments used to identify rocks and minerals.</li> <li>Develop positive social skills to interact with others.</li> <li>Identify common hazards associated with home, school, and community.</li> <li>Describe and demonstrate the safe use of tools and equipment used at home and at school.</li> </ul>
<p>9.1.4.A.1 9.1.4.A.2 9.2.4.C.E 9.1.4.D.4</p>	<p><b><u>Visual and Performing Arts/PE/Health</u></b></p> <ul style="list-style-type: none"> <li>In music students explore the instruments used by traditional Native Americans.</li> <li>Students create a poster in art that show people working at jobs in their community.</li> <li>Brain Pop Jr.: <a href="#">Community Helpers Video</a></li> <li>In PE class students learn the rules to properly playing a game of Newcomb Volleyball.</li> <li><a href="#">21st Century Skills for the arts: Additional Integration Ideas</a></li> </ul>	<ul style="list-style-type: none"> <li>Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.</li> <li>Describe various life roles and work-related activities in the home, school and community.</li> <li>Explain a person's responsibility to obey rules.</li> </ul>

**Standards Reference**

- **9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- **9.1.4.A.2** Identify potential sources of income.
- **9.1.4.A.3** Explain how income affects spending and take-home pay.
- **9.1.4.B.1** Differentiate between financial wants and needs.
- **9.1.4.B.2** Identify age-appropriate financial goals.
- **9.1.4.B.3** Explain what a budget is and why it is important.
- **9.1.4.B.4** Identify common household expense categories and sources of income.
- **9.1.4.B.5** Identify ways to earn and save.
- **9.1.4.E.1** Determine factors that influence consumer decisions related to money.
- **9.1.4.E.2** Apply comparison shopping skills to purchasing decisions.
- **9.1.4.F.1** Demonstrate an understanding of individual financial obligations and community financial obligations.
- **9.1.4.F.2** Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- **9.1.4.G.1** Describe how valuable items might be damaged or lost and ways to protect them.
- **9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- **9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.
- **9.2.4.A.3** Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- **9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Teacher Resources***Henry and Beezus* by Beverly Cleary

Henry Huggins is friends with Beezus Quimby—even though she's a girl and has a pesky little sister. When Henry finds a bonanza of gumballs, Beezus helps him take them to school to sell. She knows he's trying to earn money for a bike. Henry's best chance to get one comes when there's an auction for lost bikes at the police station. He sets off to buy a red one, but Beezus and Ramona tag along -- and Ramona brings a fat slimy garden slug.

*Jelly Bean's for Sale* by Bruce McMillan

Yum! Brilliantly colored jellybeans selling for a penny apiece provide the scheme for McMillan's wonderfully clever concept book about money. Beginning with monetary values and clear photos of pennies, nickels, dimes, and quarters, the book follows a happy group of kids across full-color pages as they buy those delectable treats.

*Lemonade for Sale* by Stuart J. Murphy

Four kids and their sidekick, Petey the parrot, run a sometimes thriving lemonade stand whose patrons include all kinds of wacky neighbors—even a juggler. They create a bar graph to track the rise and fall of their lemonade sales.

*Money Trouble* by Bill Cosby

While trying to raise enough money for a telescope, Little Bill makes a discovery about generosity and the needs of others.

*Owl in the Office* by Ben M. Baglio

The Welford Animal Shelter has always been a place for homeless and hurt animals. What will happen to the animals if the shelter has to close? Mandy and James organize a huge pet show to raise enough money to keep the shelter open.

*Rent Party Jazz* by William Miller

When Sonny Comeaux's mother is laid off from work, he wants to quit school and earn their rent money. She refuses, but Sonny finds a solution. With help from a jazz musician, he throws a rent party, where music raises the needed money. With colorful images, *Rent Party Jazz* tells of family, friendship, and the bonds that unite people.

*Willie Wins* by Almira Astudillo Gilles

Willie is worried. He's already struck out in his Little League baseball game, and now he needs to find a savings bank to bring to school for a project tomorrow. His dad gives him a bank made from a coconut shell, a gift he's been saving for Willie. It's from the Philippines, where his father grew up, and it has, his dad promises, a treasure inside, from when Dad was a kid. The day arrives and the bank is broken open. Inside, hidden among all the play money, is a valuable Willie Mays baseball card!

**Supplemental Workbooks:**

- [4 C's Classroom Poster](#)

**Websites:**

- [www.brainpopjr.com](http://www.brainpopjr.com)
- [Common Core Tool Kit](#)
- [Introduction to Saving and Spending](#)
- [Introduction to Money](#)
- [History of Banking and Saving](#)
- [Checking Accounts and Alternative Banking Methods](#)
- [Framework for 21st Century Learning](#)
- [Framework Definitions](#)

**Worksheets:**

- [Savings Slips](#)
- [Play Money](#)
- [Damper Cards](#)
- [Damper Checks](#)
- [Sample Checks](#)
- [Debit Card](#)

**Modifications:****Special Education Students:**

[How to Adapt Your Teaching Strategies to Student Needs](#)

**English Language Learners:**

[How to adapt lessons for ELL students by Dr. Denise Furlong](#)

**Students at Risk of Failure:**

[Modifications and Accommodations for At Risk Students](#)

**Gifted Students:**

[Gifted Students Modifications](#)

