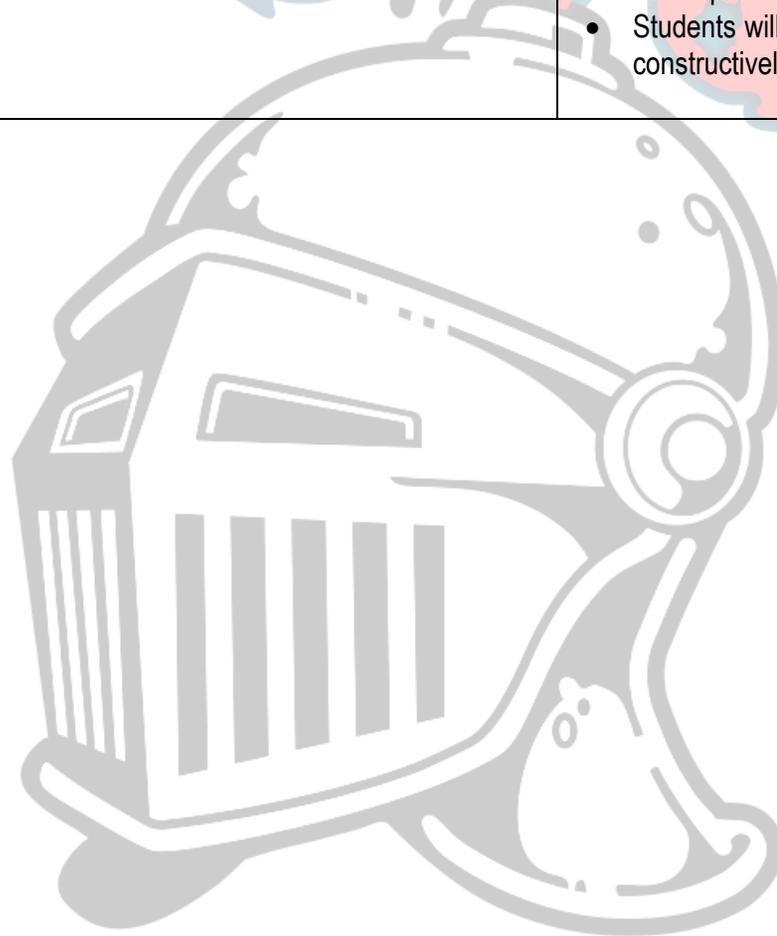


| Standard | Interdisciplinary Connections <i>(Students will know)</i> | Skills <i>(Students will be able to)</i> |
|--|---|--|
| 9.1.8.B.3 9.2.8.B.1 9.2.8.C.2 9.2.8.D.2 | <p><u>Language Arts:</u></p> <ul style="list-style-type: none"> ▪ Write a business letter to a business that appeals to them requesting a sample of their product. • Students listen to read aloud Job Interview by Robert Mauro and discuss job interview techniques. • Students write a self-contract to improve area of choice listing steps needed to accomplish goals. | <ul style="list-style-type: none"> • Students will be able to apply different parts of a of a business letter. • Students will be able to develop interviewing skills. • Students will be able to identify area of self- weakness. • Students will be able to create a self-developed plan of improvement. |
| 9.1.8.B.1 9.2.8.A.1 9.2.8.E.2 9.2.8.E.3 9.2.8.E.4 | <p><u>Math</u></p> <ul style="list-style-type: none"> ▪ Students research a credit card company to identify its interest rates and fees and use them to determine the additional costs incurred when buying an item using their credit card and paying for it 6 months later as oppose to using cash. • Students role play the job of an accountant. | <ul style="list-style-type: none"> • Explain the difference in cost between cash and credit purchases. • Determine what jobs require the skills of math. • Create a job advertisement. |
| 9.1.8.B.3 9.2.8.A.1 9.2.8.A.3 9.2.8.C.6 9.2.8.D.1 | <p><u>Social Studies</u></p> <ul style="list-style-type: none"> ▪ Students brainstorm in collaborative groups about people of interest that represent the 7 positive character traits. ▪ Students research town/district/local positions and their effect on the community. • Students research current events in a local newspaper that deal with the economy and discuss what you can do to make a difference | <ul style="list-style-type: none"> • Students will be able to choose and evaluate people based on character traits and ethical behaviors. • Students will be able to explain responsibilities of politicians and their role in the community. • Students will be able to summarize how events of everyday life impact the economy for everyone. |

| | | |
|---|---|---|
| <p>9.1.8.A.3 9.1.8.B.1 9.2.8.A.2 9.2.8.F.2</p> | <p><u>Science</u></p> <ul style="list-style-type: none"> • Students explore the career of marine biologist. • Students work in cooperative groups to construct an advertisement to promote home safety | <ul style="list-style-type: none"> • Students will be able to determine what jobs are associated with areas of Science. • Students will be able to brainstorm safety ideas, apply the ad to –everyday life situations. • Students will be able to develop positive social skills and identify ethical behaviors in the school, home and community. • Students will be able to work cooperatively to accomplish a task. • Students will be able to accept criticism and respond constructively. |
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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.

Teacher Resources

A Garden Carried IN The Pocket A Magic Button to Wall Street by Edith Nisberg

The story is about two teenagers brother and sister, Russ and Joy who have an exciting adventure. One day they walk to New York City and enter an elevator in a huge office building. They press a magic button and find themselves in a strange place and discover an unusual brokerage house on Wall Street. They invest \$100 in a stock, when a shocking news bulletin changed their fantasy into reality. Read to find out how Russ and Joy followed their dreams and turned a loss into a profit.

Germy Blew It- Again by Rebecca Jones

In order to pay off a school debt, Germy goes into the gerbil breeding business.

Make Four Million Dollars by Next Thursday by Stephen Manes

Jason attracts a lot of attention when he starts following the zany advice in a getrich-quick book by the bizarre Dr. Silverfish.

Millions by Frank Cottrell

It was a one-in-a-million chance. A bag crammed with cash comes tumbling out of the air and lands right at Damian's feet. Suddenly the Cunningham brothers are rich. Very rich.

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 o raise enough money to keep the shelter open.

The Big Buck Adventure by Shelley Gill and Deborah Tobola

One little girl and one very big dollar set out on a great adventure at the store. However, what seems like a pleasant afternoon of shopping soon turns perplexing as the challenge of her buying options becomes overwhelming. She doesn't know what to do. There are so many choices, but she only has one buck. A fun and perfect example of how we use math in our daily lives.

Supplemental Workbooks:

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

Websites:

- 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:

- [Budgeting and Saving](#)
- [Check It Out](#)
- [Introduction to Credit](#)
- [Budgeting for a Business](#)
- [21st Century Math Skills Map: Additional integration ideas](#)
- [Sample Register](#)
- [Completed Check](#)
- [Damper Cards](#)
- [Damper Check](#)
- [Sample Checks](#)
- [Debit Card](#)
- [Monthly Budget](#)
- [Play Money](#)



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](#)

