

Standard	Interdisciplinary Connections <i>(Students will know)</i>	Skills <i>(Students will be able to)</i>
9.2.8.A.1 9.2.8.A.5 9.1.8.A.3 9.2.8.D.1 9.2.8.D.2	<p><b><u>Language Arts:</u></b></p> <ul style="list-style-type: none"> <li>Students will read and discuss the novel <i>Ruby Bridges</i> focusing on the courage and strength of the character.</li> <li>Students will read and discuss conflicts/problems the characters faced in the selection <i>Where the Fern Grows</i> and solutions.</li> <li>Interview a person in the community who has made a difference in their life.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to research and create questions for an interview giving them insight into how peoples actions affect life in the community.</li> <li>Students will be able to practice goal setting and decision making that are moral and safe in everyday life.</li> <li>Students will be able to compare and contrast.</li> </ul>
9.1.8.A.4 9.2.8.A.1 9.2.8.A.3 9.2.8.A.5 9.2.8.B.3	<p><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>Select and record a stock's close value for a month (<a href="http://www.cnn.com">www.cnn.com</a>)</li> <li>Determine better deals as consumer by comparing unit prices. (<a href="http://www.edm.com">www.edm.com</a>)</li> <li>Research a local restaurant and create a spread sheet to determine the total cost for a family to dine at a selected restaurant.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to analyze rate or unit price to make comparisons for best buy as a consumer.</li> <li>Students will be able to plot/graph daily patterns of the stock market.</li> <li>Students will be able to create/explain a simple spending plan.</li> </ul>

<p>9.2.4.A.2 9.2.4.D.1 9.2.4.F.4</p>	<p><b><u>Social Studies</u></b></p> <ul style="list-style-type: none"> <li>• Brainstorm scenarios that reflect individual rights promoting citizenship.</li> <li>• Examine the philosophy of different cultures during the Holocaust time period.</li> <li>• Examine the lives of Civil Rights leaders and explain a major contribution of each. (<a href="http://www.explorereRemember.org">www.explorereRemember.org</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify a positive character trait.</li> <li>• Students will be able to explain a person's responsibility to obey laws.</li> <li>• Students will be able to recognize bias and stereotyping through an awareness of different cultures.</li> </ul>
<p>9.1.4.A.3 9.1.4.B.1 9.1.4.F.2 9.1.4.F.3</p>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Investigate the career of meteorologist. (<a href="http://www.7online.com">www.7online.com</a>)</li> <li>• Students research effects of environmental actions today and how they might impact the future.</li> <li>• Work in groups to create a new invention that is cost-effective and safe in the fight against pollution.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to track and plot weather data over a period of time and examine how it affects daily life.</li> <li>• Students will be able to work cooperatively to solve a problem by creating a campaign to save an endangered species or stop pollution.</li> <li>• Students will be able to write a letter of concern to a Wildlife Foundation expressing a desire to help.</li> <li>• Students will be able to design an invention that will create a solution to a community concern.</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***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.

*Germey Blew It- Again* by Rebecca Jones

In order to pay off a school debt, Germey 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 get rich-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 to 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:**

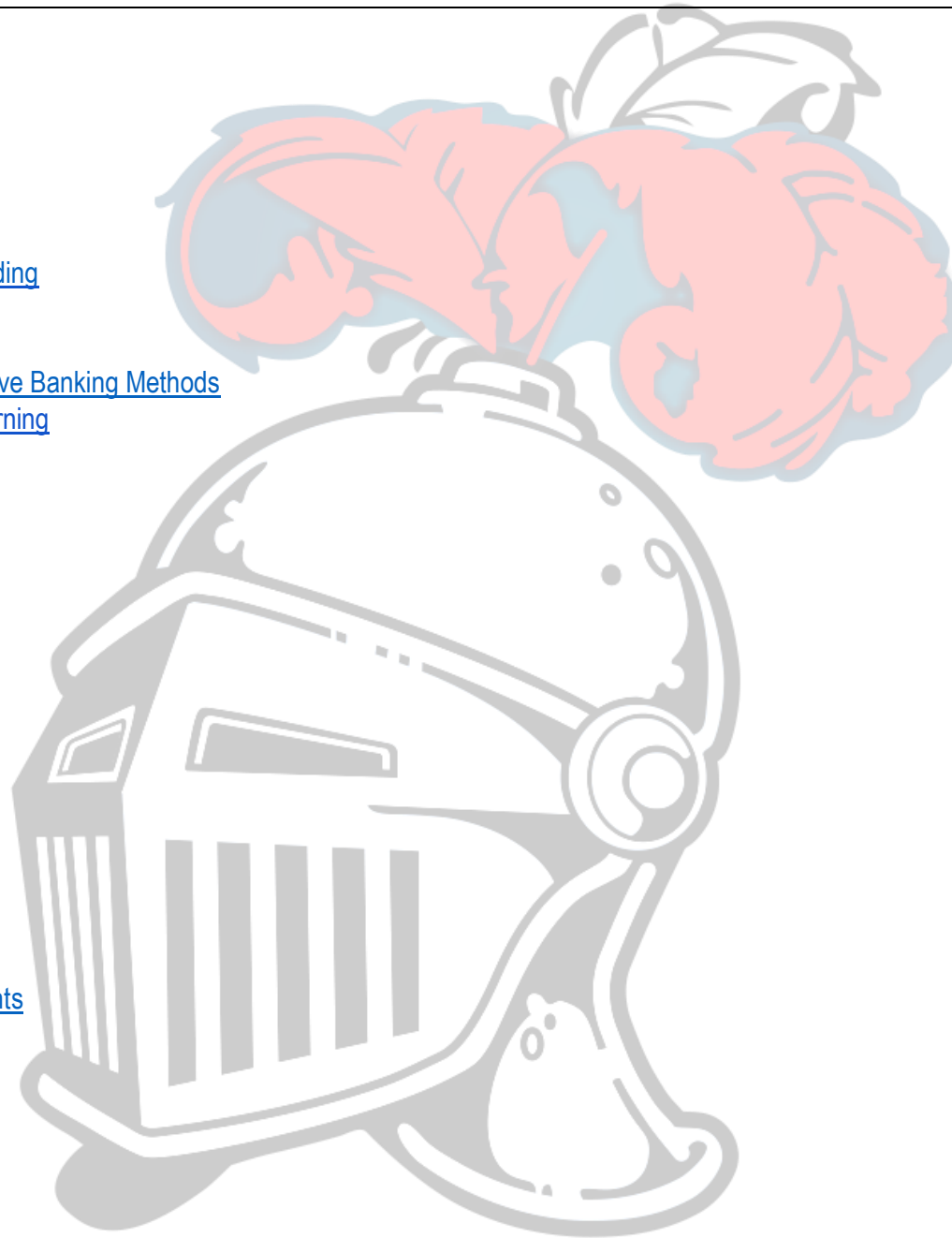
- [4 C's Classroom Poster](#)

**Websites:**

- [www.brainpopjr.com](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:**

- [Budgeting and Saving](#)
- [Check It Out](#)
- [Introduction to Credit](#)
- [Budgeting for a Business](#)
- [Sample Checks](#)
- [Debit Card](#)
- [Monthly Budget](#)
- [Play Money](#)
- [Savvy Shopping](#)
- [Savvy Shopping Unit Prices](#)
- [Savvy Shopping Unit Prices students](#)
- [Checking Account Statements](#)
- [Completed Check](#)
- [Sample Register](#)



**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](#)

