

Standard	Interdisciplinary Connections <i>(Students will know)</i>	Skills <i>(Students will be able to)</i>
9.1.8.A.3 9.1.8.A.4 9.1.8.B.1 9.1.8.B.2 9.1.8.B.3 9.2.8.A.4 9.2.8.C.2	<p><u>Language Arts:</u></p> <ul style="list-style-type: none"> Students research a desired career and then conduct and write an interview of someone who is employed in that career field. Students create a persuasive advertisement or commercial for a product using various propaganda techniques. Students create a personal resume and cover letter for a possible summer job offering. 	<ul style="list-style-type: none"> Students will be able to apply research skills to career exploration. Students will be able to analyze personal interests, abilities and skills. Students will be able to organize thoughts and reflect logical thinking and speaking. Students will be able to demonstrate job seeking skills. Students will be able to research local and state employment opportunities. Students will be able to develop an employment package complete with resume and cover letter.
9.2.8.A.1 9.2.8.E.2 9.2.8.E.3 9.2.8.E.5	<p><u>Math</u></p> <ul style="list-style-type: none"> Students utilize the internet to plan and create a budget for a vacation to an attraction located on another continent. (www.travelocity.com) Stock Market Project: Students research a company and buy mock shares of it and create Excel graphs of their stocks value at the close of each business day for a period of one month. (www.moneyinstructor.com/teachingstocks.asp) Students create an itemized and detailed spreadsheet on how they would best spend \$1,000,000 by researching the cost of products and searching for best buys. 	<ul style="list-style-type: none"> Students will be able to create a simple personal savings plan. Students will be able to compare the prices of similar items from different sellers. Students will be able to understand that people make financial choices that have cost, benefits and consequences. Students will be able to communicate, analyze data, apply technology and problem solve.

<p>9.2.8.A.2 9.2.8.B.1 9.2.8.D.4</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Conduct a debate on the pros and cons of capital punishment. • After completion of a unit on the US Constitution have students collaboratively create a Classroom Bill of Rights document along with a Preamble. • Explore the lives of well noted abolitionists and describe their role in ending slavery in the US. • Have students identify common character traits that led to their success. 	<ul style="list-style-type: none"> • Students will be able to describe how personal beliefs and attitudes affect decision-making. • Students will be able to demonstrate respect and flexibility in interpersonal and group activities. • Students will be able to describe how personal ethics influence decision making.
<p>9.1.8.F.2 9.1.8.F.1 9.2.8.C.4 9.2.8.C.3 9.2.8.B.2 9.2.8.A.1</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> • Students research an endangered species and then predict and write about the implications its extinction would have on its ecosystem. (www.discovery.com) • In cooperative groups, students construct a battery using Zinc and copper strips and copper sulfate solution. (www.discoveryeducation.com) • Students explore the career of chemical and mechanical engineers and the impact their work has had on our everyday lives. (www.TheFuturesChannel.com) 	<ul style="list-style-type: none"> • Students will be able to demonstrate appropriate social skills within group activities. • Students will be able to demonstrate responsibility for personal actions and contributions to group activities. • Students will be able to demonstrate the use of recommended safety and protective devices.

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*Credit-Card Carole* by Sheila Solomon Klass

When her father's decision to quit his lucrative job to "find himself" as an actor changes their family's finances, pampered sixteen-year-old Carole is dismayed that she must give up her credit card and get a job herself.

Good-Bye Millions by Michael J. Pellowski

A funny account of how Veronica handles her new -situation in life . When Veronica's father loses part of his vast fortune, Veronica has to adjust to a radically different lifestyle.

Hello...This is My Father Speaking by Mitchell Sharmat

Jeff Whitty hopes to make a fortune in the stock market so his father won't have to clean offices for a living (although the man is doing quite well and has no complaints).

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.

Money Hungry by Sharon G. Flake

Raspberry Hill, 13, loves money. She sells clearance holiday candy and pencils, and keeps her lunch money rather than eat. She hoards every dime she can gather and hides her cash in her room. Greed drives her and is more important than friends, boys, or her mother's love.

The Whole Kitt and Caboodle: A Painless Journey to Investment Enlightenment by Susan Laubach

Promises to enlighten on the basics of successful investing.

Supplemental Workbooks:

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

Websites:

- [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:

- [Checking Accounts and ATM Transactions](#)
- [Balancing a Checkbook](#)
- [Savvy Shopping](#)
- [Savvy Shopping Unit Prices](#)
- [Savvy Shopping Unit Prices students](#)
- [Checking Account Statements](#)
- [Completed Check](#)
- [Sample Register](#)
- [Reduce, Reuse, Save Money](#)
- [Saving for Special Purposes](#)
- [Saving for Special Purposes, Part 2](#)
- [Planning a Budget](#)



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](#)

