

Standard	Interdisciplinary Connections <i>(Students will know)</i>	Skills <i>(Students will be able to)</i>
9.1.8.B.4 9.2.8.A.5 9.2.8.B.1 9.2.8.D.1	<p><u>Language Arts:</u></p> <ul style="list-style-type: none"> • Students create a mock interview for a desired job. • Students create a personal improvement plan or individual goal related to their role as a student, citizen, or future employee and develop the steps and time lines necessary for accomplishing it. • Students write a comparison of their personal character to that of a character from one of the novels they have read in class. 	<ul style="list-style-type: none"> • Students will be able to describe and demonstrate appropriate interpersonal skills and work habits. • Students will be able to practice goal setting and decision making in areas relative to life skills. • Students will be able to develop a personal growth plan with short and longterm goals. • Students will be able to explain how characters affect and influence ones actions and behavior.
9.2.8.E.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 select and research a desired career and location to live as an adult and then create a monthly income and expense budget for themselves. • After completing a unit on percents and unit price, students create an itemized grocery list and determine the total cost utilizing coupons and searching for best buys from various stores. (www.brainpop.com/math/dataanalysis/comparingprices/) • Students research careers that involve the use of higher level mathematics. 	<ul style="list-style-type: none"> • Students will be able to identify and demonstrate personal finance skills. • Students will be able to compare 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 explain the difference in cost between cash and credit purchases.

<p>9.2.8.D.1 9.2.8.D.3 9.2.8.D.4</p>	<p><u>Social Studies</u></p> <ul style="list-style-type: none"> Examine the causes of and response to the Holocaust. Compare its causes and responses to present day occurrences of genocide. Discuss how we can prevent any form of genocide from happening again. Explore the lives of well-known peacemakers. Debate whether or not the US nuclear bombing of Japan during WW2 was justified. 	<ul style="list-style-type: none"> Students will be able to list problems and their causes, effects, and solutions. Students will be able to explain how character and behavior affects and influences the actions of others. Students will be able to describe how personal ethics influence decision making.
<p>9.2.8.A.1 9.2.8.B.2 9.2.8.C.3 9.2.8.C.4 9.2.8.F.1 9.2.8.F.2</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> In cooperative groups students identify examples of acid erosion in their community and list its likely causes. Results are then shared with the class. (www.discoveryeducation.com) 	<ul style="list-style-type: none"> Students will be able to work cooperatively with others to solve a problem. Students will be able to demonstrate the use of recommended safety and protective devices. Students will be able to demonstrate appropriate social skills within group activities.

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:

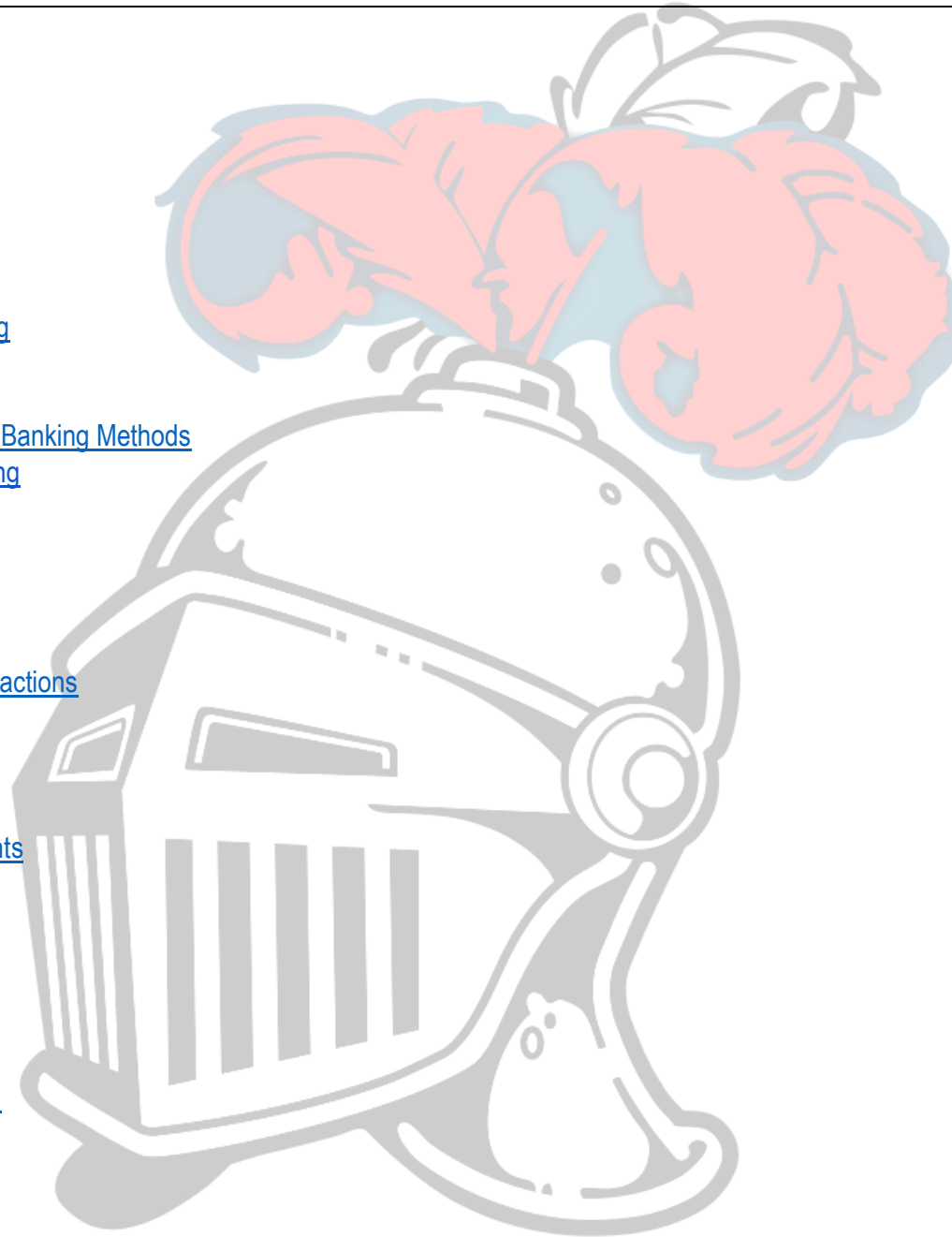
- [4 C's Classroom Poster](#)

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](#)

