

**Course:** *Math 1 & 2 SC*  
**Unit 2:** *Money*

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content Standards**
    - 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
    - 9.1 Personal Financial Literacy
      - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
    - 9.4 Life Literacies and Key Skills.
      - This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy
  - **21st Century Life & Career Standards**
    - 9.1.2. FI.1: *Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).*
    - 9.1.5.FP.2: *Identify the elements of being a good steward of money*
    - 9.4.2.CT.3: *Use a variety of types of thinking to solve problems (e.g., inductive, deductive)*
    - 9.4.5.CT.1: *Identify and gather relevant data that will aid in the problem-solving process.*  
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
  - **English Companion Standards**

- List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
- Grade 9-10 Companion Standards:  
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>
- Grade 11-12 Companion Standards:  
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>
- **Interdisciplinary Content Standards**
  - List any standards from other content areas that apply to this unit.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** *Students will be able to independently use their learning to exchange money accurately in a real life setting.*

**As aligned with LRHSD Long Term Learning Goal(s):**

Problem-Solving: apply and transfer autonomously and collaboratively mathematical concepts and problem-solving techniques to unfamiliar, varied and real-world situations

Reasoning: reason abstractly and quantitatively by applying mathematical representations, symbols and estimation techniques when engaging in problem-solving

Critical Thinking: construct and effectively communicate valid conclusions and critique the reasoning of others

Tools: identify the correct tools to solve problems, if applicable

Habits of Mind: approach new situations with curiosity, persistence, resourcefulness, and confidence; take risks, monitor their progress, accept and learn from setbacks, make adjustments, and reflect on their performance

Enduring Understandings

Students will understand that . . .

EU 1

Essential Questions

EU 1 {no more than 5 EQ's per each EU}

- *real-world scenarios require money skills to be a productive employee and consumer.*

*EU 2*

- *critical vocabulary is essential when learning money skills.*

- How does money impact daily life?
- How can money be earned?

*EU 2*

- How can critical vocabulary terms be used to better enhance the understanding of money?

*Knowledge*

*Students will know . . .*

*EU 1*

- the value of United States coins and paper money.

*EU 2*

- the calculations that are needed when making changes in real-world situations to use the appropriate amount of money in real-world situations.


*Skills*

*Students will be able to . . .*

*EU 1*

- identify coins and dollar bills and know their value.
- read, count, and write amounts of money correctly.

*EU 2*

- make change  using least coins if appropriate.
- purchase items using cash.

**Stage Two - Assessment**


## Stage Three - Instruction

***Learning Plan:*** Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): *Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection*

For example:

- *Observe cashiers in the school store setting. (A, EU1)*
- *Brainstorm various greetings for initiating conversation at the register. (A, EU2)*
- *Identify register keys used for specific functions. (A, EU1 & EU2)*
- *Review items on a local menu in a restaurant. (A, EU1)*
- *Discuss ways to interact with a server. (A, EU1)*
- *Discuss appropriate ways to interact with patrons in a restaurant. (A, EU1)*
- *Review coin values and coin combination values. (A, EU1)*
- *Identify a dollar bill amount (A, EU1)*
- *Identify coin amounts (A, EU1)*
- *Model how to find the tax at the current rate.*
- *Model how to find the tip for a server at least 18%.*
- *Discuss the importance of the role of a cashier in our store setting. (A, EU2)*
- *Use skills checklist to evaluate performance of cashiering steps. (M, EU2)*
- *Use register in practice mode to role play transactions. (M, EU1 & EU2)*
- *Compare change combinations to find the one that uses the least amount of dollars and coins. (M,EU1 & EU2)*
- *Observe a role play transaction and identify errors. (M, EU1 & EU2)*
- *Use effective greetings and manners during a sales transaction. (T, EU2)*
- *Speak clearly and appropriately and smile when working as a cashier in the store. (T, EU2)*
- *Use register functions to correct input errors or give a refund (T, EU1)*
- *Give a customer the correct amount of change with efficiency. (T, EU1)*
- *Perform accurate transactions with real customers in the store. (T, EU1)*

## Pacing Guide

Unit 2 will be taught intermittently throughout the year.

### **Instructional Materials**

*Menus*  
*Calculators*  
*Cash Register*  
*Manipulatives*

## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.