

Unit Title: Personal Finance (Value of Money, How Money Circulates, Creating a Budget)

Grade Level: Grades 9 and 10

Subject Area: Academic Language Development (“Stand-alone” English as a Second Language Course)

Duration/Length/Number of class periods:

Description: This unit focuses on language acquisition for English language learners specifically with regard to vocabulary and grammatical structure pertaining to financial literacy. Students will explore their values and attitudes toward money, how money circulates through the economy, learn about managing money, and create a budget while practicing listening, reading, speaking, writing and technology skills.

Established Goals (National, State, Local):

MN SS: Economics

9.2.1.1.1~ People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.

9.2.2.2.1~ Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending and saving decisions. Establish financial goals; make a personal budget to meet those goals; and determine ways to track the success of the plan.

9.2.3.3.1 ~ Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur costs. Identify the incentives and trade- offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice; and analyze the consequences of a choice (both intended and unintended).

MN ELA READING, WRITING & CAREER READINESS

9.5.4.4 ~ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

9.7.4.4 ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9.11.6.6 ~ Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

What **Enduring Understandings** are desired?

1. Your perspective on money affects your behaviors regarding money.
2. Making your money work for you requires thoughtful planning.

What **Essential Questions** will be considered?

1. What are my values toward money? What are my needs and wants? What are an individual's financial duties to their community? What are the origins of those perspectives?

How do those perspectives affect my spending behaviors?

2. What is a budget? How does making a budget lead to responsible money management?

Students will know / be able to:

1. SWBAT reflect on their attitudes toward money and where those attitudes originated.
2. SWBAT verbally describe their beliefs and practices related to spending, saving, and giving away money using past and present verb tenses.
3. SWBAT

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
<p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>							

Materials, tools and resources

<http://ww2.kqed.org/education/wp-content/uploads/sites/38/2013/09/finlit-financial-literacy-unit.pdf>

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Additional credit given to