### Unit Title: Unit I: Budget

### Stage 1: Desired Results

#### Standards & Indicators:

#### New Jersey Student Learning Standards

A.CED.A.1 – create equations and inequalities in one variable and use them to solve problems A.REI.5 Solve system of equations.

N.RN.A.3 Simplify radicals, including algebraic radicals

A.REI.A.1 – explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A.SSE.A.1 – interpret expressions that represent a quantity in terms of its context such as terms, factors and coefficients

S.ID.C.9 –distinguish between correlation and causation

S.ID.A.1 - represent data with plots on the real number line (dot plots, histograms and box plots)

#### **Dynamic Learning Maps- Essential Elements**

EE.N-CN.2.b. Solve real-world problems involving addition and subtraction of decimals, using models when needed.

EE.N-CN.2.c. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.

EE.A-SSE.3. Solve simple algebraic equations with one variable using multiplication and division.

#### Integration of Climate Change

A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include
equations arising from linear and quadratic functions, and simple rational and exponential functions. *<sup>2</sup>*Climate Change Example: Students may create equations and/or inequalities to represent the
economic impact of climate change.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance Expectations		Core Ideas
9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.		A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
Central Idea/Enduring Understanding:		Essential/Guiding Que	estion:
Managing finances effectively will lead to a more		How would our lives be	affected without money?
successful life.		How much money do yo	ou need to earn to maintain
A detailed and realistic budget is part of a good		your desired standard of living?	
financial plan.		What steps are necessa	ary to handle your personal
Everyday math is essential for constructing and		finances?	
manipulative finances within their personal		How much money do yo	ou need to earn to maintain
budget restraints.		your desired standard o	of living?
		What steps are necessa finances?	ary to handle your personal

	How does mathematics have a role in financial
	planning?
Content:	Skills(Objectives):
Fixed and Variable Expenses	Create and balance a budget.
Income	Calculate best price of desired item.
Expenses	Compute percentage of income spent on budget
Needs	items.
Wants	Summarize budget expenses.
Decimal Conversion	Calculate the length of time needed to save money to
Percent Conversion	make a desired purchase.
Weeks	Calculate income based on various time increments.
Months	
Year	

#### Interdisciplinary Connections:

Interdisciplinary connections are integrated in each unit with connections to the mathematical practices.

- 1. Make sense of problems and persevere in solving them
- 2. Reason abstractly and quantitatively
- 3. Construct viable arguments and critique the reasoning of others
- 4. Model with mathematics
- 5. Use appropriate tools strategically
- 6. Attend to precision
- 7. Look for and make use of structure
- 8. Look for and express regularity in repeated reasoning

### Stage 2: Assessment Evidence

#### Performance Task(s):

Other Evidence:

#### <u>Task 1:</u>

Students will complete an end of the unit project by planning a party of their choice and staying on the budget given to them. Students will need to plan everything from the invitations, decorations, food, entertainment, etc. Students will be able to look for discounts, sales, and coupons to help them keep on budget. A rubric will be used to grade the assignment.

#### <u>Task 2:</u>

Students will create a balanced budget based on income and expenses and determine how long it will take to purchase a large priced item. Students will select a desired high priced item and determine the length of time needed to save for the item. Students will set up a budget with an increased amount available in their savings account. Students will create a balanced budget of current income and expenses expressing the Rubric for task Test and quizzes Scavenger hunt activity Class participation Homework Teacher created materials

budget in a circle graph. Students will select the item to be purchased, research the cost of time through the Internet, and determine the amount of money saved each month. A new circle graph will be created representing the changes made to the savings account. Students will calculate amount of time it will take to purchase item.

### Stage 3: Learning Plan

### Learning Opportunities/Strategies:

### Resources:

<u>Review:</u>
 Convert percents to decimals and vice versa

Budget Terms:

- Make a list of expenses and income
- Ask students to identify the things that they spend money on. List them on the board or slide. Then, have students break into small groups to categorize each expense using the form on activity
- Have students distinguish the difference between wants and needs by creating a T-Chart on needs and wants
- T-Chart on fixed and variable expenses
- Simulate making purchases within spending categories with an Income Budgeting Game to help students practice making choices about where to place money from their allowance or paycheck.

#### Budget Food:

• Create list of meals based on weekly food log, create Shoprite Online Account and shop virtually, print copy, use menu to compile list of food items needed weekly or use circulars to highlight or select items, cut out pictures and make picture board with prices labeled, estimate cost by rounding to nearest dollar.

#### Budget Recreation:

• Students will select a recreational activity they would like to participate in. S/he will find out how much it costs for them to do the activity. Students will check if the

Online sites Teacher pay teachers Edhelper Kahoot.com

#### **Inclusive Math Class**

activity has bargain times that might save them money.

• Students will research three local fitness gyms and compare prices and facilities.

Budget:

- Create a balanced budget
- Budget expense categories will be given to students, assistance in making changes in percentages, and a circle chart in Excel. Have students set up their own personal budget. Students focus on their own spending patterns using information from their Spending Summary and integrate it into a budget form. Remind students that no two budgets are exactly the same because people have individual wants, needs, and financial goals.
- Discuss what it was like to stick to a budget. Was the budget realistic? Where did they overspend? In which areas did they spend less than they had planned? What would they change about their budgets? Were they able to allocate some money to savings?
- Ask students to talk with parents about their own family's budget. With their parents' help, have students develop a list of expense categories and unexpected events that have impacted their families.
- Print out the three pages of expense cards for each student. Ask students to arrange them on their desks so they are able to see all six cards. Give each student 15 Unifix cubes (or other appropriate manipulatives). Explain that the cubes represent money from their allowance or income. Students allot their "money" to each of the six expense categories (video games, school lunches, sports equipment, movies, donations, and clothes). They place the appropriate number of cubes on the squares next to their choice, one cube per square. There

are more squares than cubes, so students must decide how to spend their money. They may make changes and adjustments in their "spending" as they go. Each card offers different amounts of spending choices. Just like in life, some options "cost" more than others. This helps students consider alternatives within each spending category.Discuss with individual students the choices that they made. How did "paying" more in one spending category affect their options in other categories? Were they satisfied with the spending decisions that they made?

#### Budget Saving:

- Select items purchased to determine best price
- Two options of objects to be purchased at different cost will be given to students, assistance given in determining monthly cost if paid in one year. Poster of item and monthly savings plan, label if want or need

<u>Differentiation</u>\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving	On Grade Level	Struggling Students	Special Needs/ELL
Students	Students		
Varying sets of reading	Course packet with	Varying sets of	Any student requiring further
social stories to focus	individualized	reading social stories	accommodations and/or
on specific behaviors	materials.	to focus on specific	modifications will have them
(either chosen by the	An adaptive	behaviors (either	individually listed in their 504
teacher or student).	assessment that gets	chosen by the teacher	Plan or IEP. These might
A personalized course	harder depending on	or student).	include, but are not limited to:
packet with enrichment	how a student is	A personalized	breaking assignments into
materials.	performing.	course individualized	smaller tasks, giving
An adaptive	One-on-one coaching	packet.	directions through several
assessment that gets	with a student,	An adaptive	channels (auditory, visual,
harder depending on	designed around	assessment that gets	kinesthetic, model), and/or
how a student is	his/her specific for	easier or harder	small group instruction for
performing.	higher thinking	depending on how a	reading/writing
One-on-one coaching	challenges.	student is performing.	
with a student,	Students grouped into	One-on-one coaching	ELL supports should include,
designed around	small groups, which	with a student,	but are not limited to, the
his/her specific for	are designed around	designed around	following::
higher thinking	their strengths and	his/her specific	Extended time
challenges.	weaknesses so that	challenges.	Provide visual aids

Students grouped into	they can assist and	Students grouped into	Repeated directions
small groups, which are	challenge each other.	small groups, which	Differentiate based on
designed around their	A personalized course	are designed around	proficiency
strengths and	packet with	their strengths and	Provide word banks
weaknesses so that	individualized	weaknesses so that	Allow for translators,
they can assist and	remediation or	they can tutor each	dictionaries
challenge each other.	enrichment materials.	other.	
	An adaptive	Allow extra time on	Increase adult support on
	assessment that gets	assessments	activities.
	easier or harder	Provide study guides	Weekly conference with
	depending on how a	Weekly conference to	student to go over progress
	student is performing.	set short term goals	and concerns.
	One-on-one coaching		Vary grouping arrangements:
	with a student,		small, large, and individual.
	designed around		Technology to assist students
	his/her specific		with a language barrier or
	challenges.		students that struggle with
	Students grouped into		handwriting.
	small groups, which		Assist with organizing
	are designed around		classroom materials.
	their strengths and		Provide frequent reviews of
	weaknesses so that		current concepts and
	they can tutor each		information
	other.		use of calculator
			extended time
			small group instruction
			use of manipulatives
			repeated instruction
			task broken down into smaller
			parts
			Provide frequent reviews of
			current concepts and
			information taught
			Assist with organizing
			classroom materials.

### Unit Title: Unit 2: Preparing for a Career and Earnings

## **Stage 1: Desired Results**

A.CED.A.1 – create equations and inequalities in one variable and use them to solve problems A.REI.5 Solve system of equations.

N.RN.A.3 Simplify radicals, including algebraic radicals

A.REI.A.1 – explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A.SSE.A.1 – interpret expressions that represent a quantity in terms of its context such as terms, factors and coefficients

S.ID.C.9 –distinguish between correlation and causation

S.ID.A.1 - represent data with plots on the real number line (dot plots, histograms and box plots)

#### **Dynamic Learning Maps- Essential Elements**

EE.F-IF.1-3 Use the concept of function to solve problems.

EE.N-CN.2.c. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.

#### Integration of Climate Change

A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include
equations arising from linear and quadratic functions, and simple rational and exponential functions. *<sup>27</sup>*Climate Change Example: Students may create equations and/or inequalities to represent the
economic impact of climate change.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance	Expectations	Core Ideas
9.1.12.PB.3	Design a personal budg reach your long-term an goals.	et that will help you d short-term financial	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
Career choice will	<u>Jnderstanding</u> : I determine lifestyle	Essential/Guiding Que	e <mark>stion</mark> : mmitment do Lhave for my
<ul> <li>Central Idea/Enduring Understanding:</li> <li>Career choice will determine lifestyle.</li> <li>Level of education determines career choice.</li> <li>Numerical operations and problem solving strategies reflect career choice.</li> <li>Careers allow for advancement based on certain criteria.</li> <li>Different forms of compensation in the work world.</li> <li>Occupations require specific personality traits and skills set.</li> <li>Skills determine an individual's earning power.</li> <li>Being civically responsible is important in the real world. Different jobs require different procedures and various tasks (job application, interview, resume, and cover letter).</li> </ul>		<ul> <li>What type of coneducation both reducation both reducation both rein career choice</li> <li>How is education employment ava</li> <li>Why does a maj mathematical or</li> <li>How do solid maworking world?</li> <li>What are my stradoes my person work?</li> <li>What are the ochoest for me?</li> <li>How will understearnings?</li> <li>How is paying table to be the person work?</li> </ul>	mmitment do I have for my now and in the future? natics guide making decisions ? n connected to the type of ailable? jority of careers deal with ientation? ath skills affect our life in the engths and interests and how ality factor into the world of cupations that appear to fit tanding time help determine ax a civic responsibility? tasks improve my odds to ent?
Content:		Skills(Objectives):	n
Budget		Compare/contra	st employment available with
Career choice		education.	

<ul> <li>Education options</li> </ul>	Career research.
<ul> <li>Problem solving (if-then strategy)</li> </ul>	<ul> <li>Calculate pay based on time increments</li> </ul>
Probability	(weekly, monthly, yearly).
Gross pay	Determine earnings of varying length from an
Net pay	hourly position and a salaried position.
<ul> <li>Personal strengths/weakness</li> </ul>	Calculate net pay.
Hourly rate	Explore potential careers.
Salary	Compare forms of income; hourly rate to
• Taxes	income from salary.
Resume	Complete 1040ex.
Cover letter	<ul> <li>Read and interpret pay stub.</li> </ul>
	<ul> <li>Write a cover letter and resume.</li> </ul>

#### Interdisciplinary Connections:

Interdisciplinary connections are integrated in each unit with connections to the mathematical practices.

- 1. Make sense of problems and persevere in solving them
- 2. Reason abstractly and quantitatively
- 3. Construct viable arguments and critique the reasoning of others
- 4. Model with mathematics
- 5. Use appropriate tools strategically
- 6. Attend to precision
- 7. Look for and make use of structure
- 8. Look for and express regularity in repeated reasoning

### Stage 2: Assessment Evidence

#### Performance Task(s):

#### Other Evidence:

#### <u>Task 1</u>:

Students will create an employment profile. The student task is to create a portfolio of their employment research to include: personality findings, strengths/weaknesses, future life goals (married, children, where to live), educational options and relationship to employment, finding of different monetary compensation in the workplace. Test and quizzes Class participation Homework Teacher created materials Rubric for task

### <u>Task 2:</u>

Based on career identified students will create, read and interpret a pay stub with all deductions.

Stage 3: Learning Plan		
Learning Opportunities/Strategies:	Resources:	
Career: <ul> <li>Internet research of careers from inventory at <a href="http://www.pearsonassessments.com/HAI">http://www.pearsonassessments.com/HAI</a></li> </ul>	Online sites Teacher pay teachers Edhelper Kahoot.com	

WEB/Cultures/en-us/Productdetail.htm?Pi	
<u>d=PAg112</u> and Occupational Outlook	How Do We Make Math Class More Inclusive of Trans
Handbook <u>http://www.bls.gov/OCO</u>	and Non-binary Identities
<ul> <li>Students will select two career choices for</li> </ul>	
the inventory results and research the	
education requirements, prerequisite	
skills, salary scale, environmental	
hazards, location, for two careers.	
Students will fill-in teacher created	
documents. Students will then research	
local jobs in those careers.	
<ul> <li>Personality assessment, self-reflection</li> </ul>	
essay	
Create resume/cover letter	
Earning:	
<ul> <li>Students will complete practice</li> </ul>	
computation of hourly vs salary wages	
<ul> <li>Students will learn to read interpret a pay</li> </ul>	
stub	
<ul> <li>Students will complete 1040ex form</li> </ul>	
<ul> <li>Students will be able to identify and</li> </ul>	
calculate the difference between gross	
and net pay	

<u>Differentiation</u> \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varving sets of reading	Course packet with	Varving sets of	Any student requiring further
social stories to focus	individualized	reading social stories	accommodations and/or
on specific behaviors	materials	to focus on specific	modifications will have them
(either chosen by the	An adaptive	behaviors (either	individually listed in their 504
(either chosen by the	All adaptive	shapen by the teacher	Dian or ICD Those might
		chosen by the teacher	Plan of IEP. These might
A personalized course	harder depending on	or student).	include, but are not limited to:
packet with enrichment	how a student is	A personalized	breaking assignments into
materials.	performing.	course individualized	smaller tasks, giving
An adaptive	One-on-one coaching	packet.	directions through several
assessment that gets	with a student,	An adaptive	channels (auditory, visual,
harder depending on	designed around	assessment that gets	kinesthetic, model), and/or
how a student is	his/her specific for	easier or harder	small group instruction for
performing.	higher thinking	depending on how a	reading/writing
One-on-one coaching	challenges.	student is performing.	
with a student,	Students grouped into	One-on-one coaching	ELL supports should include,
designed around	small groups, which	with a student,	but are not limited to, the
his/her specific for	are designed around	designed around	following::
higher thinking	their strengths and	his/her specific	Extended time
challenges.	weaknesses so that	challenges.	Provide visual aids

Students grouped into small groups, which are	they can assist and challenge each other.	Students grouped into small groups, which	Repeated directions Differentiate based on
designed around their	A personalized course	are designed around	proficiency
strengths and	packet with	their strengths and	Provide word banks
weaknesses so that	individualized	weaknesses so that	Allow for translators,
they can assist and	remediation or	they can tutor each	dictionaries
challenge each other.	enrichment materials.	other.	
	An adaptive	Allow extra time on	Increase adult support on activities
	easier or harder	Provide study quides	Weekly conference with
	depending on how a	Weekly conference to	students to go over progress
	student is performing	set short term doals	and concerns
	One-on-one coaching	gedie	Vary grouping arrangements:
	with a student.		small, large, and individual.
	designed around		Technology to assist students
	his/her specific		with a language barrier or
	challenges.		students that struggle with
	Students grouped into		handwriting.
	small groups, which		Assist with organizing
	are designed around		classroom materials.
	their strengths and		Provide frequent reviews of
	weaknesses so that		current concepts and
	they can tutor each		information taught
	other.		use of calculator
			extended time
			small group instruction
			use of manipulatives
			repeated instruction
			task broken down into smaller
			parts
			Provide frequent reviews of
			information taught
			Assist with organizing
			classroom materials
			01033100111 matchats.

### Unit Title: Unit 3: Modes of Transportation

## Stage 1: Desired Results

### Standards & Indicators:

NJ Student Learning Standards

A.CED.A.1 – create equations and inequalities in one variable and use them to solve problems

A.REI.5 Solve system of equations.

N.RN.A.3 Simplify radicals, including algebraic radicals

A.REI.A.1 – explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A.SSE.A.1 – interpret expressions that represent a quantity in terms of its context such as terms, factors and coefficients

S.ID.C.9 –distinguish between correlation and causation

S.ID.A.1 - represent data with plots on the real number line (dot plots, histograms and box plots)

#### **Dynamic Learning Maps- Essential Elements**

EE.F-IF.1-3 Use the concept of function to solve problems.

EE.N-CN.2.c. Solve real-world problems involving multiplication of decimals and whole numbers, using models when needed.

#### Integration of Climate Change

A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include
equations arising from linear and quadratic functions, and simple rational and exponential functions. *<sup>2</sup>*Climate Change Example: Students may create equations and/or inequalities to represent the
economic impact of climate change.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance	Expectations	Core Ideas
9.1.12.PB.3	Design a personal budget that will help you reach your long-term and short-term financial goals.		A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
<ul> <li>Central Idea/Enduring Understanding:         <ul> <li>There is a difference between wants and needs when considering the type of transportation to choose.</li> <li>Additional costs must be considered when choosing a mode of transportation.</li> <li>There are different considerations involved when choosing and planning personal modes of transportation.</li> </ul> </li> </ul>		<ul> <li>Essential/Guiding Qua <ul> <li>How do your wa mode of transport <ul></ul></li></ul></li></ul>	estion: ints and needs determine your ortation? itional costs of ownership of car you purchase? ne analyses of potential related to upkeep influence or decision not to? ling affect your mode of riables involved when choosing portation such as mpg, cost of
Content: Income and expenditure Modes of transportation Financing Purchasing vs. leasing Discount rates		Skills(Objectives): Communicate wants an Research mode Compare numer Use an interest	nd needs. s of transportation. rous discount programs. calculator.

<ul> <li>Incentive programs</li> <li>Credit terminology</li> <li>Interdisciplinary Connections: Interdisciplinary connections are integrated in each 1. Make sense of problems and persevere in solvin 2. Reason abstractly and quantitatively</li> <li>Construct viable arguments and critique the reas</li> <li>Model with mathematics</li> <li>Use appropriate tools strategically</li> <li>Attend to precision</li> <li>I ook for and make use of structure</li> </ul>	<ul> <li>Determine impact of additional fees on total cost.</li> <li>Compare the cost of leasing and buying a vehicle.</li> <li>Explore costs involved in ownership (gas, insurance, routine maintenance, etc.)</li> <li>Read schedules for public transportation</li> <li>unit with connections to the mathematical practices.</li> <li>ag them</li> </ul>
8. Look for and express regularity in repeated reas	oning
Stage 2: Asse	essment Evidence
Performance Task(s):	Other Evidence:
Task 1: Students will select a car and determine how to finance it. Students will create a purchasing portfolio that shows what type of care he/she can purchase/lease within his/her means based on career selection in the last unit. Included in the portfolio will be his/her credit report, savings information, monthly budget allowance, insurance rate, interest rate.	Rubric to assess task test and quizzes class participation homework teacher created materials AIG Time and Schedules series
Stage 3: I	_earning Plan
Learning Opportunities/Strategies:	Resources:
<ul> <li>Purchasing a Car:</li> <li>Venn diagram on implications of buying new vs. used car</li> <li>T-Chart on wants and needs in evaluating modes of transportation</li> <li>Students will select two cars they would be interested in purchasing. Students will research cars on teacher provided sites. Students will determine credit score. Students will use the two cars selected to weigh pro's and con's of new vs. used. Students will obtain a loan for a car, including down payment and interest.</li> </ul>	Online sites Teacher pay teachers Edhelper Kahoot.com AIG following schedules <u>How Do We Make Math Class More Inclusive of Trans</u> and Non-binary Identities

Students will obtain a rate for care insurance. Students will determine monthly car payment and insurance payment. Students will determine if that works into a personal budget. Public Transportation: Reading public transportation schedule Students will be provided with a bus schedule and will need to determine the best way to get through a route in the community where teacher provides start place, end place, and stops needed to be made in between. Differentiation \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation High-Achieving On Grade Level **Struggling Students** Special Needs/ELL Students Students Varying sets of reading Course packet with Varying sets of Any student requiring further social stories to focus individualized reading social stories accommodations and/or on specific behaviors materials. to focus on specific modifications will have them (either chosen by the An adaptive behaviors (either individually listed in their 504 teacher or student). assessment that gets chosen by the teacher Plan or IEP. These might A personalized course harder depending on or student). include, but are not limited to: packet with enrichment how a student is A personalized breaking assignments into course individualized materials. performing. smaller tasks, giving An adaptive One-on-one coaching packet. directions through several with a student, channels (auditory, visual, assessment that gets An adaptive harder depending on designed around assessment that gets kinesthetic, model), and/or how a student is his/her specific for easier or harder small group instruction for performing. higher thinking depending on how a reading/writing One-on-one coaching challenges. student is performing. with a student, Students grouped into One-on-one coaching ELL supports should include, designed around small groups, which with a student. but are not limited to, the his/her specific for are designed around designed around followina:: higher thinking their strengths and his/her specific Extended time Provide visual aids challenges. weaknesses so that challenges. Students grouped into they can assist and Students grouped into **Repeated directions** small groups, which are challenge each other. small groups, which Differentiate based on designed around their are designed around A personalized course proficiency strengths and packet with their strengths and Provide word banks weaknesses so that individualized weaknesses so that Allow for translators. they can assist and remediation or they can tutor each dictionaries challenge each other. enrichment materials. other. An adaptive Allow extra time on Increase adult support on assessment that gets assessments activities.a easier or harder Provide study guides

depending on how a	Weekly conference to	Weekly conference with
student is performing.	set short term goals	students to go over progress
One-on-one coaching		and concerns.
with a student,		Vary grouping arrangements:
designed around		small, large, and individual.
his/her specific		Technology to assist students
challenges.		with a language barrier or
Students grouped into		students that struggle with
small groups, which		handwriting.
are designed around		Assist with organizing
their strengths and		classroom materials.
weaknesses so that		Provide frequent reviews of
they can tutor each		current concepts and
other.		information taught
		use of calculator
		extended time
		small group instruction
		use of manipulatives
		repeated instruction
		task broken down into smaller
		parts
		Provide frequent reviews of
		current concepts and
		information taught
		Assist with organizing
		classroom materials.

# Pacing Guide

Course Name	Resource	Standards
MP 1		
UNIT 1	CHAPTERS	New Jersey Student Learning
Budget (20 Days)	Budget Terms	<u>Standards</u>
	Budget Food	A.CED.A.1
	Budget Recreation	A.REI.5
	Budget Savings	N.RN.B.3
		A.REI.A.1
	Unit Assessment:	A.SSE.A.1
	Party Planning Project (3 days)	S.ID.C.9
	Budget Project (3 days)	S.ID.A.1
		9.1.12.PB.3
		Dynamic Learning Maps-
		Essential Elements
		EE.N-CN.2.b.
		EE.N-CN.2.c.
		EE.A-SSE.3.

UNIT 2: Preparing for a Career and Earnings (12 days)	CHAPTERS Career Unit Assessment: Employment Portfolio (3 days)	New Jersey Student Learning Standards A.CED.A.1 A.REI.5 N.RN.B.3 A.REI.A.1 A.SSE.A.1 S.ID.C.9 S.ID.A.1 9.1.12.PB.3
		Essential Elements EE.F-IF.1-3 EE.N-CN.2.c.
MP 2		
UNIT 2: Preparing for a Career and Earnings (10 days)	CHAPTERS Earnings Unit Assessment: Career Earnings Project (3 days)	New Jersey Student Learning Standards A.CED.A.1 A.REI.5 N.RN.B.3 A.REI.A.1 A.SSE.A.1 S.ID.C.9 S.ID.A.1 Dynamic Learning Maps- Essential Elements EE.F-IF.1-3 EE.N-CN.2.c.
UNIT 3: Modes of Transportation (20 days)	CHAPTERS Purchasing a Car Public Transportation Unit Assessment: Financing a Car Project (5 days)	New Jersey Student Learning Standards A.CED.A.1 A.REI.5 N.RN.B.3 A.REI.A.1 A.SSE.A.1 S.ID.C.9 S.ID.A.1 9.1.12.PB.3