

Fifth Grade Career Readiness, Life Literacies and Key Skills Curriculum Map

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>Marking Period 1</p>	<p>9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.</p>	<ul style="list-style-type: none"> -Introduction to middle school structure -Discuss individual student strengths, interests and personal interests. -Explore organization skills needed to be successful in middle school. -Practice using an agenda book. -Introduce different study skills methods. -Helpful note taking strategies. -Explore how to prepare for long term projects and assignments. -Review time management skills. -Create a study skills checklist. -Discuss and explore ways to get involved in our local community through volunteering or charities. <p>Instructional Resources: https://www.educationcorner.com/study-skills.html</p> <p>Teacher Technology:</p> <ul style="list-style-type: none"> -Actiview -ActivPanel -YouTube Videos 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Classwork - Class Discussion - Student Participation -Teacher Q and A <p>Summative Assessment: Unit 1: Organization checklist</p> <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard:</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information and brainstorm a possible charity for our school to partner with.</p>
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<p>Unit 2: The Economic Way of Thinking</p> <p>Marking Period 2</p>	<p>9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy.</p> <p>9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.</p> <p>9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.</p> <p>9.1.5.FP.2: Identify the elements of being a good steward of money.</p> <p>9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).</p> <p>9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators,</p>	<p>Introduction to U.S. economic statistics and the need for Financial Literacy Instruction</p> <p>Examine how one’s personal values and attitudes impact financial decision-making;</p> <p>Determine the difference between financial “Needs vs. Wants”;</p> <p>Define what a SMART Goal is and understand the importance of setting SMART financial goals;</p> <p>Understand how/why people often make decisions they know are not in their best interest/ Behavioral Finance</p> <p>Instructional Resources:</p> <ul style="list-style-type: none"> - State of NJ Department of Education - Rutgers NJ Agricultural Experiment Station Lesson Plan on “Values, Goals, and Financial Decisions” - Discover’s Pathway to Financial Success Lesson Plan, titled, “Behavioral Economics and Financial Decisions” - Next Generation Personal Finance 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Classwork - Class Discussion - Student Participation -Teacher Q and A - Google Slides digital student portfolios - Student review summaries <p>Summative Assessment:</p> <p>Unit 2: Financial Literacy Vocabulary Assessment</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard:</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Technology Standard:</p> <p>8.2.5.ED.2</p> <p>Collaborate with peers to collect information about different financial institutions.</p>
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<p>Unit 3: Money Management & Insurance</p> <p>Marking Period 3</p>	<p>9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.</p> <p>9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).</p> <p>9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.</p> <p>9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</p> <p>9.1.5.EG.1: Explain and give examples of what is meant by the term “tax.”</p> <p>9.1.5.EG.2: Describe how tax monies are spent.</p> <p>9.1.5. EG.5: Identify sources of consumer protection and assistance.</p> <p>9.1.5.RMI.1 and 9.2.5.CAP.8: Identify risks that individuals and households face.</p> <p>9.1.5.RMI.2 and 9.2.5.CAP.9: Justify reasons to have insurance.</p>	<ul style="list-style-type: none"> - Introduction to Budgeting - Connecting Cultural Influences to Personal Budgeting and Spending - How to set a Budget/Spending Plan - Determine what an Emergency Fund is and what must be included in a 3 or 6 month plan -Introduction to “Save Early and Often” (NGPF) -Define tax and explore the different types of taxes. -Introduction to “Insurance as Vital Risk Management” (NGPF) - Introduction to “Investing Basics” (NGPF) - “Paying for College 101” (NGPF) - “Teens and Taxes” (NGPF) <p>Instructional Resources:</p> <ul style="list-style-type: none"> - JoeJuan Williams Celebrity Video combined with the State of NJ Department of Education - Rutgers NJ Agricultural Experiment Station Lesson Plan on “Spending 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Classwork - Class Discussion - Student Participation - Teacher Q and A - Google Slides digital student portfolios - Student review summaries <p>Summative Assessment:</p> <p>Unit 3: Financial Literacy Vocabulary Assessment</p> <ul style="list-style-type: none"> - StoryBoard That! <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard:</p> <p>5.NBT.B.7: Add, subtract, multiply, and divide decimals to hundredths.</p> <p>Technology Standard:</p> <p>8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to create a budget.</p>
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<p>Unit 4: Earning Career Awareness and Planning</p> <p>Marking Period 4</p>	<p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> <p>9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</p> <p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.</p> <p>9.2.5.CAP.7: Identify factors to consider before starting a business.</p>	<p>-Likes and dislikes career survey</p> <p>- “EXPLORE: Do you know the Job Possibilities?” (NGPF) Games and Interactives</p> <p>- “ROLEPLAY: Payback Middle School Edition” (NGPF) Games and Interactives</p> <p>-Define what income is.</p> <p>-Explore different job opportunities.</p> <p>-Create a list of requirements for a job of interest.</p> <p>-Define what it means to be an entrepreneur.</p> <p>-Simulate starting your own business.</p> <p>Instructional Resources:</p> <p>- Next Generation Personal Finance Middle School Resources, including Games and Interactives</p> <p>- State of NJ Department of Education - Rutgers NJ Agricultural Experiment Station Lesson Plan on “Saving and Investing Strategies and Influences”</p> <p>Teacher Technology:</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Classwork - Class Discussion - Student Participation - Teacher Q and A - Google Slides digital student portfolios - Student review summaries <p>Summative Assessments:</p> <ul style="list-style-type: none"> - Unit 4: Financial Literacy Vocabulary Assessment -Career Choice Slideshow Presentation <p>Benchmark Assessment: EOY Benchmark</p>	<p>Interdisciplinary Standard:</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Technology Standard:</p> <p>8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to research careers.</p>
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Alternative Assessments: NGPF selected Interactives, Various Projects and Activities
21st Century Standards: AASL III.A.1 - 3, AASL III.D.1 - 2, AASL VI.D. 1 - 3
21st Century Skills: Collaboration, Media Literacy, Creativity, Communication
Career Ready Practices: CRP 3, CRP 4, CRP 10 and CRP 11