

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

Sixth Grade Social Studies Unit 11 – “Your Financial Future”

Elaborated Unit Focus

This unit will reinforce economic concepts taught throughout the sixth grade course. The theme of **production, distribution, and consumption** will be examined in terms of the students own money management choices. Students will investigate income, spending, credit, saving, and investing.

Standards/Elements

SS6E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

SECONDARY STANDARDS:

M6N1. Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.

g. Solve problems involving fractions, decimals, and percents.

M6D1. Students will pose questions, collect data, represent and analyze the data, and interpret results.

a. Formulate questions that can be answered by data. Students should collect data by using samples from a larger population (surveys), or by conducting experiments.

Enduring Understandings/Essential Questions

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- What are ways to earn income as a teenager?
- How will your decisions you make now affect your ability to make money as an adult?
- What factors can improve a person’s income making potential?
- How does a person decide on what to spend his/her income?
- How does buying on credit work?
- Why do people use credit?
- What are the advantages and disadvantages of using credit?
- By what methods can people save their money?
- Why is it important to save money?
- What does investing money mean?
- Why do people invest?
- What are the advantages and disadvantages of investing?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
Students will list three job or career choices. The student will locate the salaries of each job. For each career choice the student will list the amount of income his/she could possibly earn. The student will then list steps to accomplish the goal of procuring that particular job. Use the Occupational Handbook. http://www.bls.gov/oco/home.htm	SS6E4	*Constructed Response *Dialogue and Discussion *Observation
Using the same site as above (Investor Islands), the teacher can guide students through an interactive activity about investing. At the end of the activity, students should prepare a list of pros and cons to investing. Students should also compare/contrast saving and investing.	SS6E4	*Constructed Response *Constructed Response *Dialogue and Discussion *Observation
Using this site, the teacher can guide the students through an interactive lesson on saving. http://www.orangekids.com/amy/save_intro.htm There is an assessment at the end of the lesson.	SS6E4	*Constructed Response *Constructed Response *Dialogue and Discussion *Observation

Performance Task

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

You will keep a personal finance diary for 2 school weeks. You will be given \$10 in classroom points per school week. Your teacher will give you opportunities to spend the classroom points during the next two school weeks. You may spend your points on homework passes, free reading time or center time, classroom supplies or whatever your teacher feels is appropriate. The first entry in the personal finance diary will describe your reaction to the point allowance. Do you plan to spend the points or try to save the points for the next week? Also, in this first entry you will describe your typical spending habits. Do you think you are spender or a saver?

You will be expected to write in your diary each day and make a record of what you spend from the \$10.00 in points and describe what items you have purchased. You will also include any savings you keep from the \$10.00, if you loan any of the \$10.00 to anyone else, or if you run out of points before the week is over. At the end of the 5th day (a school week), you will need to note your final remaining points.

You will then begin the 2nd week and add \$10.00 in points to any remaining points you have from the first week. You will again keep a diary of your spending habits for the next week. At the end of the 2nd week you will prepare a one-page description of your spending for the two weeks. You will also include a circle graph describing the percentage of the \$20.00 in points that you spent or saved. The graph should be constructed on a separate sheet attached to the one-page description.

Notes for the teacher:

You will have to determine what the students may purchase before you discuss this performance task with the students. They will ask about it immediately. There are many ideas for free items such as extra time in which the student could do something he/she enjoys doing. Your school may have a business partner who could donate items.

You must include in your description:

- What trends did you notice in the spending of your points? (How did you spend most of your points?)
- What would you have done differently in regards to spending your points?
- Were you able to save any of your points?
- What was the percentage break down of your spending for the week? (Circle graph)
- Why do you think you spent your points on the items you chose?
- How did you feel about recording your spending decisions in the diary?
- Did this assignment change your perception about spending and the choices you have in spending and saving?
- Were there any rules that the teacher set forth regarding the spending of points? How did that make you feel?
- Were there any of your own personal beliefs about spending that influenced your decisions?
- Are there laws or beliefs regarding the spending of real money in our society?
- How could this assignment be applied to the spending of real money in your life?

Map and Globe Skills:

Information Processing Skills:
2,3,11,12

Content Rubric

Criteria	Scale 1 Below Standard	2 Needs Work	3 Meets Standard	4 Exceeds Standard
Calculates percentage of allowance spent.	Calculates a percentage, but the calculation is incorrect.	N/A	Calculates the correct percentage.	N/A
Analyzes trends in spending habits	One trend is correctly identified but no explanation is provided about the student's beliefs on spending and saving.	One trend is correctly identified and an explanation is provided based on the student's beliefs about spending and saving.	Two trends are identified and correctly explained in terms of the student's beliefs about spending and saving.	Two trends are identified, correctly explained, and predictions are made to future spending based on the student's belief about spending and saving.
Evaluates spending habits	Determines one reason for spending decisions with no description of how the student's perception of money management has changed	Determines two reasons for spending decisions with no description of how the student's perception of money management has changed	Determines two reasons for spending decisions with a minimal description of how the student's perception of money management has changed	Determines two reasons for spending decisions and describes how accounting for the spending decisions has changed the student's perception of money management

Product Rubric

Scale Criteria	1 Below Expectation	2 Needs Improvement	3 Meets Expectation	4 Exceeds Expectation
<i>Students produce a product that is attractive.</i>	Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.	Makes good use of font, color, graphics, effects, etc. to enhance the presentation.	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.
<i>Students produce a product that is organized.</i>	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
<i>Students produce a product that exhibits proper mechanics.</i>	More than 4 errors are spelling or grammar.	Four misspellings and/or grammatical errors.	Three or fewer misspellings and/or grammatical errors.	No misspellings or grammatical errors.
<i>Graph is constructed correctly.</i>	N/A	Graph is incorrectly designed.	Graph is constructed correctly	Graph is constructed correctly. Graph is also accompanied with a written description of the percentage breakdown.

Resources for Unit

<http://www.bls.gov/oco/home.htm>

http://www.orangekids.com/amy/save_intro.htm

www.ncee.net

This unit was created by Pam Knauer, Shaun Owen, and Kelly Schollaert with additional input from the Social Studies Advisory Council and the Georgia DOE Social Studies staff. It was last updated 2/28/08.