

# *Money*

**What is it, and how do we use it?**

**A first grade unit in**

**Financial Literacy!**



## Unit Outcome 1 - Mathematical Operations

**Perform basic arithmetic operations and estimation skills required to be an effective consumer and money manager. Keep record of cash flow.**

Gather data on effective consumer practices.	Expert Groups - Each expert group is a group which is organizing a store for this unit (For example, the Pet Store, the Orange Julius, Grocery, Daisy's Diner, Bank)  Write letters to banks and consumer groups, conduct interviews.
Perform basic mathematical operations of addition and subtraction.	Small groups and pairs
Learn names and values of each coin	Whole class, then small groups and pairs doing variety of activities.
Estimate amounts	Whole class, then small groups or pairs in learning center activities
Evaluate appropriate spending decisions	Whole class and small groups
<b>Enablers</b>	<b>Strategies</b>
Vocabulary - consumer, cash flow, estimate, justify, balance, budget  Cash flow record	PMI (decision-making tool)  Venn diagram  Survey and Interview  Jigsaw  Roles - Teach, Manage
<b>Group Assessment</b>	<b>Individual Assessment</b>
Group consensus on setting prices and selling in own class business.  Depiction of synthesis of data collected on the definition of effective consumer.	Shopping in class business  Justification of spending decisions, and demonstration of record of cash flow

<b>Unit Outcome 2 - Business Plan</b>	
<b>Plan and create a class business or village shopping area, then produce and perform.</b>	
Develop village business	Expert Groups -  Each expert group is a group which is organizing a store for this unit (For example, the Pet Store, the Orange Julius, Grocery, Daisy's Diner, Bank)
Determine products or services to be offered to the customer	Expert groups by discussion and reaching consensus.
<b>Enablers</b>	<b>Strategies</b>
Vocabulary - business plan, . . .  Evaluate  Analyze  Research	Concept Map  Jigsaw  Roles - Teach, Manage, Organize, Guide and Help, Critique, Negotiate  Business plan rubric
<b>Group Assessment</b>	<b>Individual Assessment</b>
Present developed model of group business; oral report and explanation of how it was developed and why. Elaborate on discussions, pros and cons, and how decisions were made.	Write story or keep journal to be presented to class describing their role in the Group Process.  Concept Map the planning process.

### Unit Outcome 3 - Marketing

Students will create a marketing technique for their business by analyzing and evaluating persuasion and marketing, then deciding on best choices of techniques to produce one for their class business.

Gather data on marketing techniques.	Expert Groups Research - <ul style="list-style-type: none"><li>• Magazines</li><li>• Television</li><li>• Internet</li><li>• Radio</li><li>• Newspaper</li></ul> (One person from each class business should be in each marketing research group.)
Analyze components of persuasion	Small groups after whole class sharing. PMI
Recommend and justify recommendations for marketing strategies.	Experts Groups for each class business, i.e., Pet Store, etc.
Design marketing plan.	Expert Groups for each class business
<b>Enablers</b>	<b>Strategies</b>
Vocabulary - marketing plan, propaganda, glittering generalities, persuasion, analyze, recommend, justify	Expert Groups PMI (decision making tool) Roles - Critique, Negotiate, Lead, Support, Teach, Evaluate, Brainstorm
<b>Group Assessment</b>	<b>Individual Assessment</b>
Demonstrate to class or to other groups their completed marketing plan in media of their choice.  Student/Group developed rubric.	Teacher observation in groups.  Whole group discussions  Picture, concept map, essay or written report describing plan.  Rubric

## Unit Outcome 4 - Literature/Problem Solving

Using literature, magazine and newspaper articles, and interviews, find real life problems dealing with money management (decision making). Describe and justify best possible solutions. Describe how this relates to student's life within personal and academic contexts.

Recognize and describe problem situations encountered in literature, news and interviews.	Whole class listen to story, share articles, then whole class and small group discussions.
Identify components of problem situation	Whole class and small group activities
Define problem	Whole class and small group activities
Identify alternatives/options	Whole class and small group activities
Determine plan or course of action.	Whole class and small group.
<b>Enablers</b>	<b>Strategies</b>
Vocabulary - problem, alternatives, options, solution, assess, determine, course of action	Critique, Share, Suggest, Brainstorm, Negotiate, Contribute, Reach consensus
<b>Group Assessment</b>	<b>Individual Assessment</b>
Develop scenario through literature, or one created as a synthesis of literature and research, of a problem situation dealing with money management decisions. Demonstrate through enactment on video. Evaluate and improve video.  Group developed rubric - what is an effective consumer?	Individual oral or written report.  Rubric evaluating a story or situation