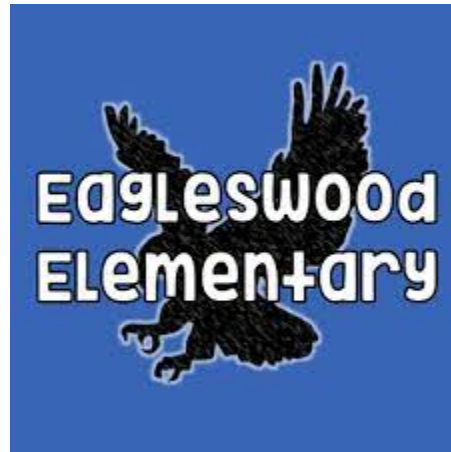


Eagleswood Township Elementary
School District



Computer and Personal Finance
Curriculum

Grade 6

Adopted by the Eagleswood
Board Of Education
August 15, 2022

Content Area: Personal Finance and Computer Literacy
Grade Level: 6th
Date Created: August 2022
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Pacing Guide

Unit 1 Computer Basics: Typing, Internet Safety, Word Processing, Slides Note: skills will be introduced and then integrated into the Unit 2 and 3	Marking Period 1
Unit 2 Planning your Finances	Marking Period 2
Unit 3 Career Preparation	Marking Period 3
Unit 4: STEAM Integration	Marking Period 4

Unit 1- NJSLS - [Computer Science and Design Thinking](#)

NJSLS for Technology

- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
- 8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
- 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development

NJSLS for ELA

- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

NJSLS for Math

- MP1 Make sense of problems and persevere in solving them.
- MP4 Model with mathematics.
- MP5 Use appropriate tools strategically.

NJSLS for 21st Century Life and Careers (standard 9)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Unit 1

Central Idea/ Enduring Understanding

Students will...

- Utilize a variety of programs/apps to create documents using ethical behaviors

Guiding Questions

- How can you design documents with creative designs and unique features?
- How can you create an enhanced slide presentation?
- What is internet safety and ethical standards?

Content

- Basic Typing
- Internet Safety and Ethics
- Word Processing/ MLA Format
- Presentations

Skills (objectives)

- Demonstrate proper hand, finger, & body position
- Demonstrate ethical behaviors
- Format features-Spelling, grammar, thesaurus, line spacing, word wrap and proofreading. Simple format MLA
- File management
- Create and present a slide presentation
- Enhance a manipulate slides

Performance Tasks

- Formative Assessment

Other Evidence of Learning

- Class-Work Review

<ul style="list-style-type: none"> ● Open-Ended Problems ● Project-Based Assessment ● Self-Assessment ● Summative Assessments 	<ul style="list-style-type: none"> ● Teacher Observation ● Group & Cooperative Work
<p>Learning Opportunities and Strategies</p> <ul style="list-style-type: none"> ● Create a word or google doc with enhancements ● Create a powerpoint or google slides on internet safety with enhancements ● Internet Scavenger Hunt 	<p>Resources</p> <ul style="list-style-type: none"> ● Learn to type software/games ● Microsoft word/ google docs ● Microsoft Powerpoint/ Google slides ● MLA Report Quiz

Unit 2- NJSLS - Computer Science and Design Thinking

NJSLS for Technology

- 8.1.8.CS.2: Design a system that combines hardware and software components to process data.
- 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.
- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.
- 8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.
- 8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
- 8.2.8.ED.5: Explain the need for optimization in a design process
- 8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.
- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.

NJSLS for ELA

- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in

groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

NJSLS for Math

- MP1 Make sense of problems and persevere in solving them.
- MP4 Model with mathematics.
- MP5 Use appropriate tools strategically.
- 6.NS.C.5 Apply and extend previous understandings of numbers to the system of rational numbers.
- 6.EE.A.2.C Apply and extend previous understandings of arithmetic to algebraic expressions.
- 6.EE.B.6 Reason about and solve one-variable equations and inequalities.

NJSLS for 21st Century Life and Careers (standard 9)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- 9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.
- 9.1.8.B.8 Develop a system for keeping and using financial records.
- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

Unit 2

Central Idea/ Enduring Understanding

Students will...

- Be introduced to concepts related to

Guiding Questions

- What are SMART goals?
- What are the differences between

<p>Financial Planning by exploring personal finances.</p>	<p>needs and wants?</p> <ul style="list-style-type: none"> • How do you make sound decisions?
<p>Content</p> <ul style="list-style-type: none"> • Financial Literacy Basics • Goal Setting • Needs vs. Wants • Decision Making • Collaborate/ Present 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> • Use a table to create a Financial Literacy Newsletter • Use a table to illustrate the concept of SMART Goals • Use a spreadsheet and formulas to calculate expenses over a 4 week period • Create a 5 step decision making worksheet • Create a collaborative presentation summarizing the financial planning topics
<p>Performance Tasks</p> <ul style="list-style-type: none"> • Formative Assessment • Open-Ended Problems • Project-Based Assessment • Self-Assessment • Summative Assessments 	<p>Other Evidence of Learning</p> <ul style="list-style-type: none"> • Class-Work Review • Teacher Observation • Group & Cooperative Work
<p>Learning Opportunities and Strategies</p> <ul style="list-style-type: none"> • The manager of a credit union asks you to create a newsletter called <i>Financial Fitness</i>. • Create a SMART Goal table to teach others about the process • Track the money spent over a four week period and identify which expenses are needs/wants. • Decide which recreational event you would rather attend using the decision making process. • Create a professional presentation explaining the financial planning topics. 	<p>Resources</p> <ul style="list-style-type: none"> • Google Docs • Google Sheets • Google Slides • Google Apps for Learning (Financial Literacy) Text

<p>Unit 3- NJSL - Computer Science and Design Thinking</p>
<p>NJSLS for Technology</p> <ul style="list-style-type: none"> • 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. • 8.1.8.DA.2: Explain the difference between how the computer stores data as bits and

how the data is displayed.

- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
- 8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.
- 8.1.8.DA.5: Test, analyze, and refine computational models.
- 8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

NJSLS for ELA

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

NJSLS for Math

- MP1 Make sense of problems and persevere in solving them.
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NJSLS for 21st Century Life and Careers (standard 9)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.
- 9.2.8.B.1 Research careers within the [16 Career Clusters®](#) and determine attributes of career success. [Career Cluster Standards](#)

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Unit 3

Unit 3	
<p>Central Idea/ Enduring Understanding Students will...</p> <ul style="list-style-type: none"> ● Explore career options. 	<p>Guiding Questions</p> <ul style="list-style-type: none"> ● How can you identify a career that is right for you? ● How do you develop a resume?
<p>Content</p> <ul style="list-style-type: none"> ● Identifying career goals ● Career Preparation ● Earning Potential ● Career Outlooks 	<p>Skills (objectives)</p> <ul style="list-style-type: none"> ● Complete a career self-assessment ● Create a resume ● Discover earning potential
<p>Performance Tasks</p> <ul style="list-style-type: none"> ● Formative Assessment ● Open-Ended Problems ● Project-Based Assessment ● Self-Assessment ● Summative Assessments 	<p>Other Evidence of Learning</p> <ul style="list-style-type: none"> ● Class-Work Review ● Teacher Observation ● Group & Cooperative Work
<p>Learning Opportunities and Strategies</p> <ul style="list-style-type: none"> ● Create an online survey that will help students identify job related goals ● Create a resume ● Design a Career Outlook Handbook Website ● Collaboratively create a presentation that outlines career preparation 	<p>Resources</p> <ul style="list-style-type: none"> ● Google Forms ● Google Docs ● Google Sheets ● Google Slides ● Google Apps for Learning (Financial Literacy) Text

Additional Links and Resources

- Career Ready Practices [POSTER](#)

- [16 Career Clusters®](#)
- [Career Cluster Standards](#)
- [Learn to Type](#)
- [Google Apps Financial Literacy](#)
- [Google Applied Digital Skills](#) (video lessons)

Differentiation Strategies

High Achieving Students	On Grade Level Students	Struggling Students	Students with Special Needs
<p>Create a PowerPoint presentation summarizing the lesson or introducing a topic</p> <p>Students create a Prezi on a given topic and present it to the class.</p> <p>Differentiate fact from opinion and fix the opinions to make them facts.</p> <p>Use of multiple texts, supplementary materials and computer programs</p> <p>Independent and small group projects chosen by students based on interest</p> <p>Student centered activities with the teacher as a guide</p> <p>Use of Jigsaw</p> <p>Think, Pair, Share</p> <p>Carousel activity to review or introduce material</p> <p>Portfolios for Essay</p> <p>Writing E-pals to share essays</p>	<p>Differentiate fact from opinion in the reading.</p> <p>Visual learners create a graphic organizer of the topic.</p> <p>Auditory learners give an oral report.</p> <p>Break some students into reading groups to discuss the assignment.</p> <p>Allow students to read individually if preferred.</p> <p>Use of student created charts and models</p> <p>Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>Think, Pair, Share</p> <p>Allow for individual, partner and group work</p> <p>Carousel activity to</p>	<p>Offer alternate assessments/ assignments</p> <p>Adapt reading levels</p> <p>Provide textbooks for visual and word learners.</p> <p>Visual learners create a graphic organizer of the topic.</p> <p>Break some students into reading groups to discuss the assignment.</p> <p>Supply note taking organizers and peer buddies</p> <p>Assign reading partners</p> <p>Choral reading/ answering</p> <p>Supply highlighted texts & worksheets</p> <p>Think, Pair, Share</p> <p>Google Classroom</p> <p>Carousel activity to review or introduce material</p>	<p>Offer alternate assessments/ assignments</p> <p>Match vocabulary words to definitions.</p> <p>Read a passage of text and answer related questions.</p> <p>Provide textbooks for visual and word learners.</p> <p>Allow auditory learners to listen to audio books.</p> <p>Give kinesthetic learners the opportunity to complete an interactive assignment online.</p> <p>Visual learners create a graphic organizer of the topic.</p> <p>Break some students into reading groups to discuss the assignment.</p> <p>Allow students to read individually if preferred.</p> <p>Funbrain: quizzes/puzzles/games</p> <p>Kahoot to</p>

<p>Google Classroom</p> <p>Google docs to turn in and complete work</p> <p>Adapt reading levels</p>	<p>review or introduce material</p> <p>Google Classroom</p>	<p>Allow students to read individually if preferred.</p> <p>Have students define terms with pictures rather than words.</p> <p>Excel charts to compile information</p> <p>Kahoot to introduce/conclude lessons</p>	<p>introduce/conclude lessons</p> <p>Internet Scavenger Hunts</p> <p>Google Classroom</p> <p>Google docs to turn in and complete work</p>
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NOTE: Teachers should follow the specific curricular accommodations for students with individualized learning plans such as IEPs and 504

Accommodations for Various Learners

Students that are English Language Learners:

1. Retell content information in easier English
2. Use simple sentence structure (verb-subject-object)
3. Use high frequency words
4. Avoid negative phrasing such as all, but, except
5. Actively help students build connections and associations in order to access background knowledge or previously taught information
6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
7. Always write assignments on the chalkboard
8. Modify assignments (fewer questions or fewer vocabulary)
9. Provide taped lessons
10. Provide concrete examples of vocabulary words through the use of visuals
11. Model Think Alouds to increase student comprehension
12. Directly teach learning strategies
13. Provide small group instruction
14. Provide preferential seating
15. Provide individual or study carrel
16. Use color overlays or templates
17. Provide oral reading of test questions in English
18. Provide oral reading of reading passages in English
19. Provide frequent monitored breaks
20. Provide extended time

21. Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

Students with Disabilities:

1. Seat student near model (student/teacher)
2. Seat student near instruction
3. Use a highlight marker to identify key words, phrases, or sentences for student to read
4. Provide manipulative objects for student to use in problem solving
5. Have peers deliver directions or explanations
6. Buddy in class to assist and clarify
7. Provide specific guidelines for prewriting
8. Provide mnemonic devices
9. Repeat major points of information
10. Provide visual cues (posters, number lines, gestures, use of technology)
11. Provide study guides
12. Highlight new vocabulary and key words
13. Use advance organizers
14. Allow for frequent breaks (sensory/brain)
15. Be aware of student's preferred learning style and provide matching instruction materials

Students listed as Gifted & Talented:

1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Require students to think about topics in more abstract and complex ways
8. Activity selection should be based on student interests and encourage self directed learning
9. Align objectives with Bloom's Taxonomy
10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

Students with 504 Plans:

Environmental Strategies

- Provide a structured learning environment
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Presentation Strategies

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Reinforce study skill strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Establish a home/school communication system for behavior monitoring
- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills

Evaluation Methods

- Limit amount of material presented on page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

Students that are At Risk:

1. Provide a structured learning environment
2. Provide sensory breaks
3. Change student seating
4. Select alternative textbooks, workbooks, or provide audio books
5. Vary the method of lesson presentation using multi-sensory techniques
6. Provide small group or individual instruction

7. Reinforce the use of compensatory strategies
8. Reinforce self-monitoring and self-reflecting strategies
9. Buddy in class to assist and clarify
10. Actively help students build connections and associations in order to access background knowledge or previously taught information
11. Directly teach learning strategies
12. Repeat major points of information
13. Provide visual cues (posters, number lines, gestures, use of technology)

Universal Design

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's [strengths](#) and needs. That's why UDL benefits all kids.

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- This approach offers flexibility in the ways students access material, engage with it and show what they know.
- Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and attention issues.

[The Difference Between UDL and Traditional Education](#)

[UDL in the Classroom](#) (5 Practices)

