

Unit Title:

Unit 1- Economics - BizTown

Timeframe:

September (10 Lessons)

Standards:**Economics, Innovation, and Technology: National Economy**

- **6.1.5.EconNM.1** - Explain the ways in which the government pays for the goods and services it provides.

Economics, Innovation, and Technology: Global Economy

- **6.1.5.EconGE.1:** Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- **6.1.5.EconGE.2:** Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- **6.1.5.EconGE.3:** Use economic data to explain how trade leads to increasing economic interdependence among nations.
- **6.1.5.EconGE.4:** Compare and contrast how the availability of resources affects people across the world differently.
- **6.1.5.EconGE.5:** Evaluate the economic impact of science and technology innovations on European exploration

Economics, Innovation, and Technology: Economic Ways of Thinking

- **6.1.5EconET.1-** : Identify positive and negative incentives that influence the decisions people make.

Essential Questions:

1. How does the government pay for goods and services?
2. How can the development of the communication system and other important innovations change our economy throughout the country and the world?

3. How can we share how the production, distribution and consumption of goods and services affect our economy?
4. Does the availability of resources affect people across the world?

Enduring Understandings:

- The government uses taxes to support our purchasing of goods and services.
- Innovations over the course of time have improved our economy.
- The supply and demand of resources has a positive and negative impact on groups of people across the nation and the world.

Project Task:

Junior Achievement of NJ's BizTown is a standards-based 21st Century experiential learning curriculum designed for fifth grade students to learn the importance of work readiness, entrepreneurship, and financial literacy.

The program starts with 10 teacher-taught lessons and culminates with a optional day-long field trip to the volunteer-assisted simulated mini-city of JA BizTown. Here, students apply what they've learned in the classroom to "real life" as they role play in up to 14 different store-fronts, including a bank, credit union, radio station, city hall, and more in jobs such as CEOs, CFOs, tellers, medical technologist, and town mayor. In managing their businesses and acting as responsible citizens and wise consumers, JA BizTown students strive to create a successful economy.

Consolidated Resources:

Materials:

JA Biztown Citizen Guides

Vocabulary:

ATM, balance, certificate of deposit, checking account, credit card, credit union, debit card, electronic payments, loan, online banking, safe deposit box, savings account, endorse, income, paycheck, direct deposit, transaction, interest, citizens, community, right, free enterprise, goods, services, trade, resources, natural resources, capital resources, human resources, consumer, entrepreneur, circular flow

Lesson 1: Financial Services

Objective - Identify common terms associated with banking and the services offered by different financial institutions

Materials: JA Biztown Student Citizen Guides, copies of Financial Ads, Banks in an Economy Poster

Instruction:

- Vocabulary - ATM, balance, certificate of deposit (CD), check, checking account, credit card, credit union, debit card, electronic payments, loan, online banking, safe deposit box, savings account
- Post Banks in an Economy poster and explain to students that they will soon be visiting JA Biztown; a place where they will learn how to earn, save, and spend money as a class.
- Break students up into 4 or 5 groups and divide up the Financial Ads among them. (Ads can be found on pages 8 and 9 in the Financial Literacy section of the Teacher Binder.) Give students a couple of minutes and have them identify the service or services that each of their institutions provides.
- Have groups share out. As they share the name of a service, have the class record each service on page 1 of their Citizen Guide.
- After students have done this, explain the roles of banks in an economy and fill out number 2 on page 1 of their Citizen Guide.
- At the end of the lesson, have students fill out the bank application on page 3 of their Citizen Guide.

Lesson 2: Checking Accounts

Objective - identify how to manage a checking account

Materials: Citizen Guide, Check It Out Poster from your BizTown kit

Instruction:

- Vocabulary - endorse, income, paycheck, direct deposit, transaction
- Explain to students that being successful at BizTown is dependent on good money management.
- Explain to students that they will be receiving a paycheck at BizTown. Walk students through filling out and endorsing the paycheck on page 6 of their Citizen Guide. (instructions for this can be found on page 26 in the Financial Literacy section of your Teacher Binder.)
- After you have completed showing the students how to endorse a paycheck, walk them through the different parts of a deposit slip, using the example on page 7 of their Citizen Guide (page 28 in your Teacher Binder). Explain to the students that to deposit their paychecks at BizTown, they will need to fill out a deposit ticket. (Follow steps 6 and 7 on page 27 in the Financial Literacy section of your Teacher Binder.) Have students work in pairs to answer questions 1-7 on page 7 of their Citizen Guide.
- Introduce that personal checks by pointing out the different parts of a personal check. Use page 8 of the Citizen Guide as a reference. Have students work in pairs to answer questions 1-9 on page 9 of their Citizen Guide.
- At the end of the lesson, remind students that they have to make sure that they have enough money in their checking

account to cover all purchases made, whether made with a personal check or an electronic payment.

Lesson 3: Savings Accounts

Objective - Identify the benefits of interest-earning savings accounts and be able to explain how money grows in a savings account.

Materials: Citizen Guides

Instruction:

- Vocabulary - interest
- Explain to students that interest is a fee that is paid or received for the use of money. Savings accounts are a type of bank account that pays people interest.
- Have students play the Saving and Spending Game directions for this can be found on pages 58-60 in the Financial Literacy section of the Teacher Binder.
- After playing the game debrief as a class. Explain that we used an interest rate of 30 percent which is extremely high. (Actual interest rates are much lower- usually around 1%.) The more you deposit into an interest-bearing account and the longer it remains there, the more money you will earn. (Compound interest)

Lesson 4: Debit Cards

Objective - Identify the differences, advantages, and disadvantages between checks, debit cards, credit cards, and other forms of electronic payments

Materials: Citizen Guides, copies of Payment Methods (page 79 from the Teacher Binder)

Instruction:

- Vocabulary - credit card, debit card, gift card, PIN, prepaid card
- Explain to students that there are many ways to make purchases besides using cash and writing checks.
- Hand out the copies of the Payment Methods. Review the description of each type of payment. These descriptions can be found on pages 19 and 20 in the Citizen Guide or on pages 80 and 81 in the Teacher Binder.
- Complete the chart at the top of page 21 in the Citizen Guide as a class. Then put students into groups and have them discuss any additional advantages and disadvantages for each type of payment. They should fill out the bottom of page 21 in their groups.
- At the end of the lesson, have each group share out any additional advantages/ disadvantages with the class.

Lesson 5: Circular Flow of the Economy

Objective - Differentiate between goods, services, and resources (human, capital, and natural) and identify the importance of each in the circular flow of the economy

Materials: Citizen Guides, Circular Flow poster from your BizTown kit, one copy of Resources for Lemonade cut up and ready for

distribution (page 10 in Community and Economy section of your Teacher Binder)

Instruction:

- Vocabulary - citizens, community, right, free enterprise, goods, services, trade, resources, natural resources, capital resources, human resources, consumer, entrepreneur, circular flow
- Begin the lesson by explaining to students that when they go to BizTown, they will become a citizen, or part of that community. That citizenship comes with certain rights and responsibilities. Have students complete the Citizen Pledge on page 29 of their Citizen Guide.
- After students complete their citizenship pledge, begin the Lemonade Stand activity. (Directions for this can be found on pages 7 and 8 of the Community and Economy section of the Teacher Binder. Follow steps 1-11.)
- Once you have completed this activity as a class, introduce and explain the Circular Flow Poster on page 30 of their Citizen Guide. (The description is available to you on pages 8 and 9 of the Community and Economy section of the Teacher Binder, in steps 12 and 13.
- At the end of the lesson, have students pair up and describe what the Circular Flow of the Economy is in their own words.

Lesson 6: Public Goods and Services

Objective - Differentiate between private and public goods and how and why we pay taxes

Materials: Citizen Guide, whiteboards or scratch paper to do math

Instruction:

- Vocabulary - taxes, net pay, gross pay, private goods and services, public goods and services
- Explain to students that once they start working, they will not get to keep their entire paycheck. Part of what they earn will go towards taxes.
- Demonstrate this by guiding the class through the Paying Taxes activity. Directions for this can be found on pages 47 and 48 of the Community and Economy section of the Teacher Binder.
- Now that students understand that their gross pay is the amount of money they earn and net pay is the amount of money they have left after paying taxes, explain that taxes help to pay for public goods and services.
- Explain that some goods and services in an economy have special characteristics.
 - They are shared by everyone—often at the same time.
 - No one is prevented from using the goods and services.
 - These goods and services must be paid for by everyone's taxes.
- Goods and services that everyone can use and everyone helps pay for are called public goods and services.
- Have students work in either pairs or groups to complete the Venn diagram on page 35 of their Citizen Guide and then share out as a class.

***NOTE:** Your building will need to reach out to JA BizTown to find out which businesses will be at the simulation on the day that you go. This is usually determined by the number of fifth-grade students in your building. You need this information before moving

to the next lesson.

Lesson 7: Applying for a Job

Objective - Complete a job application and demonstrate proper interview skills.

Materials: Citizen Guide

Instruction:

- Vocabulary - applicant, resume, interview,
- At this point, the job opportunities should be posted in a visible location in the classroom. Explain to students that today, they will have the opportunity to apply for their preferred job.
- Explain to students that a job application is the first opportunity to make a good impression on an employer.
- Walk students through the different part of the job application on page 45 in their Citizen Guide. Remind them the grammar and spelling are important, as is legible handwriting. Direct them to fill out the application based on the jobs they'd like to apply for at BizTown. Once they have finished, they should also fill out page 47 in their Citizen Guide.
- Once students are done, put them in pairs and have them practice interviewing each other. One student will be the interviewer and the other, the interviewee. Interviewers can rate their interviewee on page 48 in their Citizen Guide and should provide feedback to their partner.

*NOTE: You, as the teacher, will need to find time to interview each student for the available BizTown jobs so that you can place students in jobs. They will need to know their jobs before the next lesson.

Lesson 8: Business Costs

Objective - Describe the costs associated with running a business, calculate business expenses, and create a description that describes a business

Materials: Citizen Guide, BizPrep packets for each business

Instruction:

- Vocabulary - operating costs, revenue, salary
- Inform students of which teams or companies they have been assigned to and let them know what their specific role is. These will be your business teams.
- Have business teams meet to create a list of the top 10 things they want to do to ensure their business is successful. (Refer to page 5 of the Business Management section of your Teacher Binder.)
- After creating this list, walk students through filling out the Sample Business Costs on page 53 in their Citizen Guides. (For more information on this, go to pages 7 and 8 of the Business Management section of your Teacher Binder.)
- Distribute the BizPrep packets which you will receive from BizTown when you receive the list of businesses at your simulation.
- Allow business teams to work on the Sample Business Costs and Promissory Note for their business.

Lesson 9: Setting Prices

Objective - Identify the debate over representation that occurred at the Constitutional Convention

Materials: Citizen Guide, BizPrep packets for each business, copy of page 29 in the Business Management section of your Teacher Binder

Instruction:

- Vocabulary - selling price, profit
- Explain to students that they will be setting prices for their businesses at BizTown. In order for a business to make a profit, their revenue has to be greater than their costs. (You can use bullet point 1-4 on page 27 of the Business Management section of your Teacher Binder to help you with this.)
- Walk students through the “Which Price” activity. This can be found on page 29 of the Business Management section of your Teacher Binder.
- Have students complete page 60 in their Citizen Guides. They can do this in pairs, independently, or you can do it as a class.
- Once you have reviewed page 60, have your students break into their business teams to complete page 61 in their Citizen Guides.

Lesson 10 Visit Preparation

Objective - Identify the characteristics of effective advertising

Materials: Citizen Guide, BizPrep packets for each business

Instruction:

- Vocabulary - advertising
- Ask students where they have heard or seen ads and what some of their favorite ads are.
- Explain to students that advertising is a way of persuading people to want goods or services. Businesses seek the best advertising method and location. Advertising will be one of their costs at BizTown.
- Have students gather in their business teams to complete the table at the top of page 63 in their Citizen Guides. Once they are done, have each group share out one or two.
- Have them add the following characteristics to the bottom of the page:
 - Grab our attention
 - Hold our interest
 - Create a desire for the product
 - Prompt us to buy the product
- Hand out the BizPrep packets and give teams 10 minutes for them to plan their advertisements.
- Please follow steps 1-9 on pages 53 and 54 of the Business Management section of your Teacher Binder. You will need to

do this in order to make sure students are ready for the simulation.

Lesson 11: Simulation Day (Trip for BizTown)

Instruction:

- Students will be spending the day at JA BizTown. This is the culminating activity for the unit.

Assessment:

Have students complete page 71 of their Citizen Guide within a day or two after returning from BizTown. This will not take an entire period and can be done at any point throughout your day.

Teacher Resources:

***PLEASE NOTE** - There is a good amount of preparation involved in terms of manipulatives, handouts, cut-out items, etc.

At the start of each lesson, there are a list of materials needed, and an explanation about how they are to be used (this is a one time assemble).

*Refer to JA Biztown Binder

Vocabulary: possible activities- make a list in Spelling City, Banking Bingo p. 14, or embed them in the lessons

Culminating Field Trip Prep

- *Setup field trip (Set a date to attend Biztown + Schedule Busses)
- *Parent Volunteers - can meet students and teachers at the Biztown Office
- *Job and Bank Application
- *Form of ID - made on Pixie or Google Drawings

Planning Timeline

***For each lesson students will complete pages in their workbooks (this is all outlined in each unit). For each page, their are answer keys that are provided in the teachers binder.**

<u>Week + Unit</u>	<u>Lessons</u>	<u>Possible Activities</u>	<u>Math Activities</u> *Embedded in each lesson are ways to enrich or meet the needs of struggling math students that could enrich the lessons *Throughout the units students can keep track of balance in checkbook. Mentioned in purple Check it Out box.
Unit 1 - Financial Literacy *Possible Unit Activity Check it Out Scenarios on pg 101-103 * Could be used throughout	1- Financial Services *Bank Services Scavenger Hunt *Complete Bank Application *Save bank account information with a piece of homework for the field trip *Show the BizTown Video to preview what they will end up doing 2- Checking Accounts *Personal Checks *Touch Upon Direct Deposit, extension activities could be sent home for homework 3- Savings Account *Writing Checks *Saving and Spending Game	Application Activities Lesson 1 - Banking Bingo - Vocab Review Application Activities Lesson 2 - Gordon's Bounced Check - Paycheck Practice +Direct Deposit Extension Activity Application Activities Lesson 3 (Both math focused but may need to be done in whole group) - Savings Plan, Inquiry Based Lesson - Rule of 72	Lesson 1 - Bank Teller Computations Lesson 2 - Transaction Actions Lesson 3 - Whole Group Activity- \$1 Million or Double the Pennies - Compound Interest (Extension - High Fliers)
Unit 1- Financial	4- Debit Cards	Application Activities Lesson 4	Lesson 4

<p>4- Unit- Work Readiness - Job Interviews/ Election/ Job Assignment</p>	<p>Application Activity: Job Interviews *Could be done in own classrooms or as a grade Application Activity -Elections (This can be one way the mayor and radio announcer of BizTown - for the fieldtrip - are chosen).</p> <hr/> <p>1- Business Cost *Business Descriptions *Calculating Business Costs</p> <hr/> <p>2- Setting Prices *Price/Profit/Revenue *Price Setting</p>	<hr/> <p>Application Activities Lesson 1 - Customer Service (Possible Homework)</p> <p>Application Activities Lesson 2 - History Connection - An Inquiry Based Lesson</p>	<p>Lesson 2 -Business Costs and Profit</p>
<p>5- Unit- Business Management</p> <p>Visit and Debriefing Field Trip Prep *Setup field trip *Parent Volunteers *Job and Bank Application *Form of ID - made on Pixie or Google Drawings</p>	<p>3- Visit Preparation * Advertising Preparing for the Visit - Go over the Biztown Schedule so students know what to expect</p> <hr/> <p>1- this lesson does not need to be taught, it is more of a reminder of what to bring for the fieldtrip</p> <p>Ideally field trip will be scheduled in this week. Debriefing lessons can either come after the field trip this week or the following week. If extra time, can circle back to some of the activities listed.</p>	<p>Application Activities Lesson 3 - Slogans and Logos/ Jingles</p> <p>**At end of unit send home Family Newsletter</p> <hr/>	
<p>6- Debrief *Depending on</p>	<p>2- Debriefing *Team Meeting Activity including</p>	<p>Application Activities Lesson 2 - Rank Your Business</p>	<p>BizQuiz</p>

time of field trip	Business Review (Could do the Rank Your Business Activity in place of the Business Review) *Bringing it Home *Can send home Family Letter about visiting BizTown	- BizQuiz	
---------------------------	--	-----------	--