

Raymond S. Kellis High School
Peoria Unified School District
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9th Grade, English I

“The Necklace” and “The Gift of the Magi” Personal Finance Unit

English Objectives/Standards

RS1-C4-PO2 Infer word meanings from context
RS1-C6-PO1 Predict text using prior knowledge and text features
RS1-C6-PO3 Use graphic organizers in order to comprehend text
RS1-C6-PO4 Connect information and events in text to experience and to related text and sources
RS1-C6-PO5 Apply knowledge of organizational structures (cause-and-effect) to aid comprehension
RS2-C1-PO1 Describe the author’s use of literary elements: theme, point of view, characterization, setting, and plot
RS2-C1-PO3 Compare and contrast works within a literary genre that deal with similar themes
RS2-C1-PO4 Compare interactions among major and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog
RS2-C2-PO1 Describe the historical and cultural aspects found in cross-cultural works of literature
RS2-C2-PO2 Compare and contrast works of literature that deal with similar topics and problems
WS3-C5-PO1 Write a literary analysis that describes the author’s use of literary elements

Business Objectives/ Standards

12.1 Explain the purpose of an annual business budget
12.2 Explain checking account records
12.3 Describe how management of accounts payable and accounts receivable affects a business
12.4 Explain the purpose and components of financial statements
27.1 Set short- and long-term goals for assigned areas of responsibility/accountability
formats, such as newsletters and brochures
7.3 Apply spreadsheet software to prepare financial or statistical information including mathematical calculations

Days 1-2

- Preview literary terms on pages 23-25
- As a class begin reading “Plainswoman” pp. 8-19
- Together begin identifying the literary elements and examples from the story
- Assign students to groups of 4 to continue reading the story
- Each group will be assigned one literary term (plot, setting, character, theme) to focus on while reading
- As reading, groups will make a chart illustrating their assigned literary element with examples from the story
- Students will then conduct a “gallery walk” taking note of the examples for each element
 - *Introduce SMART Goals*
 - *What is Money?*

Day 3-4

- Connect to Your Life p. 26 – 4 Corner Activity about status
- Preview vocabulary for “The Necklace” p. 26/27
- Focus Your Reading p. 26
- Build Background p. 26
- Begin reading “The Necklace” pp. 27-34
- As reading students will complete a plot diagram showing the plot development
- Students will generate a list of characteristics for the main characters
- With a partner share character list and explain reasons for each trait chosen
 - *How to Use a Checking Account Comic Book Reading Activity*
- *Budget for long, intermediate and short term goals*
- *How Credit Works Pamphlet*
- *How Credit Cards Work Movie*

Day 5

- “The Necklace” Quiz
- Vocabulary in Action p. 36 Exercise A
- Writing Assignment #2 p. 36
 - *Let’s Write some checks*
- *How to prevent Credit Card Theft and Fraud*
- *Budgeting the money you have*
- *Credit Costs How Much??*

Days 6-7

- Connect to Your Life p. 151
- Preview Vocabulary for “The Gift of the Magi” p. 151
- Focus Your Reading p. 151
- Read “The Gift of the Magi” pp. 152-157
- As students read have them make predictions about possible upcoming events in the story
- Introduce the literary use of irony in the story p. 159
- Have students complete a chart to illustrate the situational irony in the story

- Begin plot collage in groups of 3
- *Instant Gratification vs Delayed Gratification*
- *Endorsing Checks*
- *The Check Register*

Day 8

- "The Gift of the Magi" Quiz
- Vocabulary in Action p. 160
- Finish plot collage
- *Balance a Checking Account*

Day 9

- "The Necklace" and "The Gift of the Magi" Test
- *Balance a Checking Account*