**Lassiter High School**

***Reaching Excellence and Climbing Higher***

**CTAE Department**

**Spring 2020**

**COURSE TITLE: Financial Literacy**

**INSTRUCTOR: Mrs. Keilman**

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**REMIND: @** **19finlit to 81010**

**WEBSITE:** <https://financialliteracywithmskeilman.weebly.com/>

**COURSE DESCRIPTION:**

How money smart are you? Step into this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data.

Various forms of technologies and internet research will be highlighted to expose students to the resources available when managing personal financial goals. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

**GRADING POLICY:**

Class Work and Homework 20%

Assessments………………………………………30%

Projects 30%

Final Exam 20%

**VIDEOS:** We may occasionally view curriculum-related video. Your signature on this syllabus indicates permission for your student to view these videos.

**MATERIALS REQUIRED**: Textbook, Pens/Pencil, notebook, access to business attire

**ATTENDANCE AND MAKE-UP POLICY:**

A student who is present and actively participates is more likely to be successful; however, if a student is absent, he/she has one day for each day of excused absence to make up the work. (For example, a student absent 2 days would have 2 days to make-up the work.) Students are responsible for asking their teachers for the make-up work. A student with an unexcused absence may ask for assignments and may choose to complete them in order to keep up with the class; however, the teacher is under no obligation to grade the work. All assigned work should be turned in by the due date. Mrs. Keilman is available for make-up assignments and tests after school. It is subject to change but available times are after school on Tuesdays and Thursdays. 3 unexcused absences will result in a call home. 5 unexcused absences will result in a referral to administration and possibly a school social worker. Unexcused absences also mean that your teachers are under no obligation to accept your work. Students found skipping class, including improper checkouts, are also subject to a referral and may be denied turning in missed work. Missed tests should be made up within 1 week of the date it was administered in class. Being in class and not participating in group assignments can also result in credit not being awarded.

**TARDY POLICY:**

To avoid being counted tardy, students must be seated and ready for class when the bell rings. School policy states that 3 tardies = 1 after school detention, 3:30-5:30 pm; 6 tardies = Saturday School + loss of parking space; 9 tardies = 2 days ISS. See student handbook for additional information. Students should report to PPO for a tardy pass to come to class 1st period. Tardies in excess of 3 will result in a referral to administration.

**LATE WORK:**

It is advisable to complete work as it is due. There will be a direct positive correlation to your success when completing work as it is assigned. Late work will not always be accepted past the due date. It is subject to points being taken off and students may be required to complete an alternative assignment depending on the situation. After an assignment has been graded and returned to students it will generally not be accepted but may potentially be given half credit. Work done within a unit needs to be submitted in a timely manner. Some late work may be necessary to complete in room 412 after school. It will depend on the nature of the assignment. If you have a question on a particular assignment speak with Mrs. Keilman. All work submitted will need to have been completed on your own to receive credit as well. Copied work from another student will not be accepted. Students working with partners, when allowed, are still required to complete their own work in their own words.

**YODA BUCKS:**

Students will be awarded for good classroom attendance. An award system using Yoda Bucks will provide incentives for punctuality, attendance, and classroom seat time. Yoda Bucks will act as extra credit on classroom assignments and assessments. These points cannot be added to the EOC. Students will be required to keep up with their bucks as no new ones will be given out after the day they are given out in class. So, again attendance is important. Students late to class can submit a Yoda Buck back to me as their tardy pass. Students wishing to turn in assignments past their due date can submit a Yoda Buck back to me as a pass for not getting points deducted from the assignment. Students will also use their Yoda Bucks every time they need to leave the classroom, for example to use the restroom or run a note to the office. In all of these ways, you are rewarded for good classroom attendance giving you an incentive to be to class on time and remain in the class. Students who have excessive unexcused absences may be excluded from being allowed to use their Yoda Bucks as well. The idea is to promote good attendance and also give you some methods to earn some additional points throughout the semester and on the final exam.

**Other Expectations:**

1. Have respect and tolerance for your teacher, fellow classmates, the classroom and building. Someone will remember your character before they remember how you performed on a test.
2. Participation is strongly encouraged
3. Do your own work. Copying and cheating will be severely penalized for ALL parties involved.
4. You can bring snacks to class. Trash goes in the trash though or we will have to change the policy. No meals from the cafeteria should be brought to class however. Food should not be a distraction or you will need to leave it in your backpack. Drinks with a lid are okay. If you make a mess you will need to clean it up. Our classroom carpet looks good so let us keep it that way. Water bottles are preferred. A drink on a desk will very easily spill if it is not in a bottle with a cap.
5. **The first 5 and last 5 minutes of class are considered Dead Time**. No student is allowed to leave the classroom at this time. These are school policies. You should use the restroom in between classes or wait until the 5 minute rule has passed or before it has approached.
6. There will be days where students will be expected to dress in business attire.
7. Enjoy your time learning and respect the learning environment of others ☺

**ACADEMIC INTEGRITY:**

*Cheating is considered a serious matter. The parents of a student who has been involved in cheating will be notified and the student will receive a grade of zero for the test or evaluation period, and a grade of U in conduct.*

For this course, cheating is defined as, but is not limited to, the following acts:

* Copying anyone’s answers to questions, exercises, study guides, class work or homework assignments
* Taking any information verbatim from any source, including the Internet, without giving proper credit to the author, or rearranging the order of words and/or changing some words as written by the author and claiming the work as his or her own, i.e., plagiarism.
* Looking onto another student’s paper during a test or quiz.
* Having available any study notes or other test aids during a test or quiz without the teacher's permission.
* Collaborating on assignments when independent work is expected.

**Violations of classroom and school policies may result in a phone call home, additional course assignments, a parent teacher conference, a referral, or detention.**

**INSTRUCTIONAL MATERIALS**

|  |  |
| --- | --- |
| Title | Foundations in Personal Finance, Dave Ramsey |
| ISBN | 978-1-936-94821-5 |
| Replacement Cost | N/A |
| Softcover book and/or resources | Softcover Book |
| Online student access code | www.foundationsU.com |

**BUDGET CHALLENGE SIMULATION**

Project Grade/s-

1. Confirm email address (Yellow)
2. Complete vendor selections (Green)

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NOTE: Eligible student accounts starting the simulation on time are eligible to win prizes.

**Curriculum Overview**

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

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| **CURRICULUM OVERVIEW** |
| Career Unit – This unit helps prepare students to make career plans and to develop the tools they will need to get and keep temporary, part-time, or full-time employment, now and in the future. Wise career decisions are a key part of financial success. Topics covered: Career Research, Job Market, Interview Skills |
| Money Management Unit – This unit helps students understand how to evaluate their paycheck and benefits, trends that may affect your career and opportunities for advancement, prepare budgets and other financial records, the difference between formal and informal contracts, and how to use a checking account, including writing checks, keeping a checkbook register, and reconciling an account. Lastly students will discover how to choose the right bank and services to meet their needs. |
| Credit Management Unit – This unit will help students understand what credit is, how it works, and why it is important as a consumer in the American economy. Students will learn about the various credit bureaus, credit ratings and reports, responsibilities associated with consumer credit along with the costs of credit and how to manage credit wisely. Lastly, students will learn about credit problems and ways to avoid them. |
| Exam Review and Testing – Students will use this time to prepare for final exams |

**Finance Career Cluster Financial Literacy Course Number 07.42600**

**Course Description:**

How money smart are you? Step into this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data.

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Financial Literacy is the second course in the Business Accounting and Financial Services pathways in the Finance Cluster. Students enrolled in this course should have successfully completed Introduction to Business & Technology.

**Course Standard 1**

**FIN-FL-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

* 1. **Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities**.

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| **Person-to-Person Etiquette** | **Telephone and Email Etiquette** | **Cell Phone and Internet Etiquette** | **Communicating At Work** | **Listening** |
| Interacting with  Your Boss | Telephone  Conversations | Using Blogs | Improving  Communication Skills | Reasons, Benefits,  and Barriers |
| Interacting with  Subordinates | Barriers to Phone  conversations | Using Social Media | Effective Oral  Communication | Listening Strategies |
| Interacting with  Co-workers | Making and  Returning Calls |  | Effective Written  Communication | Ways We Filter  What We Hear |
| Interacting with  Suppliers | Making Cold Calls |  | Effective Nonverbal  Skills | Developing a  Listening Attitude |

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|  | Handling  Conference Calls |  | Effective Word Use | Show You Are  Listening |
|  | Handling  Unsolicited Calls |  | Giving and Receiving  Feedback | Asking Questions |
|  |  |  |  | Obtaining Feedback |
|  |  |  |  | Getting Others to  Listen |

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| **Nonverbal**  **Communication** | **Written**  **Communication** | **Speaking** | **Applications and Effective**  **Résumés** |
| Communicating Nonverbally | Writing Documents | Using Language Carefully | Completing a Job Application |
| Reading Body Language  and mixed Messages | Constructive  Criticism in Writing | One-on-One  Conversations | Writing a Cover Letter |
| Matching Verbal and  Nonverbal communication |  | Small Group  Communication | Things to Include in a Résumé |
| Improving Nonverbal  Indicators |  | Large Group  Communication | Selling Yourself in a Résumé |
| Nonverbal Feedback |  | Making Speeches | Terms to Use in a Résumé |
| Showing Confidence  Nonverbally |  | Involving the  Audience | Describing Your Job Strengths |
| Showing Assertiveness |  | Answering Questions | Organizing Your Résumé |
|  |  | Visual and Media Aids | Writing an Electronic Résumé |
|  |  | Errors in Presentation | Dressing Up Your Résumé |

* 1. **Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.**

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| **Teamwork and Problem Solving** | **Meeting Etiquette** |
| Thinking Creatively | Preparation and Participation in Meetings |
| Taking Risks | Conducting Two-Person or Large Group Meetings |
| Building Team Communication | Inviting and Introducing Speakers |
|  | Facilitating Discussions and Closing |
|  | Preparing Visual Aids |
|  | Virtual Meetings |

* 1. **Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.**

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| **Problem**  **Solving** | **Customer Service** | **The Application Process** | **Interviewing Skills** | **Finding the**  **Right Job** |
| Transferable Job Skills | Gaining Trust and  Interacting with Customers | Providing Information,  Accuracy and Double Checking | Preparing for an Interview | Locating Jobs and Networking |
| Becoming a Problem Solver | Learning and Giving Customers  What They Want | Online Application Process | Questions to Ask in an Interview | Job Shopping Online |
| Identifying a  Problem | Keeping Customers  Coming Back | Following Up After  Submitting an Application | Things to Include in  a Career Portfolio | Job Search  Websites |
| Becoming a Critical Thinker | Seeing the Customer’s Point | Effective Résumés: | Traits Employers are Seeking | Participation in Job Fairs |
| Managing | Selling Yourself and  the Company | Matching Your Talents to  a Job | Considerations  Before Taking a Job | Searching the  Classified Ads |
|  | Handling Customer  Complaints | When a Résumé Should  be Used |  | Using Employment  Agencies |

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|  | Strategies for  Customer Service |  |  | Landing an  Internship |
|  |  |  |  | Staying Motivated  to Search |

* 1. **Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**

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| **Workplace Ethics** | **Personal**  **Characteristics** | **Employer**  **Expectations** | **Business Etiquette** | **Communicating at**  **Work** |
| Demonstrating  Good Work Ethic | Demonstrating a  Good Attitude | Behaviors  Employers Expect | Language and  Behavior | Handling Anger |
| Behaving  Appropriately | Gaining and  Showing Respect | Objectionable  Behaviors | Keeping Information  Confidential | Dealing with  Difficult Coworkers |
| Maintaining  Honesty | Demonstrating  Responsibility | Establishing  Credibility | Avoiding Gossip | Dealing with a  Difficult Boss |
| Playing Fair | Showing  Dependability | Demonstrating  Your Skills | Appropriate Work  Email | Dealing with  Difficult Customers |
| Using Ethical  Language | Being Courteous | Building Work  Relationships | Cell Phone Etiquette | Dealing with Conflict |
| Showing  Responsibility | Gaining  Coworkers’ Trust |  | Appropriate Work  Texting |  |
| Reducing  Harassment | Persevering |  | Understanding  Copyright |  |
| Respecting Diversity | Handling Criticism |  | Social Networking |  |
| Making  Truthfulness a Habit | Showing  Professionalism |  |  |  |
| Leaving a Job  Ethically |  |  |  |  |

* 1. **Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.**

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| **Expected Work Traits** | **Teamwork** | **Time Management** |
| Demonstrating Responsibility | Teamwork Skills | Managing Time |
| Dealing with Information Overload | Reasons Companies Use Teams | Putting First Things First |
| Transferable Job Skills | Decisions Teams Make | Juggling Many Priorities |
| Managing Change | Team Responsibilities | Overcoming Procrastination |
| Adopting a New Technology | Problems That Affect Teams | Organizing Workspace and Tasks |
|  | Expressing Yourself on a Team | Staying Organized |
|  | Giving and Receiving Constructive  Criticism | Finding More Time |
|  |  | Managing Projects |
|  |  | Prioritizing Personal and Work Life |

* 1. **Present a professional image through appearance, behavior and language.**

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| **On-the-Job Etiquette** | **Person-to-Person Etiquette** | **Communication Etiquette** | **Presenting Yourself** |
| Using Professional  Manners | Meeting Business  Acquaintances | Creating a Good Impression | Looking Professional |
| Introducing People | Meeting People for the First  Time | Keeping Phone Calls  Professional | Dressing for Success |
| Appropriate Dress | Showing Politeness | Proper Use of Work Email | Showing a Professional  Attitude |
| Business Meal Functions |  | Proper Use of Cell Phone | Using Good Posture |
| Behavior at Work  Parties |  | Proper Use in Texting | Presenting Yourself to  Associates |

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| Behavior at Conventions Accepting Criticism  International Etiquette Demonstrating  Leadership  Cross-Cultural Etiquette Working in a Cubicle |
| **Support of CTAE Foundation Course Standards and Georgia Standards of Excellence**  **L9-10RST 1-10 and L9-10WHST 1-10:**  Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. |
| **Course Standard 2** |
| **FIN-FL-2**  **Identify various forms of income, and analyze and evaluate factors that affect income as a part of the career decision-making process.** |
| * 1. Describe the basic characteristics of the marketplace and the free enterprise system.   2. Explain trends in the workplace (e.g., flexible schedules, job rotation, job sharing, permanent part-time employment, contract work).   3. Identify sources of income.   4. Analyze how career choice, education, skills, and economic conditions affect income.   5. Explain the return on investment of the time and cost associated with the education, training, and skill development of a desired career choice.   6. Compute gross pay, payroll deductions and net pay.   7. Demonstrate an understanding of different forms of payment (salary, hourly, contract, 1099’s).   8. Identify optional and required employee benefits and recognize the value in addition to net pay.   9. Apply fractions, percent, and ratios to solve problems related to income.   10. Explore the applications of ratios, proportions, and percent in financial situations.   11. Use basic functions to solve and model problems related to income while applying linear and quadratic functions, as well as applying greatest integer and piecewise functions.   12. Use data displays (graphs and charts) to recognize and interpret income. |
| **Course Standard 3** |
| **FIN-FL-3**  **Analyze taxes in the United States and evaluate the effect on personal income.** |
| * 1. Explain the purposes and types of taxes in the United States (e.g., progressive, regressive, and proportional taxes).   2. Explain how taxes, government transfer payments, and employee benefits relate to disposable income.   3. Define basic tax terminology (e.g., taxable income, tax credits, exemptions, deductions, itemized deductions).   4. Prepare U.S. individual federal income tax return Forms 1040EZ and 1040A.   5. Apply fractions, percentages, and ratios to solve problems related to taxes.   6. Use basic functions to solve and model problems related to taxes while applying linear, and quadratic functions, as well as applying greatest integer and piecewise functions.   7. Use data displays (graphs and charts) to recognize and interpret income taxes.   8. Use basic mathematical functions to solve and model problems related to stock transactions, banking and credit, employment and taxes, rent and mortgages, retirement   planning, and other related finance applications. |

**Course Standard 4**

**FIN-FL-4**

**Develop and evaluate a spending and savings plan while applying rational decision making to personal spending and saving choices.**

* 1. Explain how limited personal financial resources affect the choices people make.
  2. Identify the opportunity cost of financial decisions.
  3. Discuss the importance of taking responsibility for personal financial decisions.
  4. Apply a decision-making process to personal financial choices.
  5. Explain how inflation affects spending and investing decisions.
  6. Design a plan for earning, spending, saving, and investing.
  7. Explain how to use money-management tools available from financial institutions.
  8. Evaluate services provided by financial deposit institutions to transfer funds.
  9. Explain the concept of net worth.
  10. Apply fractions, percentages, and ratios to solve problems related to spending and savings.
  11. Use basic functions to solve and model problems related to spending and savings while applying linear and quadratic functions, as well as applying greatest integer and piecewise functions.
  12. Use data displays (graphs and charts) to recognize and interpret spending and savings.

**Course Standard 5**

**FIN-FL-5**

**Analyze checking accounts and other banking services and explain how financial institutions channel funds from savers to investors.**

* 1. List and explain types of checking accounts and banking services available to customers.
  2. Identify various ways to deposit and withdraws funds from accounts and verify how to use each method safely (e.g., using a secure network when transmitting pictures of checks for deposit).
  3. Prepare checks and deposit slips.
  4. Record transactions in checkbook registers and reconcile bank statements.
  5. Identify and distinguish between various check endorsements (e.g., blank, restricted and special).
  6. Explain the difference between a debit card and a credit card.
  7. Apply simple and compound interest formulas.
  8. Apply fractions, percentages, and ratios to solve problems related to banking.
  9. Demonstrate using basic functions to solve and model problems related to banking while applying linear and quadratic functions, as well as applying greatest integer and piecewise functions.
  10. Analyze the role of banks and other financial institutions.
  11. Demonstrate using formulas to investigate investments in banking and retirement planning.

**Course Standard 6**

**FIN-FL-6**

**Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.**

* 1. Compare the advantages and disadvantages of different payment methods and understand the implications of paying minimum balances.
  2. Analyze the benefits and costs of consumer credit.
  3. Compare sources of consumer credit.
  4. Explain factors that affect creditworthiness and the purpose of credit records.
  5. Explain the components of credit scores.
  6. Identify ways to avoid or correct credit problems.
  7. Explain the rights and responsibilities of buyers and sellers under consumer protection laws.
  8. Explain how and who uses your credit report.
  9. Identify the credit-reporting agencies, obtain and review a sample credit report.
  10. Apply fractions, percentages, and ratios to solve problems related to components of credit scores, while applying percent increase/decrease and ratios/proportions.
  11. Use data displays (graphs and charts) to recognize and interpret components of credit scores.

**Course Standard 7**

**FIN-FL-7**

**Evaluate savings and investment options to meet short- and long-term goals.**

* 1. Explain the purpose of financial planning.
  2. Explain the relationship between saving and investing.
  3. Describe reasons for saving and investing.
  4. Identify and classify investment options (e.g., stocks, government and corporate bonds, mutual funds.
  5. Identify and describe various retirement accounts (e.g., Roth and Traditional IRAs, 401k, 403b).
  6. Compare the risk, return, and liquidity of investment alternatives.
  7. Describe how to buy and sell investments.
  8. Explain how different factors affect the rate of return of investments.
  9. Explain how to use the Rule of 72 to evaluate investment choices.
  10. Evaluate sources of investment information.
  11. Explain how agencies that regulate financial markets protect investors.
  12. Apply simple and compound interest formulas.
  13. Apply future and present value formulas.
  14. Demonstrate using fractions, percent, and ratios to solve problems related to investing.
  15. Apply basic math functions to solve and model problems related to investing while applying linear and quadratic functions, as well as applying greatest integer and piecewise functions.
  16. Demonstrate using matrices to represent data, and solve banking and retirement planning problems.
  17. Demonstrate using probability and expected value to model and predict outcomes related to the stock market, retirement planning, and investing.
  18. Demonstrate using measures of central tendency to investigate data found in the stock market, retirement planning, transportation, budgeting, and home rental or ownership.

**Course Standard 8**

**FIN-FL-8**

**Analyze laws and options available to consumers for protection from deceptive or unfair business practices.**

* 1. Identify and explain fraudulent and deceptive business practices.
  2. Identify and describe wise consumer behavior by classifying benefits and costs of spending decisions, evaluating information about products and services, and using rational decision making model to select one option over another.
  3. List and describe consumer legislation and sources of consumer protection.
  4. Describe how to contact public officials to express opinions.
  5. Explain how consumers can get redress and other ways of finding remedies to consumer problems (e.g. third-party arbitration).
  6. Explain warranties and the relevance of the Federal Trade Commission.

**Course Standard 9**

**FIN-FL-9**

**Evaluate how to help deter, detect, and defend against identify theft.**

* 1. Describe consumer protections related to debt collection and bankruptcy.
  2. Describe common ways ID theft happens (e.g. dumpster diving, skimming, phishing, changing address, stealing, computer hacking).
  3. Describe ways to deter identity theft by safeguarding information (e.g. shredding financial documents, protecting Social Security number, not giving out personal information, using secure networks for on-line banking, and not using obvious passwords).
  4. Describe ways to detect suspicious activity by routinely monitoring accounts (e.g. reviewing credit reports, on-line balances, and monthly statements).
  5. Describe ways to defend against ID theft as soon as theft is suspected (e.g., placing fraud alerts on credit reports, closing accounts, filing police reports, and reporting to the Federal Trade Commission).

**Course Standard 10**

**FIN-FL-10**

**Evaluate various consumer loan options and analyze factors that affect lending decisions.**

* 1. Describe auto, student and home loans.
  2. Explain interest rates and what affects interest rates.
  3. Explain the components of the loan payment (principle, interest and time) and demonstrate reading an amortization table.
  4. Explain loan payment terms and pre-payment penalties.
  5. Identify the difference in loans for new versus used cars.
  6. Explain how credit scores affect the rate and terms of the loan.
  7. Explain private mortgage insurance and identify requirements by the lender.
  8. Apply future and present value formulas.
  9. Apply fractions, percentages, and ratios to solve problems related to investing.
  10. Demonstrate using basic functions to solve and model problems related to investing while applying linear and quadratic functions, as well as applying greatest integer and piecewise functions**.**
  11. Demonstrate an understanding of matrices to represent data and solve banking and retirement planning problems.

**Course Standard 11**

**FIN-FL-11**

**Explain the principles of risk management and insurance as a strategy to protect against financial loss.**

* 1. Examine the concept of risk and probability.
  2. Explain how risk is transferred through insurance.
  3. Define insurability and explain why rates vary.
  4. Distinguish between insurable and non-insurable risks and the concept of economic loss.
  5. Examine ways to reduce the cost of insurance.
  6. Identify and cite reasons for policy cancellation.
  7. Evaluate different types of automobile insurance coverage, including riders and endorsements.
  8. Describe coverage common to most homeowners and renters policies and explain how the amount of coverage needed is determined.

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| * 1. Assess the need for umbrella and excess liability coverage.   2. Identify and describe basic types of coverage and features offered by health insurance companies.   3. Define the responsibility of the insured for co-pay, deductible, and non-covered medical expenses.   4. Define Medicaid and Medicare and describe the role of Consolidated Omnibus Budget Reconciliation Act (COBRA).   5. Explain the purpose of life insurance and the basic difference between term and whole life insurance.   6. Explain the need for and benefits of disability coverage.   7. Explain the role of Social Security in providing disability benefits.   8. Discuss the purpose of long-term care insurance.   9. Explain the role of workers compensation insurance.   10. Define unemployment insurance. |
| **Course Standard 12** |
| **FIN-FL-12** |

**Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects**, **entrepreneurship development, and competitive events.**

* 1. Explain the goals, mission and objectives of Future Business Leaders of America.
  2. Explore the impact and opportunities a student organization (FBLA) can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.
  3. Explore the local, state, and national opportunities available to students through participation in related student organization (FBLA) including but not limited to conferences, competitions, community service, philanthropy, and other FBLA activities.
  4. Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.
  5. Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.

**Information and Acknowledgement**

**FINANCIAL LITERACY**

**STUDENT INFORMATION**

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| Student Name |  |
| Grade |  |
| Parent/guardian’s Name |  |
| Home Phone |  |
| Work Phone |  |
| Parent Email Address |  |
| Student Email Address |  |

**FINANCIAL LITERCARY**

**COMMITMENT CARD**

I have read the course syllabus for Financial Literacy and understand what the general requirements are for the class.

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Student Signature Date

I have read the course syllabus and know what it expected of my son/daughter, and I will work with the teacher so that we can provide the best learning experience possible.

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Parent Signature Date

**Please complete and turn in by the end of the week.**