

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



## Curriculum Guide

## Financial Literacy

### Course Description

The course is intended to provide a practical overview in basic financial literacy upon which the students can build their knowledge and skills in making informed and wise financial decisions. Topics include planning personal finances (income and spending), banking and credit, savings and investment options, and protecting and insuring your assets. Utilizing actual online resources, students will apply their knowledge by completing a variety of realistic and comprehensive assignments/tasks and projects.

### Course Content Standards

#### I. Personal Decision Making

1. Use a data-informed decision-making process as it applies to the roles of citizens, workers, and consumers.

#### II. Earning and Reporting Income

1. Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

#### III. Managing Finances & Budgeting

1. Develop and evaluate a spending/savings plan.

#### IV. Saving and Investing

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

#### V. Buying Goods and Services

1. Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

#### VI. Banking and Financial Institutions

1. Evaluate products and services provided by financial deposit institutions to transfer funds.

#### VII. Using Credit

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

#### VIII. Protecting Against Risk

1. Analyze choices available to consumers for protection against risk and financial loss.

#### IX. Demonstrating Knowledge of Financial Postsecondary Education and Training

1. Analyze choices and resources available to consumers for financing postsecondary education.

### Business Education Standards

#### COMMUNICATION

Foundations of Communication—communicate in a clear, courteous, concise, and correct manner on personal and professional levels

Social Communication—apply basic social communication skills in personal and professional situations

Technological Communication—use technology to enhance the effectiveness of communication

Employment Communication—integrate all forms of communication in the successful pursuit of employment

Organizational Communication—incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies

#### COMPUTATION

Mathematical Foundations—apply basic mathematical operations to solve problems

Number Relationships and Operations—solve problems involving whole numbers, decimals, fractions, percents, ratios, averages, and proportions

Patterns, Functions, and Algebra—use algebraic operations to solve problems

Measurement—use common international standards of measurement when solving problems

Statistics and Probability—analyze and interpret data using common statistical procedures

Problem-Solving Applications—use mathematical procedures to analyze and solve business problems

<b>Units</b>	<b>Essential Questions</b>	<b>Key Activities</b> <b><u>MAY</u> include:</b>
<b>Time Management and Health (Balanced Life Style)</b>	<ul style="list-style-type: none"> <li>• What does it mean to lead a balanced life style?</li> <li>• What are the consequences of poor time management and health?</li> </ul>	<ul style="list-style-type: none"> <li>• Student personal schedule and assessment of areas to modify to improve life style and health</li> <li>• Time Management and Health unit information with questions and computer exercises</li> <li>• Time Management and Balanced Life Style Test</li> </ul>
<b>Career Planning</b>	<ul style="list-style-type: none"> <li>• What competencies, resources, and tools are necessary to preparing for a career?</li> <li>• What steps should you take to explore, build, and launch your career?</li> </ul>	<ul style="list-style-type: none"> <li>• Career Planning Packet (values, goals, interests, finding opportunities)</li> <li>• Finding a job packet—questions and computer exercises</li> <li>• Career Clusters and interest survey</li> <li>• Resume &amp; cover letter</li> <li>• Interview process including legal and illegal interview questions</li> <li>• Financing a college education</li> <li>• Career Profile Project w/ Reflection</li> <li>• Career Unit Test</li> </ul>
<b>Renting/Buying a Residence</b>	<ul style="list-style-type: none"> <li>• Is it better to buy or lease a place to live?</li> <li>• What are the opportunity costs of renting a residence?</li> <li>• How do you evaluate various apartments for rent based upon one’s life style and finances?</li> </ul>	<ul style="list-style-type: none"> <li>• Renting an Apartment Packet with Questions</li> <li>• Virtual Finance—Renting an Apartment packet with questions and computer exercises</li> <li>• Renting an Apartment Project</li> </ul>
<b>Buying/Leasing a Car</b>	<ul style="list-style-type: none"> <li>• Is it better to own or lease a car?</li> <li>• Should the buyer/seller be able to negotiate the price of a car?</li> <li>• How can the Internet and its on-line reliable resources help you become a more informed shopper when buying or leasing as well as financing car?</li> </ul>	<ul style="list-style-type: none"> <li>• Buying/leasing a car handouts</li> <li>• Virtual Finance—packet with content, questions, and computer exercises</li> <li>• Reliable, safe, affordable guidelines</li> <li>• Dealership Tactics and Consumer Advice</li> <li>• MA Lemon Law and Car Warranties</li> <li>• Financing a Car (principal, rate, time/amortization)</li> <li>• Comparing costs—buy versus lease</li> <li>• Car Purchasing Project</li> </ul>

Units	Essential Questions	Key Activities <b><u>MAY</u> include:</b>
Credit/Credit Cards	<ul style="list-style-type: none"> <li>• Is the use of credit cards good or bad for consumers?</li> <li>• What does it mean to be financially responsible with credit and credit cards?</li> </ul>	<ul style="list-style-type: none"> <li>• Credit card (online) lessons</li> <li>• Types &amp; sources of credit</li> <li>• Loans</li> <li>• Applying for credit (Five C's )</li> <li>• Evaluating credit card offers</li> <li>• Reading and interpreting credit card statements</li> <li>• Methods of computing credit card interest</li> <li>• Safeguarding credit credits</li> <li>• Reporting lost or stolen credit cards</li> <li>• Credit Report/Credit Bureaus</li> <li>• Repairing and rebuilding damage credit</li> <li>• Consumer credit laws</li> <li>• Credit/credit cards assessment</li> </ul>
Banking and Investments	<ul style="list-style-type: none"> <li>• How does banking and investments affect your financial plan?</li> <li>• How do you evaluate various banks to meet your financial needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Types of financial services provided by banks</li> <li>• Opportunity costs of financial services</li> <li>• Types of financial institutions</li> <li>• Savings plans and payment methods</li> <li>• Checking account &amp; usage</li> <li>• How banks make money</li> <li>• Investments and risk; Retirement Planning</li> <li>• Banking basics assessment</li> </ul>
Scams	<ul style="list-style-type: none"> <li>• How can you recognize a financial scam (warning signs)?</li> <li>• What can you do to reduce your risk of becoming a victim of identity theft?</li> </ul>	<ul style="list-style-type: none"> <li>• Overview &amp; description of various scams</li> <li>• Video and news print programs (ponzi schemes, college scams, identify theft....)</li> </ul>



# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



<b>Curriculum Guide</b>	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
<b>Curriculum Map</b>	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/ concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
<b>Standards</b>	The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <a href="http://www.doe.mass.edu/frameworks/">http://www.doe.mass.edu/frameworks/</a>
<b>Priority Areas</b>	Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.
<b>Mathematical Practice Standards</b>	Mathematical Practice Standards are a set of skills/behaviors that are replicated in grades preK-12. These standards describe ways in which students engage with the mathematical content and the level of application grows increasingly complex as students progress vertically throughout their education.
<b>Content Standards</b>	The Content Standards describe what students should know and be able to do once within the area of mathematics.
<b>Essential Questions</b>	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.