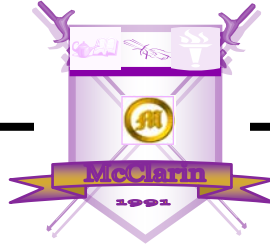


Frank McClarin High School
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Anita Marie Lee, Principal
Shadelle Denson, Assistant Principal
Sabrina Richardson, Administrative Assistant

Stella Wilson, Counselor
Emory Fears, Counselor



FINANCIAL LITERACY -- 07.42600 2008-2009 Course Outline

INSTRUCTOR:

Mr. Brinkley, Room 208
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email: Brinkley@fulton.k12.ga.us
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Department Mission Statement: To provide quality educational, technological, and career experiences that will allow our students to become lifelong learners. We believe that our students need to be aware and knowledgeable of the rapidly changing economic and social environment in order to develop the kind of attitudes based on truth, honor, and human dignity, and to attain competencies for making the greatest personal contribution to growth and progress in our society.

COURSE DESCRIPTION:

Students need to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Business partnerships with financial companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

PREREQUISITE(S):

NONE

TEXT/SOFTWARE:

- Time Maps – Money Management & Life Skills, Interactive Software
- Microsoft Office Suite & Internet Access

GOALS AND OBJECTIVES:

There are five major units in this course. The GPS standards for each unit are listed below:

UNIT 1: INCOME

BCS-FL-1. Students will identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

- a. Identify sources of income.
- b. Analyze how career choice, education, skills, and economic conditions affect income.
- c. Explain how taxes, government transfer payments, and employee benefits relate to disposable income.

ACADEMIC STANDARDS:

SSEPF1. The student will apply rational decisions to the making of personal spending and savings choices.

SSEPF4. The student will evaluate the costs and benefits of using credit.

SSEPF6. The student will describe how the earnings of workers are determined in the marketplace.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

MM2P1. Students will solve problems (using appropriate technology).

MM2P4. Students will make connections among mathematical ideas and to other disciplines.

UNIT 2: MONEY MANAGEMENT

BCS-FL-2. Students will analyze employee deductions and benefits that affect financial security.

- a. Compute payroll deductions and net pay.
- b. Identify optional and required employee benefits and recognize their value as additions to net pay.
- c. Explain trends in the workplace (i.e., flexible schedules, job rotation, job sharing, permanent part-time employment).

BCS-FL-3. Students will analyze taxes in the United States that affect income.

- a. Explain the purposes, types, and history of taxes in the United States.
- b. Define basic tax terminology.
- c. Prepare U.S. individual federal income tax return Forms 1040EZ and 1040A.

BCS-FL-4. Students will develop and evaluate a spending and savings plan.

- a. Explain how limited personal financial resources affect the choices people make.
- b. Identify the opportunity cost of financial decisions.
- c. Discuss the importance of taking responsibility for personal financial decisions.
- d. Apply a decision-making process to personal financial choices.
- e. Explain how inflation affects spending and investing decisions.
- f. Describe how insurance and other risk-management strategies protect against financial loss.
- g. Design a plan for earning, spending, saving, and investing.
- h. Explain how to use money-management tools available from financial institutions.
- i. Evaluate services provided by financial deposit institutions to transfer funds.

BCS-FL-5. Students will analyze checking accounts and other banking services.

- a. Prepare checks and deposit slips.
- b. Record transactions in checkbook registers and reconcile bank statements.

- c. Explain check endorsements.
- d. List types of checking accounts and banking services available to customers.

ACADEMIC STANDARDS:

- SSEPF1. The student will apply rational decisions to the making of personal spending and savings choices.*
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SSEPF6. The student will describe how the earnings of workers are determined in the marketplace.
ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.
ELA10RC4. The student establishes a context for information acquired by reading across subject areas.
ELA10W3. The student uses research and technology to support writing.
ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.
MM2P1. Students will solve problems (using appropriate technology).
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UNIT 3: SPENDING and CREDIT

BCS-FL-6. Students will analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

- a. Compare the advantages and disadvantages of different payment methods.
- b. Analyze the benefits and costs of consumer credit.
- c. Compare sources of consumer credit.
- d. Explain factors that affect creditworthiness and the purpose of credit records.
- e. Identify ways to avoid or correct credit problems.
- f. Describe the rights and responsibilities of buyers and sellers under consumer protection laws.

BCS-FL-7. Students will apply a decision-making model to maximize consumer satisfaction when buying goods and services.

- a. Compare the benefits and costs of spending decisions.
- b. Evaluate information about products and services.

ACADEMIC STANDARDS:

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SSEPF6. The student will describe how the earnings of workers are determined in the marketplace.
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MM2P4. Students will make connections among mathematical ideas and to other disciplines

UNIT 4: SAVING and INVESTING

BCS-FL-8. Students will evaluate savings and investment options to meet short- and long-term goals.

- a. Explain the relationship between saving and investing.
- b. Describe reasons for saving and reasons for investing.
- c. Compare the risk, return, and liquidity of investment alternatives.
- d. Describe how to buy and sell investments.
- e. Explain how different factors affect the rate of return of investments.

- f. Evaluate sources of investment information.
- g. Explain how agencies that regulate financial markets protect investors.

ACADEMIC STANDARDS:

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SSEPF6. The student will describe how the earnings of workers are determined in the marketplace. ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.
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MM2P4. Students will make connections among mathematical ideas and to other disciplines

UNIT 5: PROTECTING

BCS-FL-9. Students will analyze choices available to consumers for protection against risk and financial loss.

- a. Describe the basic characteristics of the marketplace and the free enterprise system.
- b. Identify fraudulent and deceptive practices and wise consumer behavior.
- c. List consumer legislation and sources of consumer protection.
- d. Describe how to contact public officials to express opinions.
- e. Discuss the court system of the United States and at the state level where consumers can get redress, along with other ways of finding remedies to consumer problems.

BCS-FL-10. Students will evaluate how to help deter, detect, and defend against identify theft.

- a. Describe common ways ID theft happens (i.e., dumpster diving, skimming, phishing, changing address, stealing).
- b. Describe ways to deter identity theft by safeguarding information (i.e., shredding financial documents, protecting Social Security number, not giving out personal information, not using obvious passwords).
- c. Describe ways to detect suspicious activity by routinely monitoring accounts (i.e., reviewing credit reports and monthly statements).
- d. Describe ways to defend against ID theft as soon as theft is suspected (i.e., placing fraud alerts on credit reports, closing accounts, filing police reports, and reporting to Federal Trade Commission).

ACADEMIC STANDARDS:

SSEPF1. The student will apply rational decisions to the making of personal spending and savings choices.
SSEPF4. The student will evaluate the costs and benefits of using credit.
SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.
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CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards. The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

ASSIGNMENTS/INSTRUCTIONS:

The student is to complete the following coursework in each of the assigned modules of the Time Maps – Money Management & Life Skills interactive software. A unit test/evaluation will be given after each unit. All materials pertaining to the course must remain in the classroom.

Units 1-5

1. Review Vocabulary Terms/Complete Vocabulary Assignment
2. Review Facts and Ideas for Each Unit
3. All Assigned Module Work
4. Internet Projects and Additional Assignments (if applicable)*

* The instructor reserves the right to assign additional coursework when deemed necessary.

Follow the same procedure for each chapter:

- Read all assigned activities for the unit
- Complete all assigned textbook work
- Complete all assignments in the module provided
- Review for test
- Take test

If you do not score 70% or better on the chapter test, you must retest to score 70% or better before going on to the next chapter

STUDENT EVALUATION PROCEDURES:

Textbook/Packet work	30%
Class Participation (Including Character Education)	25%
Tests	25%
Internet Projects	20%

GENERAL INFO:

This is a 60-day course. Failure to satisfactorily complete this course in the 60-day schedule will result in a failing grade for the course. Students who do not receive a passing grade for the course on the 60th day will be required to take the ENTIRE course over as a repeat course in order to receive credit. Students who are taking this course as a repeat course must complete all requirements within 60 days. Otherwise, the ENTIRE course must be retaken (as a repeater).

RECOVERY/MAKE-UP:

Per Fulton County Board of education:

1. Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.
2. Teachers will determine when and how students with extenuating circumstances may improve their grades.

* Students have an opportunity to come in before school and during the afternoon enrichment period to make up work. However, ALL REQUIREMENTS must be met within the 60-day period or the student will receive a failing grade (see above).

ATTENDANCE POLICY:

Students must attend class daily. Lack of daily attendance may result in failure of the course and/or withdrawal from McClarin High School.

CLASS RULES:

The following are a list of class rules that I expect you to follow in the classroom. Failure to adhere to these policies may result in a referral to the administration and/or failure of the class.

- Report to class on time every day
- Wear your school ID badge at all times. NO ID = NO ADMITTANCE TO CLASS!
- No sleeping in class → this will count as an absence!
- No radios, cd's, headphones, etc.
- No electronic devices of any kind
- No improper use of the Internet
- No food (including candy)
- No drinks

I understand and agree to abide by the outline set forth for this course.

Student Signature