



DISTRICT HIGH SCHOOL SOCIAL STUDIES CURRICULAR FRAMEWORK

Course Title: Financial Literacy District Course Number: SEE BELOW

Department: Social Studies NM STARS Number: 27974241

Prerequisites: None

Length of Course: One Semester Credit/PRI Area: .5 per semester / Elective Grade Level(s): 11 - 12

District Course Numbers:

15017

1501C7

Business, Marketing, and Finance course number 82329

Important Notes: The teacher must be certified in social studies, business, or family and consumer sciences to instruct this course!

COURSE DESCRIPTION: Course provides an understanding of the concepts and principles involved in managing one’s personal finances. Topics may include, but are not limited to, saving and investing, banking/financial services, credit and debt, predatory lending practices, insurance, taxes and social security, spending patterns, setting goals and budget planning, contracts, mortgages and home ownership, rental agreements, planning for retirement, consumer protection, cultural, social, and emotional influences on financial behavior, and rights and responsibilities of buyers and sellers. An overview of the American economy may be provided.

References in parentheses following each performance standard are aligned with the National Educational Technology Standards for Students (NETS), the State of New Mexico Career Readiness Standards (CR), the State of New Mexico Mathematics Standards (MA), Albuquerque Public Schools Mathematics Standards (APS-MA) Albuquerque Public Schools Language Arts Standards (APS – LA), National Partners for Financial Empowerment Standards (NPF), U.S. Secretary of Labor Secretary’s Commission on Achieving Necessary Skills and Competencies (SCANS), Utah Education Network Financial Literacy Core Standards (UEN), National Business Education Association Standards (NBEA).

STRATEGIES: The “Illustrations” column in *the Program of Studies* provides exemplars of the performance standards, strategies, and best practices suggested by instructors in the Albuquerque Public Schools. In this document, SMART goals refer to goals that are Specific, Measurable, Attainable, Realistic, Time-bound.

ASSESSMENTS: The “Illustrations” column also incorporates a variety of assessments and “check for” items, suggested by general elective personnel. Assessments include: authentic and performance-based assessment, teacher observations, role playing, checklists, rubrics, tests and exams, formal and informal writing, individual and peer conferences, demonstrations, and portfolios/notebooks.

SUGGESTED INSTRUCTIONAL MATERIALS:

NEFE High School Financial Planning Program (2006) is highly recommended. Free copies are available from the National Endowment for Financial Education, High School Department, 5299 DTC Boulevard, Suite 1300, Greenwood Village, Colorado, 80111. (303) 224-3511, <http://hsfpp.nefe.org>

The ABCs of Credit Card Finance – Essential Facts for Students (2008). C.A. Carolan. Center for Student Credit Card Education. Free copies available for teachers.

Consumer Economics and Personal Finance (2003). J. Burton, S. Franklin, B. Litman, R. Mayer, MH Tull, D. Wilde. McDougal Littell, Inc.

Economic Education for Consumers, 3rd ed. (2006). R.L. Miller, AD Stafford. Thomson, Southwestern.

NEFE High School (2006) National Endowment for Financial Education, Greenwood Village, Colorado.

Personal Finance (2000). ET Garman, RE Forgue. Houghton Mifflin Company.

Business and Personal Finance (2007) Kapoor, Dlabay, Hughes. Glencoe.

Managing Your Personal Finances 4th ed (2002). J Ryan. Southwestern/Thomson Learning

Personal Financial Literacy (2006). JS Ryan, Thomson, Southwestern

Financial Literacy for Teens (2005). C. Foster, Rising Books, Conyers, Georgia

SUGGESTED WEB SITES:

<http://hsfpp.nefe.org>

<http://www.cscce.com>

<http://www.jumpstart.org/guide.html>

<http://www.uen.org/core/core.do?courseNum=520802#14170>

<http://www.nbea.org/curriculum.html>

www.fcs.uga.edu/ext/econ/youth.php

<https://www.nmefcu.org/index2.html>

<http://www.practicalmoneyskills.com/english/index.php>

<http://glencoe.mcgraw-hill.com/sites/0078687128/>

<http://www.moneykill.org/>

<http://360financialliteracy.org/>

<http://bigcharts.marketwatch.com/>

<http://financialeducation.citigroup.com/citigroup/financialeducation/index.htm>

<http://www.statefarm.com/learning/learning.asp>

National Endowment for Financial Education (NEFE) - High School Financial Planning Program – highly recommended free books for teachers and students

Center for student credit card information

National Standards in K-12 Personal Finance Education

Utah Education Network General Financial Literacy

National Business Education Association

University of Georgia Financial Literacy for Youth

New Mexico Educators Federal Credit Union

Practical Money Skills for Life (includes games, quizzes, calculators, and lessons)

Activities and lessons for financial literacy

Interactive, reality-based Internet curriculum on financial literacy.

Lifetime strategies for money management

Stock market analysis and tracking

Assorted educational resources including short educational videos (use “Adult” link)

Variety of planning tools, information, and calculators

<http://business.nmsu.edu/~nmsusmg/>
<http://www.lifelock.com/>
<https://www.trustedid.com/>
www.npfe.org/
<http://www.nice.emich.edu/>
<http://www.soundmoney.org>
<http://www.moorpark.cc.ca.us/~career/SCANS.htm>
<http://moneycentral.msn.com/home.asp>
www.consumerfraudreporting.org
<http://www.usa.gov/>
<http://www.irs.gov>
<http://www.fdic.gov/consumers/consumer/moneysmart/>
<http://federalreserve.gov/>
<http://www.fdic.gov/>
http://www.tax.state.nm.us/trd_pubs.htm
<https://www.credit-edadministrator.com/>
<http://mtstcil.org/skills/budget-12.html>

NMSU stock game
Information about identity theft, and commercial site for identity theft prevention service
Information about identity theft, and commercial site for identity theft prevention service
National Partners for Financial Empowerment
National Institute for Consumer Education
Broadcasts of Sound Money radio show
U.S. Secretary of Labor appointed a Secretary's Commission on Achieving Necessary Skills (SCANS)
General financial information and mortgage calculator
Informational service reporting types of consumer fraud via the internet
Links to government publications about loans, money management, employment, and many other topics
US Internal Revenue Service
Federal Deposit Insurance Corporation free online financial education program (registration required - free)
US Federal Reserve
US Federal Deposit Insurance Corporation
New Mexico State Department of Taxation and Revenue – publications and information
ABCs of Credit Card Finance for students, and tips for using credit wisely
The Importance of Managing Money (Advantages and disadvantages of credit use)

Approved by HSCA: May 1, 2008

STRAND I: PERSONAL FINANCIAL PLANNING

CONTENT STANDARD: The student creates a personal financial plan and budget.

- BENCHMARKS:**
- A. The student understands rational decision making processes to set and implement financial goals.
 - B. The student will understand principles of money management.
 - C. The student understands rational decision-making process as it applies to the roles of citizens, workers, and consumer.

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>Benchmark A: The student understands rational decision making process to set and implement financial goals.</p> <ul style="list-style-type: none">1. Explains how goals, decision-making, and planning affect personal financial choices and behaviors throughout the various stages of life (NBEA I, L3,UEN 1.1).2. Differentiates between types of decisions and identify those for which a formal decision-making process should be used (NBEA I.L3).3. Defines and gives examples of economic wants and needs and identify goods and services and distinguish between the two (NBEA I.L1, NBEA V, L1).4. Applies the steps in a rational decision making process to a situation involving an economic decision by an individual including the concepts of marginal, opportunity costs and trade-off costs (NBEA I.L1, L3).	<p>NOTE: Illustrations include suggested activities for attaining each performance standard. A check (✓) refers to a key feature to look for while assessing student performance.</p> <p>1-4. The student completes four exercises to learn rational decision-making processes, to determine financial needs, and to establish and evaluate goals.</p> <ul style="list-style-type: none">a. Needs and wants: Can I tell the difference? The student lists five things on which he/she spends. The student evaluates each item on the list to determine if it is a <i>need</i> or a <i>want</i>. The student compares his/her results with classmates and discusses the results.<ul style="list-style-type: none">✓ inclusion of all required components✓ accurate evaluation of need or want✓ participation in discussionb. Setting goals: How long will it take? The student examines a list of financial goals and classifies each as a short-term, intermediate, or long-term goal. The student participates in a class discussion about delayed gratification.<ul style="list-style-type: none">✓ correct classification of goals✓ participation in discussionc. Evaluating goals: Are the goals SMART (Specific, Measurable, Attainable, Realistic, Time-bound)? The student writes down at least three personal financial goals (one each short-term, intermediate, long term) and determines what is needed to achieve each of the SMART goals. The student rewrites to goals in SMART format. The student then evaluates each goal to determine if each goal is a want or a need.

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>Benchmark B: The student understands principles of money management.</p> <p>5. Compares a personal spending plan with typical consumer spending as a tool for determining individual financial goals (NBEA III, L3).</p> <p>6. Describes the role of planning and maintaining a balanced budget (UEN3.1).</p> <ul style="list-style-type: none"> • Organize personal finances and use a budget to manage cash flow, including identifying various sources of money for personal spending and ways in which individuals and families obtain financial resources (NBEA III, L1, L2, I.1, III.1). • Develop a plan for spending and saving (III.1). • Develop a system for keeping and using financial records (III.2, NEF 2.A, NEF 2.G). • Determine discretionary income in a spending plan (NBEA III, L2). <p>Benchmark C: The student understands the rational decision making process as it applies to the roles of citizens, workers, and consumers.</p> <p>7. Recognizes and assumes responsibility for the consequences of economic choices (NBEA I.L1).</p> <p>8. Analyzes the role of cultural, social, and emotional influences on financial behavior (UEN 1.2).</p> <p>9. Relates financial decisions to personal and societal consequences (UEN 1.3).</p>	<ul style="list-style-type: none"> ✓ inclusion of all required components ✓ insightful revisions ✓ evaluation and adherence to SMART principles <p>d. Progress: How well can you do? The student chooses one short-term financial goal that he/she wants to achieve by the following month. He/She keeps track of his/her progress. At the end of the thirty day period, the student evaluates how successful he/she was in achieving this goal, and reflects on what factors helped or hindered his/her effort to achieve the goal. The student also tracks his/her spending for seven consecutive days, and assesses how his/her spending matches the personal financial goals. The student compares his/her daily income and purchases to an average teen.</p> <ul style="list-style-type: none"> ✓ organizational and record keeping skills ✓ personal insight and reflection ✓ evaluation of spending patterns and goals <p>5-9 The student completes three exercises to learn how to prioritize needs when the amount needed to accomplish goals is more than the amount of money received.</p> <p>a. Creating a financial roadmap The student creates a personal financial roadmap; he/she identifies a goal, establishes criteria and eliminates the choices that do not meet wants and needs, examines the available options, weighs the pros and cons of each choice, makes a decision, and evaluates the results. Using a hypothetical situation in which a friend has limited resources but a desire to purchase a car, the student works with a partner and uses the decision-making process to choose a car to buy.</p> <ul style="list-style-type: none"> ✓ realistic and SMART goals ✓ decision making-processes ✓ teamwork <p>b. Financial planning strategies The student writes a script or letter to give advice about how a financial plan will help a person meet his/her financial goal(s). This narrative should include financial factors that will affect the plan and strategies to help the person stick with the plan.</p> <ul style="list-style-type: none"> ✓ writing conventions ✓ inclusion of all required components ✓ effective strategies

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<p>c. Personal financial plan The student creates a personal financial plan including how his/her values influence needs and goals, how his/her decisions affect these goals, and how spending money on <i>wants</i> may limit meeting <i>needs</i>. The personal financial plan should include: a minimum of three financial SMART goals, a means to keep a record of spending, an explanation of how the decision-making process was used in developing the plan, and an explanation of the factors that impact the plan. The student writes a list of strategies that he/she will use to follow the plan, and summarizes how he/she will monitor the plan.</p> <ul style="list-style-type: none"> ✓ organizational strategies ✓ inclusion of all required components ✓ identification of impacting factors ✓ writing conventions

STRAND II: CREDIT, DEBT, AND FINANCIAL SERVICES

CONTENT STANDARD: The student analyzes and evaluates credit, debt, and financial services.

BENCHMARKS: A. The student demonstrates an understanding of the concepts of banking, financial services, credit, debt, interest, and fees.

B. The student understands the rights and responsibilities of buyers and sellers under consumer protection laws.

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>Benchmark A. The student demonstrates an understanding of the concepts of banking, financial services, credit, debt, interest, and fees.</p> <p>1. Lists and describes the risks, responsibilities, and benefits associated with using credit and debt management, and demonstrates an understanding of the relationship between credit and debt (NPFE IV.1).</p> <p>2. Demonstrates an understanding of the use of checking accounts, savings accounts, and CD's, and demonstrates an understanding of relationships between financial goals and financial services (NPFE I.2, NPFE I.4).</p>	<p>1, 4. The student, working as part of a group, collects and compares credit card applications and evaluates which is best according to his/her needs (i.e. by examining the "Schumer Box" printed in each credit card offer). The student compares factors affecting the cost of credit influencing poor credit reports, methods used to calculate balance, interest, minimum finance charge, and fees. The student also compares the benefits of different cards based on his/her personal needs during different stages in life. The student individually chooses the best credit card for himself/herself by researching online (See http://mtstcil.org/skills/budget-12.html). The student understands the relationship between credit and debt by comparing two or more examples in each of the following categories: someone with good credit, someone with bad credit, short term loan, personal loan, time mortgage, car loan, credit card debt, payday loan. The student lists the risks, responsibilities, and benefits of use of various types of credit for various financial goals with people with various credit records.</p> <ul style="list-style-type: none">✓ teamwork✓ accurate comparison✓ insightful evaluation of needs✓ accurate comparisons✓ research skills✓ understanding of credit policies <p>2. The teacher creates a scenario in which the student individually determines which financial services are most appropriate for various financial goals. The student demonstrates an understanding of the relationship between short-term, intermediate, and long-term financial goals and various financial services by choosing the appropriate service for each type of goal. The student also demonstrates an understanding of</p>

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>3. Understands all costs associated with credit including how to calculate how long it takes to repay debt and total costs (NPFE IV.1).</p> <p>4. Understands the relationship between credit rating and creditworthiness, and the use and cost of credit (NPFE IV.2).</p> <p>5. Compares the advantages and disadvantages of various payment methods (NPFE IV.3).</p> <p>6. Compares the services of financial institutions (e.g. banks, credit unions, investment brokers, loan agencies, “payday” loan services, check-cashing services) and identifies the advantages of comparison shopping before selecting financial services (NPFE I.4).</p> <p>Benchmark B. The student understands the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <p>7. Explains the purposes and features of consumer protection laws, agencies and sources for assistance (SS IVA. 13; IVB. 6, 13; UEN IV.1).</p>	<p>the relationship between interest rate, liquidity, and various financial services by creating a table illustrating the similarities and differences among these factors.</p> <ul style="list-style-type: none"> ✓ understanding of goal classification as short-term intermediate, long term goals ✓ understanding of financial services ✓ correct characterization of financial terms ✓ participation <p>3. Using online debt repayment calculators (such as http://moneycentral.msn.com/home.asp, or ahmmortgage.com), the student calculates, records, and compares the costs associated with various types of credit-based on interest rates, fees, and length of term loans. The student then creates a pie chart to illustrate the total cost of loans based on principal, interest rate, fees, and length of term loans.</p> <ul style="list-style-type: none"> ✓ accurate calculations ✓ correct illustration <p>5. The student creates a bar graph representing various payment methods and associate principle and interest amounts.</p> <ul style="list-style-type: none"> ✓ complete and accurate graph ✓ understanding of payment methods ✓ understanding of principal and interest <p>6. The student conducts research to compare the services of various financial institutions and creates a simulation that will show the benefits and disadvantages of various services.</p> <ul style="list-style-type: none"> ✓ research skills ✓ complete comparison ✓ correct simulation <p>7. The student completes a Web Quest in which he/she discovers and records the major consumer protection laws as well as agencies and sources of assistance. The student creates a list of consumer protection laws and agencies and cites a web resource for each entry on his/her list.</p> <ul style="list-style-type: none"> ✓ research skills ✓ computer skills ✓ organizational skills ✓ understanding of consumer protection laws

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>8. Describes ways to avoid “Identity Theft” and fraud (SS IVA. 13; UEN IV.2).</p> <p>9. Assesses possible consumer actions in response to excessive debt and collection practices (SS IVA. 13; UEN IV. 4).</p> <p>10. Formulates consumer defenses against financial schemes designed to defraud consumers (SS IVA. 13, IIIA. 7; UEN IV. 4).</p> <p>11. Critiques characteristics of financial schemes such as Ponzi and pyramid schemes and affinity fraud (SS IVA. 5, 10, 13; UEN IV. 5).</p> <p>12. Summarizes credit repair and credit protection strategies (SS IVA. 5, 13; IIIA.7; UEN IV.5).</p>	<p>8, 12. The student visits lifelock.com and trustedid.com online and reads testimonials of identity theft victims. The student uses this information to devise and identify strategies to avoid identity theft. The student also explores processes to avoid identity theft and learn what steps to take after identity theft occurs. The student then accesses onguardonline.gov and takes the General Quiz to learn steps for identity protection. Working with a small group of classmates, the student compiles a list of 10 ways that personal financial information may be compromised, and describes what should be done to avoid with each situation. (For example, a person is looking over your shoulder at an ATM; you should not continue your ATM transaction.)</p> <ul style="list-style-type: none"> ✓ literacy skills ✓ insightful and realistic strategies ✓ understanding of steps to avoid identity theft ✓ understanding of steps to rectify identity theft <p>9, 12. The student views a sample letter of dispute on the ftc.gov website. The student explores his/her rights by reading (NEFE High School Financial Planning Program, or by accessing the information online from any of the three credit reporting agencies. The student writes a letter of dispute to a fictitious credit reporting agency, stating the error and citing supporting evidence. The student researches steps to take to repair credit when debt becomes excessive, and use this to write a credit repair plan.</p> <ul style="list-style-type: none"> ✓ literacy skills ✓ understanding steps to repair poor credit history ✓ complete credit repair plan <p>10, 11. Working in a small group, the student utilizes a teacher-compiled list of major financial schemes (consumerfraudreporting.com, or NEFE) to research a financial scheme and creates a PowerPoint to teach the characteristics of the scheme and the defenses against the scheme. The student will test his/her classmates’ understanding by creating scenarios in which the financial scheme is promoted or presented to students and to which they must respond with appropriate consumer defense strategies.</p> <ul style="list-style-type: none"> ✓ teamwork ✓ research skills ✓ presentation skills ✓ complete and accurate scenarios ✓ appropriate strategies ✓ participation

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>13. Investigates consumer and product liability protections available to consumers (SS IVA. 13; UEN IV.1).</p>	<p>13. The student goes to http://www.usa.gov/ and chooses a topic of interest to research consumer options in dealing with the product liability and options available for consumer restitution. The student creates a flow chart illustrating findings, options and forms of restitution, and reports his/her findings to class orally and/or in the form of a poster.</p> <ul style="list-style-type: none"> ✓ research skills ✓ computer skills ✓ understanding of product liability ✓ accurate and complete flow chart ✓ presentation skills

STRAND III: CAREER APPLICATIONS**CONTENT STANDARD:** The student explores career readiness skills and work ethics.**BENCHMARK:** The student demonstrates appropriate workplace behaviors, knowledge, and skills.

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Examines personal interests and aptitudes for proper course selection and career choices (CR – 1A). 2. Demonstrates applicable skills for entry into post secondary education, a training program, and/or a chosen career field (CR – 1E). 3. Assesses knowledge and skills within a group, delegates responsibilities, and evaluates team performance as a member of a working team (CR – 2B). 4. Demonstrates knowledge of computer operations used to design, develop, and maintain products and services (CR – 3B). 5. Demonstrates technological knowledge and skills required for entry into career fields of interest and/or personal and educational development (CR – 3D). 6. Exhibits positive behavior, conduct, and social manners within the school, workplace, and community (CR – 4A; NFS - Ethics). 	<p>1-3, 6. The student learns that financial planning is part of the career readiness process of using organizational resources effectively and efficiently. Working in small groups, the student brainstorms what financial planning is and why it is necessary. After consensus is reached, the student writes both short and long-term goals he/she needs to achieve his/her “dream” career.</p> <ul style="list-style-type: none"> ✓ individual participation in group discussion ✓ reasonable goals ✓ effective communication <p>2, 3, 8. The student reads a handout of the characteristics of successful investors (e.g., independent, self-confident, goal-oriented) and assesses his/her own strengths, weaknesses, interests and aptitudes. He/She can do this by listing strong and weak points on a piece of paper, asking other members of the class what they believe to be his/her strengths and weaknesses. The student then submits a written assessment of what he/she discovered about himself/herself.</p> <ul style="list-style-type: none"> ✓ accurate analysis ✓ personal insights <p>4, 5, 10. The student identifies and uses appropriate software applications to track personal spending, prepare budgets, analyze investment opportunities, research salary ranges and estimated retirement needs. The student displays the results in a technology-based presentation format, and presents the results to the class.</p> <ul style="list-style-type: none"> ✓ research accuracy ✓ appropriate selection of technology resources ✓ professional presentation <p>6. See Strand II, Illustrations for 7, 8, 9, and 10.</p>

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>7. Demonstrates ability to work collaboratively with others from diverse backgrounds to accomplish objectives (CR – 4B, 5C).</p> <p>8. Identifies and utilizes individual interests, aptitudes, and skills within the group to accomplish goals (CR – 5A).</p> <p>9. Develops leadership skills within a group through effective communication, ability to motivate team members, and effective delegation of responsibility (NFS –Employability; CR – 5D).</p> <p>10. Applies critical thinking and problem-solving skills (NFS – Problem Solving; CR – 5E).</p> <p>11. Demonstrates a high level of perseverance toward goal attainment, both individually and as a team member (CR – 5A).</p> <p>12. Demonstrates appropriate and legal behaviors necessary to obtain and maintain employment (CR – 4C).</p>	<p>7-10. The student devises a financial career education plan for three different career paths, including the following components: financing of education, financial benefits from various careers, cost/benefit analysis of education costs verses anticipated salary. Since the activity itself can be detailed and lengthy, the student sketches an outline of his/her plan, and presents it to the class. Handouts are provided to facilitate and guide the assignment.</p> <ul style="list-style-type: none"> ✓ inclusion of all required components ✓ creativity and ingenuity ✓ feasibility ✓ presentation skills <p>11-12. See Strand I, Illustrations for 1-4, and 5-9.</p>

STRAND IV: INSURANCE AND RISK MANAGEMENT

CONTENT STANDARD: The student identifies, explains, analyzes, and evaluates various insurance options and their relationship to individual risk.

BENCHMARK: The student explains the concept of insurance and how it works, and defines basic insurance terminology and types of risk.

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	1. Discuss insurance needs at various life stages (UEN V.3).	1. The student completes three exercises to identify and evaluate insurance needs at various stages of life. a. The student lists any current or anticipated risks that he/she and his/her family face or will face in the near future. This list should include health risks, risks for recreation and travel opportunities, injuries on the job, etc. ✓ personal risks – income, standard of living, life, health, disability ✓ property risks – home, car, personal belongings ✓ liability risks – your errors or inappropriate actions that cause bodily injury to someone else or damage to someone else’s property b. Based on each student’s personal situation, the student analyzes and records his/her current personal, property, and liability risks. The student then analyzes his/her personal, property, and liability risks for his/her life 10 years in the future, based on his/her goals (defined in Strand I). The analysis should include: potential loss of income due to the premature death, illness, accident, or unemployment of a wage earner; potential loss of income and extra expense resulting from the illness, disability, or death of a spouse or other family member; potential loss of real or personal property due to fire, theft, or other hazards; potential loss of income, savings, and property resulting from personal liability (injuring a person or damaging the property of others). See http://www.statefarm.com/learning/learning.asp ✓ complete and accurate analysis of current risks ✓ complete and accurate analysis of anticipated future risks ✓ literacy conventions c. Using the internet, the student researches mortality tables or life expectancy calculators and calculates his/her own life expectancy and the life expectancy for a smoker (http://www.cancer.org/docroot/home/index.asp). The student participates in a class discussion about the increased risk/decreased life expectancy for

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>2. Discuss the benefits of being sufficiently insured and the consequences of being underinsured (UEN V.5).</p>	<p>individuals who choose to smoke. The student also participates in a class discussion about the need to purchase life insurance.</p> <ul style="list-style-type: none"> ✓ accurate prediction the probability of death at different ages ✓ understanding of how insurers use mortality tables ✓ comparison of life expectancy differences among various types of people ✓ understanding of the need for life insurance <p>2. The student completes three exercises to understand the consequences of being under insured.</p> <p>a. The student prepares a household inventory, listing only the contents of his/her own room or one room in his/her home, the type of property (i.e. clothing, furniture, furnishings, appliances, computer equipment, artwork, etc.). Next to each item, the student records its approximate value, and indicates whether or not he/she has a receipt to prove the cost, and photo of each item. The student designates a secure location to store the household inventory.</p> <ul style="list-style-type: none"> ✓ complete and accurate inventory ✓ valid items included ✓ secure location for storing the inventory ✓ fairly stated value <p>b. The student writes at least three paragraphs discussing the perils of over insuring or under insuring property, including the roles of claims adjustors, insurance adjustors, and property appraisals, and of specific consequences that may result in either case. The student participates in a class discussion to answer the question <i>How can you be sure that you are insuring property for its appropriate replacement value?</i></p> <ul style="list-style-type: none"> ✓ participation ✓ understanding of actual replacement value vs. actual policy value ✓ documentation of asset values ✓ coverage of policy ✓ understanding of the roles of claims adjustors, insurance adjustors, and appraisals <p>c. The student finds the website of the New Mexico State insurance commissioner. He/She downloads and prints the complaint form if one is available, and writes a paragraph about what recourse he/she may have when an insurer is treating the client unfairly.</p> <ul style="list-style-type: none"> ✓ computer skills

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>3. Identifies common types of insurance (e.g. automobile, health, homeowner's, renter's, life, long term disability, funeral) and the various suppliers of insurance (e.g. public and private) (UEN V.1, NBEA VIII.3c).</p>	<ul style="list-style-type: none"> ✓ literacy skills ✓ appropriate form ✓ proper completion of form <p>3. The student completes six exercises to understand the variety and types of insurance available, and the types of insuring agencies.</p> <p>a. Using online resources or the yellow pages of the telephone book, and the student prepares a list of major insurers in his/her community. The list should include the name of the insurance agency, the types of insurance sold by each agency, and the insurance companies providing each type of insurance.</p> <ul style="list-style-type: none"> ✓ valid insurance companies ✓ required components ✓ appropriate types of insurance coverage <p>b. Using the information gathered from exercise a) the student obtains a price quote for full-coverage automobile insurance on the car of his/her choice. He/She then determines at least three ways to reduce premium costs (i.e. through discounts, choosing a different style of car, choosing an older model car). The student writes a report that includes how the following items correlate to the obtained price quote:</p> <ul style="list-style-type: none"> • Type of vehicle – model, style, age of car • Driver classification – age, sex, marital status, driving record • Location – (city, county) of drive and car • Distances driven • Purpose of driving (such as work) • Source of quote • Legitimate ways to reduce premium costs – driver's education training, good grades, traffic tickets etc. <p>See also http://www.statefarm.com/learning/learning.asp</p> <ul style="list-style-type: none"> ✓ research skills ✓ accurate information ✓ analysis of factors that influence cost ✓ writing conventions <p>c. The student researches information on about Medicare (www.medicare.gov). He/She determines what type of medical/hospital/surgical and major medical coverage Medicare provides,</p>

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<p>what the eligibility requirements are, what costs the patient must pay, and what conditions and services are excluded. The student then researches Medigap insurance to determine costs, exclusions, and coverage for three different policies. The student participates in a class discussion to answer the question <i>Based on your findings, do you feel that Medigap insurance is a good value for a person on Medicare?</i></p> <ul style="list-style-type: none"> ✓ research skills ✓ computer skills ✓ correct identification of features of government sponsored Medicare policies ✓ correct identification of features of Medigap policies ✓ participation ✓ critical thinking <p>d. The student listens to a guest speaker, such as an insurance representative from a major health insurer to speak about supplemental health insurance. The student analyzes at least three policies for definitions, types of coverage, exclusions, and limitations on coverage, and amounts of coverage. The student writes a comparative essay comparing and contrasting the different health insurance options available.</p> <ul style="list-style-type: none"> ✓ basic health insurance coverage ✓ major medical expense insurance coverage ✓ dental and vision insurance coverage ✓ costs of these types of coverage ✓ writing skills ✓ listening skills <p>e. The student researches what PPO (preferred provider organizations) and HMO (health maintenance organization) plans are available in the community. Working in a small group, the student gathers information about one of the plans, specifically coverage, exclusions, deductibles, costs and co-pays. The student interviews a parent or elder who participates in such a plan about the advantages and disadvantages of the plan</p> <ul style="list-style-type: none"> ✓ understanding of plans and terms ✓ accurate information ✓ presentation techniques ✓ cooperative effort and learning

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
		<p>f. The student lists the advantages and disadvantages of purchasing disability insurance and profiles a description of the type of person that would be the best candidate for disability insurance.</p> <ul style="list-style-type: none"> ✓ waiting period/pre-existing conditions ✓ duration of benefits ✓ amount you can collect ✓ appropriate profile description ✓ analysis

STRAND V: SAVING, INVESTING, AND RETIREMENT PLANNING

CONTENT STANDARD: The student describes the value of investing and types of investments in the financial planning process.

BENCHMARK: The student identifies and explains types of investment and analyzes personal financial preparation for retirement.

GRADE 11-12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>1. Identifies and explains types of investment vehicles (e.g., stocks, bonds, real estate, hard assets) (SS IVA.1, 4, 6, 11; PS 1, 4, 5 LAIA.11.3; NPFE VI.3).</p> <p>2. Formulates strategies for saving, investing, and transferring wealth (e.g., diversification and dollar cost averaging, wills and trusts) (SS IVA.5, 6, 11; NBE-PF.VIII; NPFE VI.3).</p> <p>3. Compares long and short-term investments (SS IVA.11, 13. NBE-PF.IV; NPFE VI.5; NPFE VI.3).</p>	<p>1-9. The student participates in a stock market simulation such as the Stock Market Game sponsored by New Mexico State University. The student works as part of a team to develop an investment strategy that maximizes return based on a specified initial investment. Based on his/her experiences with this simulation, the student participates in a class discussion about the difference between the investment strategy to buy low, sell high, and investing for long term growth and dividends.</p> <ul style="list-style-type: none">✓ collaborative learning skills✓ participation✓ understanding of financial terms and processes✓ comparison of “buy low, sell high” and long-term investment strategies✓ accuracy of data collection <p>1, 3. The student tracks the performance of various investments over time using information available from print and online resources. The student charts the performance in a parallel time line format, comparing performance data with news events to identify the influence of political and social events on short-term investments.</p> <ul style="list-style-type: none">✓ use of textual and online financial resources✓ synthesis of information✓ comparing and contrasting data✓ accurate collection and display of information <p>2, 5. The student collects data related to specific investment opportunities from a variety of sources and develops a potential “best case” investment plan. The student adjusts the plan based on teacher-created scenarios addressing potential life events such as job loss, death of a spouse, divorce, disability and windfall inheritance.</p> <ul style="list-style-type: none">✓ accuracy of information✓ synthesis of financial data✓ application of information to authentic learning experiences

GRADE 11-12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>4. Understands protections offered by government regulations (SS IVA.5; IVB.6, 8; PS 1, 4, 5 LAIA.11.3; NPFE VI.6).</p> <p>5. Describes various sources of investment information (e.g., prospectus, annual reports, financial publications and online information) (SS IVA.10; IVB.9; PS 1, 4, 5 LAIA.11.3; NBE-PF.I; NPFE VI.4).</p> <p>6. Investigates ways to buy and sell investments (e.g., full service and discount brokers, investment advisors and online brokers) (SS IVA.1, 10, 11, 13; NPFE VI.4).</p> <p>7. Analyzes the power of compounding and the importance of early implementation of a saving and investment plan (SS IVA.10, 11, 13; IVB.12; NBE-COMP.VI; NPFE VI.2).</p> <p>8. Evaluates tax incentives available for certain investments (SS IVB.8, 11, 12; NPFE VI.5).</p> <p>9. Critiques the characteristics of various retirement plans available to individuals, employees and through government benefits (SS IVA. 3, 5, 6; 11).</p>	<p>4. The student takes a position on a teacher-provided scenario related to collateral, Lemon Laws, credit cards or student loans. The student develops a written argument justifying their position and participates in a classroom debate.</p> <ul style="list-style-type: none"> ✓ accuracy of information ✓ comprehension of written material from a variety of sources ✓ effective oral presentation ✓ writing conventions <p>6, 9. The student acts as a financial advisor to peers based on teacher-created identities which incorporate a variety of financial issues, retirement plans, and which call for a variety of investment strategies. The student researches and presents a detailed written financial plan to his/her “client.”</p> <ul style="list-style-type: none"> ✓ complete, accurate information ✓ writing conventions ✓ peer interaction ✓ role-playing and dramatization <p>7. The student accesses www.practicalmoneyskills.com and completes the calculating interest worksheet. The student reviews the answers and creates a graphic representation of the results, emphasizing how the interest rate and the method of calculation affect the growth of wealth.</p> <ul style="list-style-type: none"> ✓ accurate representation of data ✓ correct use of financial information ✓ accuracy of data collection and computation <p>8. The student obtains information on tax-deferred investments such as 401(K) accounts available through local employers. The student develops a comparison matrix to highlight differences in employer contributions and tax savings specific to these accounts. The student contrasts these employer accounts with ROTH and traditional IRA accounts and computes relative tax consequences.</p> <ul style="list-style-type: none"> ✓ complete accurate information ✓ understanding of financial terms ✓ effective representation of data ✓ complete comparison

STRAND VI: LITERACY AND NUMERACY**CONTENT STANDARD:** The student applies academic skills as needed in the area of his/her own personal financial education.**BENCHMARK:** The student develops and applies reading, writing, speaking, and mathematical skills in making meaningful personal financial decisions.

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>Mathematics</p> <ol style="list-style-type: none"> 1. Chooses appropriately from a variety of mathematical techniques to approach practical problems relevant to personal financial decisions (SCANS – BS; APS – MA I.2, I.3). 2. Uses quantitative data to construct logical explanations for real world situations (e.g., tables, graphs, diagrams, charts) (SCANS – BS; MA – IIIB.3). 3. Explains mathematical ideas and concepts orally and in writing (SCANS – BS; APS – MAI.9). 4. Identifies the mathematical skills needed for specific personal financial decisions (APS – MAI.14). 5. Estimates reasonable arithmetic results (MA – IC.2; APS – MAII.10E). <p>Listening</p> <ol style="list-style-type: none"> 6. Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose (e.g., to comprehend, learn, critically evaluate, appreciate, or support the speaker) [SCANS – BS; APS – LAIV.6(9)]. <p>Speaking</p> <ol style="list-style-type: none"> 7. Participates in conversation, discussion, and group presentations [SCANS – BS; APS – LAV.2 (9)]. 8. Selects an appropriate medium for conveying a messages [SCANS – BS; APS – LAV.1(9)]. 	<p>1 – 18. Through course work and research, the student meets standards through a variety of learning experiences which might include:</p> <ul style="list-style-type: none"> • preparing a budget • calculating net worth • determining payroll hours and deductions • reading and following insurance policies • composing various financial documents • interviewing financial professionals • devising a financial career education plan • researching information in texts, brochures, and on the internet • presenting information to instructor and classmates • listening to instructor and classmates deliver information <p>The student engages in class discussions to talk about personal financial situations and to work out strategies and delivers class presentations on a regular basis. He/She asks questions for clarification as needed.</p> <ul style="list-style-type: none"> ✓ accuracy in computations ✓ proper mathematical procedures ✓ ability to read tables, charts, graphs, and work schedules ✓ listening skills ✓ clear communication of ideas in speaking and writing ✓ effective writing elements ✓ individual participation in discussions ✓ completion of tasks ✓ ability to follow directions ✓ deliverance and response to positive feedback ✓ reading analysis ✓ support for positions and/or argument <p>2-4 See also Strand II, Illustrations 3, 5</p>

GRADE 11 - 12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>9. Identifies verbal and body language that is appropriate in style, tone, and level of complexity to the audience and the occasion (SCANS – BS; APS - LAIV).</p> <p>10. Responds appropriately to feedback (SCANS – BS; APS - LAIV).</p> <p>11. Asks questions when needed [SCANS – BS; APS – LAIV.1 (9), I.1 (10)].</p> <p>Reading</p> <p>12. Locates relevant details, facts, and specifications contained in documents-including manuals, graphs, and schedules-to perform tasks [SCANS – BS; APS – LAI.2(10), LAII.3(9)].</p> <p>13. Locates and defines the meaning of unknown or technical vocabulary [SCANS – BS; APS – LAI.4 (10)].</p> <p>14. Reads and follows directions [SCANS – BS; APS – LAI.5 (10)].</p> <p>Writing</p> <p>15. Recognizes effective written communication [SCANS – BS; APS – LAIII.3 (9)].</p> <p>16. Records information completely and accurately (SCANS – BC).</p> <p>17. Includes, where appropriate, supporting documentation, and attends to level of detail when creating documents [SCANS – BS; APS – LAIII.6 (9)].</p> <p>18. Checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [SCANS – BS; APS – LAIII.1 (9), III.5 (9)].</p>	<p>6. See also Strand IV, Illustrations 3d; Strand V Illustrations 6, 9</p> <p>7, 8. See also Strand II, Illustrations 10, 11, 13</p> <p>9. See also Strand II, Illustrations 13; Strand V Illustrations 6, 9</p> <p>10. See also Strand IV, Illustrations 1a, b</p> <p>11. See also Strand IV, Illustrations 3d</p> <p>12. See also Strand II, Illustrations 1, 4, 6, 7</p> <p>13. See also Strand II, Illustration 2, 7, 11</p> <p>14. See also Strand II, Illustration 8</p> <p>15. See also Strand II, Illustrations 9, 12, 15</p> <p>16. See also Strand III, Illustrations 4, 5, 10</p> <p>17. See also Strand II, Illustration 13</p> <p>18. See also Strand IV, Illustrations 2b, 3d</p>