

Name of Course: Managing Your Money
Level of Course: Academic
Prerequisites: None
Grade levels offered: 9 through 12
Course Number: 601
Number of Credits: 5
Length of Course: Full Year

Course Description:

Managing Your Money is a one-year course designed for those students desiring to gain a better understanding of how to manage your personal finances, and become better acquainted with the roles they will have to assume as a worker and a citizen in our society. Students will apply their knowledge by participating in a nationally recognized online stock market game. Students will also be able to open and maintain checking and savings accounts; understand a payroll system and read tax charts, and prepare a 1040 EZ Tax Form for their personal use. Other units of study include: planning your personal finances, credit, investing in your financial resources, and protecting your finances.

While this is an extremely valuable course for all students, special attention is given to those students who might not possess strong mathematical skills. Those who do possess strong mathematical skills and analytic ability, are recommended for, and often continue, in the accounting program.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

Standards Targeted Throughout the Curriculum:

New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators

- Select appropriate electronic media for research and evaluate the quality of the information received. (3.1 H 1)
- Develop increased ability to critically select works to support a research paper. (3.1 H 3)
- Review and edit work for spelling, usage, clarity, and fluency. (3.2 A 4)
- Use a computer and word-processing software to compose, revise, edit, and publish a piece. (3.2 A 5)
- Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. (3.1 C 1)
- Solve problems that arise in mathematics and in other contexts. (4A 2)

Technology Literacy Standards

- Create documents including a resume and a business letter using professional format. (8.1 A2)
- Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing, and controlling the enterprise. (8.1 A3)

Career Awareness/Preparation

- Re-evaluate personal interests, abilities, and skills through various measures including self assessments. (9.1 A1)
- Evaluate academic and career skills needed in various career clusters. (9.1 A2)
- Analyze factors that can impact an individual's career. (9.1 A3)
- Review and update their career plan and include the plan in a portfolio. (9.1 A4)
- Research current advances in technology that apply to a selected occupational career cluster. (9.1 A5)

- Assess personal qualities that are needed to obtain and retain a job related to career clusters. (9.1 B1)
- Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings. (9.1 B2)
- Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills. (9.1 B5)
- Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations. (9.2 A1)
- Apply knowledge and skills needed to use various means of transportation within a community. (9.2 A5)
- Analyze factors that influence gross and net income. (9.2 E1)
- Design, implement, and critique a personal financial plan. (9.2 E2)
- Discuss how to obtain and maintain credit. (9.2 E3)
- Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis. (9.2 E4)
- Use comparative shopping techniques for the acquisition of goods and services. (9.2 E5)
- Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions. (9.2 E6)
- Evaluate the actions a consumer might take in response to excess debt and personal financial status. (9.2 E7)
- Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster. (9.2 E8)

General Objectives:

1. Understand the foundations for studying and using personal financial planning techniques.
2. Describe various banking services other than checking accounts available to consumers.
3. Understand credit in the United States and the procedures, laws, costs, and problems associated with it.
4. Prepare sample 1040EZ and 1040A tax forms.
5. Develop an understanding of investment strategies through the use of an online stock market game.
6. Make effective decisions regarding the use of their resources – houses, apartments, and personal property such as the automobile.
7. Understand the importance of insurance coverage, and be effective in choosing different insurance coverage such as property, liability, health, disability, and life.

Students have worksheets and/or problem-solving assignments some nights for homework. For parts of some units, an assignment may be given at the beginning of the week, due at the end of the week or the following week. Students are responsible for submitting the assignment on the due date whether it is given on a daily or weekly basis.

Regarding classwork and homework: if a student is absent for a day, the assignment will be due two days after the return to school. If a student is absent for several days, up to a week, the student will be given two weeks to make up the assignment upon the student's return to school. If a student is absent longer than two weeks, a special arrangement will be made between the student and the teacher for completion of the work missed. If assignments are not completed, a grade of (0) will be given for each missed assignment.

Special Course Policies:

Success in this course will be based on a variety of factors, however the instructor will most directly assess the student's performance in problem solving activities and simulations, group work performance, test and quizzes and class participation as the means of computing a grade. A typical week in class will consist of formal instruction on variety of material, students working in groups to complete work pertaining to the lecture, case studies on various topics, and at times, research projects. Quizzes and tests will be given to re-emphasize and assess the student's understanding of the presented information.

Text: No text issued

Materials/Resources:

Kapoor, Dlabay, Hughes. Business and Personal Finance, (Glencoe/McGraw-Hill Publishing, New York, New York) 2002. ISBN 0-02-644128-4

Ryan, Joan S. Managing Your Personal Finances. (South-Western Publishing, Mason, Ohio) 2002. ISBN 0-538-69965-5.

Setcavage, James. Family Financial Management Simulation. South-Western Publishing, Cincinnati, OH) 1999. ISBN 0-538-67502-0

Web pages that support learning:

www.nbc.com/atthemax/money
<http://www.teenanalyst.com/>
www.finance.yahoo.com
www.glencoe.com
<http://stocksquest.thinkquest.org/10326/>
<http://tqd.advanced.org/3088/>
www.financenter.com
www.wallstreetjournal.com
www.bloomberg.com
www.sec.gov/edgarhp.htm