

Burlington County Institute of Technology

Medford Campus

Westampton Campus

ACADEMIC COURSES

Course Title: Personal Finance and Financial Literacy

Curriculum Area: Social Studies

Credits: 2.5

Board Approved: November 2011

Prepared by: Karen Gill

I. COURSE DESCRIPTION:

A. Personal Finance and Financial Literacy

- a. The purpose of the course is to give the students the skills necessary to develop financial, economic, business, entrepreneurial, critical thinking and writing skills when dealing with personal finance. Independence and self-discipline are mandatory for this course as it is a primarily online, self-paced course with minimal teacher instruction. The focus of the course will be 21st century life and career skills, personal financial literacy, career awareness, exploration and preparation and career and technical education.
- b. The Financial Literacy course is designed for the serious student with solid thinking, reading, and writing skills. The course is designed to provide the student with analytic skills and factual knowledge necessary to critically examine important issues of financial stability. Students will learn to assess financial opportunities determine relevance, reliability, and importance of all sources.

II. COURSE REQUIREMENTS

A. Students will be able to:

1. Grasp a conceptual knowledge of financial literacy.
2. Take responsibility for personal financial decision.
3. Exercise high level thinking skills to analyze financial developments and consider alternatives and draw conclusions.
4. Find and evaluate financial information from a variety of sources.
5. Control personal information, explore career options and identify sources of personal income.
6. Develop a plan for spending and saving and keeping and using financial records; creating an overall personal financial plan.
7. Explain the purpose of a credit record and describe ways to avoid or correct credit problems.
8. Explain the purpose and importance of property and liability insurance, disability, health, and life insurance protection.
9. Investigate and evaluate investment alternatives.

- B. Students must complete assignments using the internet as a tool, complete project assignments and receive a minimum grade of 60 as determined by grading system will receive 2.5 credits for 60 hours.

III. COURSE OVERVIEW

10 week course to span the 60 hour credit requirement:

NJ CCC Standards*	ESSENTIAL QUESTIONS	(CPI) SKILLS What will students be able to do?	CONTENT	ASSESSMENTS What evidence, product, and/or performance are collected to validate skills have been mastered?	OTHER (Examples of possible uses—technology, resources, cross curricular alignment)
TECHNOLOGY LITERACY Standards					
9.1 21-Century Life and Career Skills Strands A – F	<p>What behaviors and work ethic will help me succeed in the 21-century world?</p> <p>How do I increase my knowledge of resources and information available to me as I pursue a career?</p> <p>What technological and digital media must I be familiar with to become a successful global citizen?</p>	SWBAT demonstrate the creative and critical thinking and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	Students will examine the use of 21 st -century tools used for local and global communication, gather and evaluate knowledge and information from a variety of sources and perspectives.	SWBAT complete a variety of assignments both online and in packet form to familiarize them with the vocabulary used in financial literacy. Students will successful complete overview of course before moving on to projects.	Internet financial literacy programs and written publication of the NEFE High School Financial Planning Program.

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TECHNOLOGY LITERACY Standards					
9.3 Career Awareness, Exploration, and Preparation Strands A - C	<p>How do I determine the necessary requirements and education to be successful in my chosen job/career?</p> <p>Once informed of expectations of a job/career, what is my plan for attaining the necessary education or training?</p>	SWBAT apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.	Students will examine career choices based on research of the contemporary workplace, an understanding of the relationships among personal abilities, education, self-knowledge, and informed choices of both traditional and non-traditional jobs and careers.	SWBAT research specific career goals and determine steps necessary for achieving job/career goals. Students will create a business plan outlining yearly goals and illustrating education/training, expenses and hours required to achieve final goal of employment.	Students will use a variety of research tools via internet, traditional media and digital media.

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TECHNOLOGY LITERACY Standards					
9.2 Personal Financial Literacy Strands A - G	<p>What are the main services offered by banks and other financial institutions and what other types of investments are available?</p> <p>What do I need to know about credit, insurance and protecting my assets?</p> <p>How can I be financially successful doing the job/career that I enjoy and plan for my future?</p>	SWBAT develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.	Students will examine income and careers, money management, credit and debt management, planning, saving and investing, becoming a critical consumer, citizen and civic financial responsibility and risk management and insurance.	SWBAT research, analyze and create a budget using current economic information based on chosen occupation (from project above). Budget will take into consideration housing, living, education, entertainment, travel and other expenses. Student will determine in written paper if their budget will be something that is feasible to maintain while also saving for future endeavors.	Students will use a variety of research tools via internet, traditional media and digital media to complete project.

IV. RESOURCES AND SUPPLEMENTAL MATERIALS

“Money Management for Teens, 16 Lesson\$ on Earning, \$aving, Inve\$ting, and \$pending & 5 Life Lessons”, Sheryl Ridley Dorsey, TEEN\$ KIDZ Publishing Company, Art Bookbindery, Canada, 2007.

“Teen Girlz & Their Monie\$, 16 Lesson\$ on \$hopping \$martly, \$aving & Inve\$ting”, Sheryl Ridley Dorsey, TEEN\$ & KIDZ Publishing Company, Art Bookbindery, Canada, 2009.

“NEFE High School Financial Planning Program”, National Endowment for Financial Education, 5299 DTC Boulevard, Suite 1300, Greenwood Village, CO 80111, (303) 224-3511, 2006.