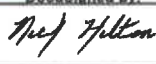



Perris Union High School District

Course of Study

A. COURSE INFORMATION

<p>Course Title:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Personal Finance Fundamentals</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised previous course name if changed</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><small>(To be assigned by Educational Services)</small></p>	<p>Subject Area:</p> <p><input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other</p> <p>Grade Level</p> <p><input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p> <p>Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><u>PATHWAY: Business Management</u> <u>CONCENTRATOR</u></p>	
<p>Required for Graduation:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Meets UC/CSU Requirements?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Was this course <i>previously approved by UC</i> for PUHSD?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><small>(Will be verified by Ed Services)</small></p>	<p>Credentials Required to teach this course:</p> <p><i>Designated Subjects: CTE, Business and Finance</i> <i>Single Subject: BUSINESS and Finance</i> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><small>DocuSigned by:</small></p> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  <small>DOFFD001E4E448J...</small> Signature </div> <div style="text-align: center;"> 3/12/2021 Date </div> </div> </div> <p>Meets "Honors" Requirements?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>Meets "AP" Requirements?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Submitted by: Dian Martin Site: Educational Services Date: 03/02/2021</p>	<p>Unit Value/Length of Course:</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:</p>	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/16/21
Asst. Superintendent of Educational Services		3/17/21
Governing Board		



Riverside County Office of Education – Career Technical Education

RCOE PERSONAL FINANCE FUNDAMENTALS

DATE:

INDUSTRY SECTOR: Business and Finance Sector

PATHWAY: Financial Services

CALPADS TITLE: Intermediate Financial Services and Banking (Concentrator)

CALPADS CODE: 7420

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Financial Managers, Branch or Department	11-3031.02	Personal Financial Advisors	13-2052.00
Financial Analysts	13-2051.00	Accountants	13-2011.01

COURSE DESCRIPTION:

Personal Finance is designed to help students make informed real-world decisions about financial issues. This course will focus on personal financial planning skills that can be used for a lifetime. Major topics include career planning, financing a career, banking, and money management, the use of credit, the time value of money, saving and investing, retirement planning, being a smart consumer, buying a home, buying a car, insurance, taxes, and estate planning basics. Students will analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, apply the knowledge learned to financial situations encountered later in life, and make wise financial decisions.

Students will design personal and household budgets and simulate the use of checking and savings accounts. They will be able to demonstrate a solid understanding of debt, credit management, investments, apartment rental/lease agreements, and job application and interview processes. Students will gain a solid understanding of car, home, and health insurance policies and practices while learning to be a savvy consumer and price shop. There will be a focus on learning the different types of income and payroll taxes, and students will practice how to properly complete and successfully file IRS forms like 1040EZ, I-9 forms, and State of California income taxes.

Projects will involve research, reading, writing reports and oral presentations. In addition to projects, the students will use math skills to investigate real-world problems and practice math skills that will be used in their daily lives based on Common Core standards. Assessments will be in the form of performance tasks, quizzes, portfolios, and a final exam. Students will develop a deep understanding of the expectations and situations they will face as productive young adults.

Assessment opportunities that allow continuous evaluation of students' progress will be embedded throughout the course and will be a part of their learning experience. All students will be expected to achieve a deep understanding of all topics, and students will often demonstrate knowledge in a public forum. Students will complete reflections on Unit Learning: A compilation of work in a Portfolio. Students will review their activities from each unit and will write a brief reflection about how any given activity may impact their future financial decisions. Rubric evaluation.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
Algebra I (Recommended)

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Foundations U Dave Ramsey Dave Ramsey

PROGRAM OF STUDY:

- None identified

I.	SAVING AND BUDGETING	CR	Lab/ CC	Standards
	<p>This unit introduces the topic of personal finance, explores the evolution of the American credit industry, and highlights the importance of both knowledge and behavior when it comes to managing money. It emphasizes the importance of saving and explains the three reasons to save: emergencies, large purchases, and wealth building. This unit also explores the purpose and process of writing a budget and the basics of banking, including balancing and reconciling a checking account. This unit introduces the topic of personal finance, explores the evolution of the American credit industry, and highlights the importance of both knowledge and behavior when it comes to managing money. It emphasizes the importance of saving and explains the three reasons to save: emergencies, large purchases, and wealth building. This unit also explores the purpose and process of writing a budget and the basics of banking, including balancing and reconciling a checking account.</p> <p>Math skills: Students create and apply equations to solve real-world problems relevant to both personal and business environments. Looking beyond simple arithmetic, students will provide a thorough understanding of how to interpret and use variables and functions. Neatness and attention to details and showing work will be stressed. Students will add and subtract real numbers and fractions, decimals and percents; multiply and divide real numbers and fractions, decimals and percents; convert fractions, decimals and percents; identify and define variables; evaluate expressions; use correct order of operations; recognize patterns and use them to estimate outcomes; represent functions by using graphs, tables, equations and words; and solve multi-step problems and draw conclusions about the outcomes.</p> <p>Unit Assignment(s):</p> <p>Budget Project – Students will use the online site (cacareerzone.org) to create a working budget for their future selves, based on their chosen career from the persuasive essay project. They will start with the average income for this career, minus deductions, debt costs for education or training, fixed expenses and variable expenses. Students will consider the cost of living in a state of their choice including rent, utilities, insurance, and any variable expenses. Ultimately, they will balance their bottom line. Students will evaluate their own budgets using a rubric that shows realistic figures and average percentages for each budget category. After checking their budget for reasonableness against the rubric, students will write a summary of their findings and outline what they can and cannot afford with their chosen career path. Compilation of Work in a Portfolio – Students will review their activities from the unit and will write a brief reflection about how any given activity may impact their future financial decisions. Rubric evaluation.</p> <p>Cell Phone Bill–Students will look over their cell phone bill carefully and list the charges that appear on the bill. Then research other cell phone service providers and decide which provider has the best deal, is it worth switching? Convince other classmates why your provider is the best option.</p> <p>Dream Car Project – Students will choose a new car and compare the costs of a base model to the end product, “their dream car” including add-ons, destination fees, and taxes. They will compare the Manufacturer Retail Price to the dealer price and understand that the difference is the profit margin. Students will calculate total loan costs, including registration through the DMV and insurance costs. They will make an informed decision about comprehensive versus liability insurance. Students will estimate monthly costs including gas and maintenance. In an essay, they will outline the choices they made in “purchasing” their car and will justify their reasoning for each of these decisions. They will also state the income necessary to purchase and maintain their chosen car. Finally, students will share this information with their peers in a short oral presentation. Rubric evaluation.</p>	22	23	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Responsibility and Flexibility: 7.7</p> <p>CTE Pathway: B9.1</p>

	<p>Trade-in Project – Students will imagine they are helping a family member trade in a used car and upgrade to a new car. Students will be given a specific car with specifications to find the best trade-in value on that car. They will find the difference between the trade-in and private party value of the car and will explain the reasons for this difference. Then, students will receive general specifications for the desired new car and will need to find the best option within 50 miles of our location. Students will write a paper in which they support their choice of car in terms of cost, safety, reliability, and desired features. This paper will include the trade-in value and the overall cost of the new car. Rubric evaluation.</p> <p>Home Sweet Home Project – Students will find the average market sales price for homes in a location of their choice. They will “purchase” their first home, with a budget of 20% below that average price. They will investigate the following: what it takes to secure a mortgage, current interest rates for the specified loan duration, and closing costs, including the possibility of PMI. Students will use a spreadsheet to create an amortization schedule for their home loans and compare the bottom line cost of the home relative to interest rates and duration. They will write a paper in which they advise first-time buyers on how to navigate the home buying process. In this paper, students will also state the income needed to afford their home comfortably. The project will conclude with an oral presentation in which students share their home—including photos—with their peers.</p> <p>Gross Income Project – Students will investigate how their method of payment makes a difference in both their gross and net income. Students will also investigate how the total price for a large ticket item changes based on the city-specific sales tax rates. This project is a worksheet with scenarios and leading questions that have students independently investigate different types of wages and study variations in sales taxes. To conclude the project, students summarize how these factors—wage structure and sales tax rates—will influence their buying power as consumers. The rubric for this assignment emphasizes neatness, computational accuracy and attention to detail to set a standard for the rest of the course.</p> <p>Renting Project - Students will investigate what makes renting desirable and will learn about the decisions they may make as renters in the next few years. Students will find all the costs associated with living on their own. They will determine how much income is needed to live alone, versus with roommates, and will consider what characters make a “good” roommate. Students will choose a local rental option. They will write a brief summary explaining their choice, including such factors as the location, size, and amenities. In this summary, students will include a breakdown of living costs and will explain whether or not they could afford to live alone and why. Rubric evaluation.</p>			
<p>II. CREDIT AND DEBT</p>		<p>CR</p>	<p>Lab/CC</p>	<p>Standards</p>
	<p>Students identify the devastating costs of using debt as a financial tool, debunk credit myths, explain the elements of a credit score, identify organizations that maintain consumer credit records, and summarize major consumer credit laws. Students explore 21st Century post-secondary education and career options, highlight the importance of avoiding debt as a young adult, and explain how to cash flow a college education. Students apply systematic decision making to identify the most cost-effective option for purchasing a car. They will identify factors that influence consumer behavior and the effect of inflation on buying power.</p> <p>Unit Assignment(s):</p> <p>Banking Project - Students will investigate how banks and credit unions operate and the requirements to open and maintain an account. Students will do internet research to learn about savings account options at local institutions, with the goal of finding the best available interest rate. They will also consider the cost of not maintaining the required balance and the fees associated with overdrafts. Finally, students paper in which they compare and</p>	<p>23</p>	<p>22</p>	<p>Academic: LS: 11.1 CTE Anchor: Technical Knowledge and Skills: 10.5 CTE Pathway: B9.8</p>

contrast a local bank and credit union, respectively. In this paper, they will state at which institution they would choose to do business and justify their choice mathematically. A rubric evaluation is used for this project.

Checking Account Project – Students will be given a beginning balance and a scenario with a list of tasks involving their checking account. They will need to pay bills online and with checks, purchase products with a debit card and checks, deposit checks, and cash, receive online wages and credit for returned purchases. Students will account for financial institution fees and show all of these events on a reconciliation statement containing every transaction. Students will self-evaluate their final product with a rubric to be sure they have completed all necessary forms, checks, and transaction accurately and that they have found the correct ending balance.

Debt snowball assignment - Students receive a list of debts including the current balance, interest rate, and minimum payments. The students are divided into groups where they will create a budget based on the identified income, taxes, monthly expenses, and debt payments. They are to create a plan to pay off the debt while staying current on their monthly bills. Students are to analyze the interest rates and minimum payments to identify a plan to pay off the debt in a reasonable manner. Students must also consider ways to decrease monthly expenses or increase income in order to help pay off debt. The purpose of this activity is for students to work together in order to evaluate and design a plan to help a person get out of debt and start the debt snowball.

FICO Scores--Students will research FICO scores answer the following questions: What is the range of possible scores? How can each score be interpreted? What contributes to the FICO score? How can you improve it, what hurts it? Then they will summarize the information they find from the websites and prepare the information in an easy-to-read handout/pamphlet that will be shared with family and friends.

Identity Theft Project – The students will research different types of identity scams and will give the advice to help other young adults protect their identities. Students will present their findings two ways: (1) in an oral presentation to their peers; and (2) in written form with a tri-fold informational pamphlet. Their research will include: data from the FTC, ways to protect oneself from fraud, and necessary steps to take and people to contact when someone is the victim of identity theft. Finally, students will advise other young adults how identity theft can impact their immediate and long-term financial futures. Rubric evaluation.

III.	FINANCIAL PLANNING AND INSURANCE	CR	Lab/ CC	Standards
	<p>Students highlight the importance of bargain shopping as part of a healthy financial plan and identify important negotiation strategies. This unit establishes basic investing guidelines, describes and compares various types of investments, and identifies elements of employer benefits and retirement plans. Students demonstrate an understanding of the Rule of 72 and how taxes affect the rate of return on investments. Students calculate various investments utilizing compound interest formulas. Students also identify the purpose of financial risk management as well as the appropriate and most cost-effective risk management strategies.</p> <p>Unit Assignment(s):</p> <p>Basic investing assignment - Student will learn how to read a mutual fund prospectus. Students identify the fund objective, the fund managers experience, what companies the fund is invested in, the historical rate of return, the cost to invest in the fund, the turnover ratio, the risk ratio, and the minimum investment. As a class, the students use a handout to identify the aforementioned components of a prospectus. The students are then required to choose a mutual fund of their own and identify the same components to the selected prospectus. The purpose of this activity is for students to be able to</p>	22	23	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Career Planning and Management: 3.2</p> <p>CTE Pathway: B9.7</p>

	<p>assess a mutual fund by reading its prospectus.</p> <p>Insurance Project – Given a certain type of insurance (health, home, auto, life, pet, travel), students will work in pairs to investigate premiums, co-pays, deductions and percentages of liability and the impact of these factors on their coverage. Students will demonstrate their knowledge by creating an informational brochure and giving an oral report in which they advise peers about important considerations for their given type of insurance. Rubric evaluation.</p> <p>Against All Odds Project – Students will be given \$750 to “play” with for one week. They will participate in simple games of chance and may choose to risk a little or a lot. Throughout the week they will fill out a probability and statistics form about each game and learn about their chances of winning big. At the end of the week, they will write a reflection paper about their tolerance for risk and will explain how this experience may or may not be similar to investing in the stock market. Rubric evaluation.</p> <p>Stocks Project – Student will be given \$20,000 which they must invest in stocks, bonds, mutual funds or index funds of their choice. They must also invest in a penny stock to round out their portfolio and invest as close to the \$20,000 that they can. Throughout the 8 week period, as they learn more about investing and types of investing, they will make sells and purchases to try and increase their portfolio. They will do more in-depth research about their holding and learn about PE Ratios, Market Capitalization, Yields of returns and how to read a Prospectus from a stock. They will summarize their findings and their final portfolio value in a paper in which they use their personal experience to outline how to make solid investment decisions. Rubric evaluation.</p> <p>Stock Market Game–Students will choose a corporation that they are interested in following, track the daily progress of the stock. Create graphs and discuss trends. Use information about the corporation they are following (i.e. news highlights) and in the end create a summary of the corporation's stock over a period of time.</p>			
IV.	INCOME, TAXES AND GIVING	CR	Lab/ CC	Standards
	<p>Students identify the differences among people's value and attitudes as they relate to money and highlight communication strategies for discussing financial issues. They examine the importance of pursuing a career in line with their strengths, the elements of effective goal setting, the best practices of successful people, and types of income and taxes. Students research and learn how to properly fill out a W-4, I-9, and 1040EZ forms. This unit highlights the importance of giving of your time, talents, and money in order to serve others and leave a lasting legacy.</p> <p>Unit Assignment(s):</p> <p>Reading a pay stub assignment - Students learn the following terms: pay period, gross pay, net pay, payroll deduction, pension, 401(k), and FICA (Federal Insurance Contributions Act). Students are provided a sample pay stub. They are to identify: gross pay, amount of local tax, amount of state tax, amount of federal tax, employee contribution to FICA, employee contribution to Medicare, amount of other deductions, the purpose of other deductions, and employee's net pay. After identifying these amounts, students are directed to the Internal Revenue Service (IRS) website to answer the following questions: how must an employer report his/her employees' tips to the IRS, what is an Employer Identification Number and how should an employer go about withholding tax when he/she has no regular payroll period. Students are then divided into groups to use an online presentation tool to develop a presentation explaining the parts of a pay stub.</p> <p>Income Tax Filing Project - Students act as a tax preparer and will fill out both state and federal tax forms (1040EZ, 6402EZ) given a W2 form for a fictitious client. They will then write a paper summarizing what they need to fill out their taxes, how to get forms, where to get help, and where to file forms.</p>	23	22	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B9.8</p>

	<p>Additionally, they will explain why their client received a refund or owed money. The paper will include a reflection about what they learned from this project. Rubric evaluation.</p> <p>Persuasive Essay – Students will complete a career interest profile (cacareerzone.org) online to learn how their interests relate to the work world. With the results, they will research a career of interest, find avenues to achieve that career including college, tech schools, trade schools or apprentice programs. Students will also estimate the cost of the higher education needed for their career of interest and research possible avenues to fund this further education. Finally, students will look at the living wage statistics from the Bureau of Labor and Industry to determine how location will affect their educational and employment opportunities. This investigation will culminate in a persuasive essay, in which students' state and justify their opinion on the best higher education option for their future. This persuasive essay will include a consideration of any educational debt they will incur, based on actual figures from their research. The rubric for this assignment measures the quality of students' arguments (overall structure and supporting details), as well as the accuracy of their computations.</p>			
V.	COURSE NOTES:	CR	Lab/ CC	Standards
	<p>Course Notes:</p> <p>3/26/19 – Added to CTE shared drive – John Bruestle</p>	0	0	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: B1.1</p>

Entered by:

District: Riverside County Office of Education
Contact: RCOE CAREER TECHNICAL EDUCATION UNIT
Phone: 951-826-6313
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