

**Finance Career Cluster
Financial Literacy
Course Number 07.42600**

Course Description:

How money smart are you? Step into this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data.

Various forms of technologies and internet research will be highlighted to expose students to the resources available when managing personal financial goals. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

Financial Literacy is the second course in the Business Accounting and Financial Services pathways in the Finance Cluster. Students enrolled in this course should have successfully completed Introduction to Business & Technology.

Course Standard 1

FIN-FL-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

| Person-to-Person Etiquette | Telephone and Email Etiquette | Cell Phone and Internet Etiquette | Communicating At Work | Listening |
|-------------------------------|---------------------------------|-----------------------------------|---------------------------------|---------------------------------|
| Interacting with Your Boss | Telephone Conversations | Using Blogs | Improving Communication Skills | Reasons, Benefits, and Barriers |
| Interacting with Subordinates | Barriers to Phone conversations | Using Social Media | Effective Oral Communication | Listening Strategies |
| Interacting with Co-workers | Making and Returning Calls | | Effective Written Communication | Ways We Filter What We Hear |
| Interacting with Suppliers | Making Cold Calls | | Effective Nonverbal Skills | Developing a Listening Attitude |

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|--|----------------------------|--|-------------------------------|--------------------------|
| | Handling Conference Calls | | Effective Word Use | Show You Are Listening |
| | Handling Unsolicited Calls | | Giving and Receiving Feedback | Asking Questions |
| | | | | Obtaining Feedback |
| | | | | Getting Others to Listen |

| Nonverbal Communication | Written Communication | Speaking | Applications and Effective Résumés |
|---|-----------------------------------|---------------------------|------------------------------------|
| Communicating Nonverbally | Writing Documents | Using Language Carefully | Completing a Job Application |
| Reading Body Language and mixed Messages | Constructive Criticism in Writing | One-on-One Conversations | Writing a Cover Letter |
| Matching Verbal and Nonverbal communication | | Small Group Communication | Things to Include in a Résumé |
| Improving Nonverbal Indicators | | Large Group Communication | Selling Yourself in a Résumé |
| Nonverbal Feedback | | Making Speeches | Terms to Use in a Résumé |
| Showing Confidence Nonverbally | | Involving the Audience | Describing Your Job Strengths |
| Showing Assertiveness | | Answering Questions | Organizing Your Résumé |
| | | Visual and Media Aids | Writing an Electronic Résumé |
| | | Errors in Presentation | Dressing Up Your Résumé |

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

| Teamwork and Problem Solving | Meeting Etiquette |
|------------------------------|---|
| Thinking Creatively | Preparation and Participation in Meetings |
| Taking Risks | Conducting Two-Person or Large Group Meetings |
| Building Team Communication | Inviting and Introducing Speakers |
| | Facilitating Discussions and Closing |
| | Preparing Visual Aids |
| | Virtual Meetings |

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

| Problem Solving | Customer Service | The Application Process | Interviewing Skills | Finding the Right Job |
|-----------------------------|--|---|---|------------------------------|
| Transferable Job Skills | Gaining Trust and Interacting with Customers | Providing Information, Accuracy and Double Checking | Preparing for an Interview | Locating Jobs and Networking |
| Becoming a Problem Solver | Learning and Giving Customers What They Want | Online Application Process | Questions to Ask in an Interview | Job Shopping Online |
| Identifying a Problem | Keeping Customers Coming Back | Following Up After Submitting an Application | Things to Include in a Career Portfolio | Job Search Websites |
| Becoming a Critical Thinker | Seeing the Customer's Point | Effective Résumés: | Traits Employers are Seeking | Participation in Job Fairs |
| Managing | Selling Yourself and the Company | Matching Your Talents to a Job | Considerations Before Taking a Job | Searching the Classified Ads |
| | Handling Customer Complaints | When a Résumé Should be Used | | Using Employment Agencies |

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| | Strategies for Customer Service | | | Landing an Internship |
| | | | | Staying Motivated to Search |

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

| Workplace Ethics | Personal Characteristics | Employer Expectations | Business Etiquette | Communicating at Work |
|-------------------------------|-------------------------------|-----------------------------|----------------------------------|----------------------------------|
| Demonstrating Good Work Ethic | Demonstrating a Good Attitude | Behaviors Employers Expect | Language and Behavior | Handling Anger |
| Behaving Appropriately | Gaining and Showing Respect | Objectionable Behaviors | Keeping Information Confidential | Dealing with Difficult Coworkers |
| Maintaining Honesty | Demonstrating Responsibility | Establishing Credibility | Avoiding Gossip | Dealing with a Difficult Boss |
| Playing Fair | Showing Dependability | Demonstrating Your Skills | Appropriate Work Email | Dealing with Difficult Customers |
| Using Ethical Language | Being Courteous | Building Work Relationships | Cell Phone Etiquette | Dealing with Conflict |
| Showing Responsibility | Gaining Coworkers' Trust | | Appropriate Work Texting | |
| Reducing Harassment | Persevering | | Understanding Copyright | |
| Respecting Diversity | Handling Criticism | | Social Networking | |
| Making Truthfulness a Habit | Showing Professionalism | | | |
| Leaving a Job Ethically | | | | |

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

| Expected Work Traits | Teamwork | Time Management |
|-----------------------------------|---|-------------------------------------|
| Demonstrating Responsibility | Teamwork Skills | Managing Time |
| Dealing with Information Overload | Reasons Companies Use Teams | Putting First Things First |
| Transferable Job Skills | Decisions Teams Make | Juggling Many Priorities |
| Managing Change | Team Responsibilities | Overcoming Procrastination |
| Adopting a New Technology | Problems That Affect Teams | Organizing Workspace and Tasks |
| | Expressing Yourself on a Team | Staying Organized |
| | Giving and Receiving Constructive Criticism | Finding More Time |
| | | Managing Projects |
| | | Prioritizing Personal and Work Life |

1.6 Present a professional image through appearance, behavior and language.

| On-the-Job Etiquette | Person-to-Person Etiquette | Communication Etiquette | Presenting Yourself |
|----------------------------|-----------------------------------|----------------------------------|-----------------------------------|
| Using Professional Manners | Meeting Business Acquaintances | Creating a Good Impression | Looking Professional |
| Introducing People | Meeting People for the First Time | Keeping Phone Calls Professional | Dressing for Success |
| Appropriate Dress | Showing Politeness | Proper Use of Work Email | Showing a Professional Attitude |
| Business Meal Functions | | Proper Use of Cell Phone | Using Good Posture |
| Behavior at Work Parties | | Proper Use in Texting | Presenting Yourself to Associates |

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| Behavior at Conventions | | | Accepting Criticism |
| International Etiquette | | | Demonstrating Leadership |
| Cross-Cultural Etiquette | | | |
| Working in a Cubicle | | | |

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

FIN-FL-2

Identify various forms of income, and analyze and evaluate factors that affect income as a part of the career decision-making process.

- 2.1 Describe the basic characteristics of the marketplace and the free enterprise system.
- 2.2 Explain trends in the workplace (e.g., flexible schedules, job rotation, job sharing, permanent part-time employment, contract work).
- 2.3 Identify sources of income.
- 2.4 Analyze how career choice, education, skills, and economic conditions affect income.
- 2.5 Explain the return on investment of the time and cost associated with the education, training, and skill development of a desired career choice.
- 2.6 Compute gross pay, payroll deductions and net pay.
- 2.7 Demonstrate an understanding of different forms of payment (salary, hourly, contract, 1099's).
- 2.8 Identify optional and required employee benefits and recognize the value in addition to net pay.
- 2.9 Apply fractions, percent, and ratios to solve problems related to income.
- 2.10 Explore the applications of ratios, proportions, and percent in financial situations.
- 2.11 Use basic functions to solve and model problems related to income while applying linear and quadratic functions, as well as applying greatest integer and piecewise functions.
- 2.12 Use data displays (graphs and charts) to recognize and interpret income.

Course Standard 3

FIN-FL-3

Analyze taxes in the United States and evaluate the effect on personal income.

- 3.1 Explain the purposes and types of taxes in the United States (e.g., progressive, regressive, and proportional taxes).
- 3.2 Explain how taxes, government transfer payments, and employee benefits relate to disposable income.
- 3.3 Define basic tax terminology (e.g., taxable income, tax credits, exemptions, deductions, itemized deductions).
- 3.4 Prepare U.S. individual federal income tax return Forms 1040EZ and 1040A.
- 3.5 Apply fractions, percentages, and ratios to solve problems related to taxes.
- 3.6 Use basic functions to solve and model problems related to taxes while applying linear, and quadratic functions, as well as applying greatest integer and piecewise functions.
- 3.7 Use data displays (graphs and charts) to recognize and interpret income taxes.
- 3.8 Use basic mathematical functions to solve and model problems related to stock transactions, banking and credit, employment and taxes, rent and mortgages, retirement planning, and other related finance applications.

Course Standard 4

FIN-FL-4

Develop and evaluate a spending and savings plan while applying rational decision making to personal spending and saving choices.

- 4.1 Explain how limited personal financial resources affect the choices people make.
- 4.2 Identify the opportunity cost of financial decisions.
- 4.3 Discuss the importance of taking responsibility for personal financial decisions.
- 4.4 Apply a decision-making process to personal financial choices.
- 4.5 Explain how inflation affects spending and investing decisions.
- 4.6 Design a plan for earning, spending, saving, and investing.
- 4.7 Explain how to use money-management tools available from financial institutions.
- 4.8 Evaluate services provided by financial deposit institutions to transfer funds.
- 4.9 Explain the concept of net worth.
- 4.10 Apply fractions, percentages, and ratios to solve problems related to spending and savings.
- 4.11 Use basic functions to solve and model problems related to spending and savings while applying linear and quadratic functions, as well as applying greatest integer and piecewise functions.
- 4.12 Use data displays (graphs and charts) to recognize and interpret spending and savings.

Course Standard 5

FIN-FL-5

Analyze checking accounts and other banking services and explain how financial institutions channel funds from savers to investors.

- 5.1 List and explain types of checking accounts and banking services available to customers.
- 5.2 Identify various ways to deposit and withdraws funds from accounts and verify how to use each method safely (e.g., using a secure network when transmitting pictures of checks for deposit).
- 5.3 Prepare checks and deposit slips.
- 5.4 Record transactions in checkbook registers and reconcile bank statements.
- 5.5 Identify and distinguish between various check endorsements (e.g., blank, restricted and special).
- 5.6 Explain the difference between a debit card and a credit card.
- 5.7 Apply simple and compound interest formulas.
- 5.8 Apply fractions, percentages, and ratios to solve problems related to banking.
- 5.9 Demonstrate using basic functions to solve and model problems related to banking while applying linear and quadratic functions, as well as applying greatest integer and piecewise functions.
- 5.10 Analyze the role of banks and other financial institutions.
- 5.11 Demonstrate using formulas to investigate investments in banking and retirement planning.

Course Standard 6

FIN-FL-6

Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

- 6.1 Compare the advantages and disadvantages of different payment methods and understand the implications of paying minimum balances.
- 6.2 Analyze the benefits and costs of consumer credit.
- 6.3 Compare sources of consumer credit.
- 6.4 Explain factors that affect creditworthiness and the purpose of credit records.

- 6.5 Explain the components of credit scores.
- 6.6 Identify ways to avoid or correct credit problems.
- 6.7 Explain the rights and responsibilities of buyers and sellers under consumer protection laws.
- 6.8 Explain how and who uses your credit report.
- 6.9 Identify the credit-reporting agencies, obtain and review a sample credit report.
- 6.10 Apply fractions, percentages, and ratios to solve problems related to components of credit scores, while applying percent increase/decrease and ratios/proportions.
- 6.11 Use data displays (graphs and charts) to recognize and interpret components of credit scores.

Course Standard 7

FIN-FL-7

Evaluate savings and investment options to meet short- and long-term goals.

- 7.1 Explain the purpose of financial planning.
- 7.2 Explain the relationship between saving and investing.
- 7.3 Describe reasons for saving and investing.
- 7.4 Identify and classify investment options (e.g., stocks, government and corporate bonds, mutual funds).
- 7.5 Identify and describe various retirement accounts (e.g., Roth and Traditional IRAs, 401k, 403b).
- 7.6 Compare the risk, return, and liquidity of investment alternatives.
- 7.7 Describe how to buy and sell investments.
- 7.8 Explain how different factors affect the rate of return of investments.
- 7.9 Explain how to use the Rule of 72 to evaluate investment choices.
- 7.10 Evaluate sources of investment information.
- 7.11 Explain how agencies that regulate financial markets protect investors.
- 7.12 Apply simple and compound interest formulas.
- 7.13 Apply future and present value formulas.
- 7.14 Demonstrate using fractions, percent, and ratios to solve problems related to investing.
- 7.15 Apply basic math functions to solve and model problems related to investing while applying linear and quadratic functions, as well as applying greatest integer and piecewise functions.
- 7.16 Demonstrate using matrices to represent data, and solve banking and retirement planning problems.
- 7.17 Demonstrate using probability and expected value to model and predict outcomes related to the stock market, retirement planning, and investing.
- 7.18 Demonstrate using measures of central tendency to investigate data found in the stock market, retirement planning, transportation, budgeting, and home rental or ownership.

Course Standard 8

FIN-FL-8

Analyze laws and options available to consumers for protection from deceptive or unfair business practices.

- 8.1 Identify and explain fraudulent and deceptive business practices.
- 8.2 Identify and describe wise consumer behavior by classifying benefits and costs of spending decisions, evaluating information about products and services, and using rational decision making model to select one option over another.
- 8.3 List and describe consumer legislation and sources of consumer protection.
- 8.4 Describe how to contact public officials to express opinions.
- 8.5 Explain how consumers can get redress and other ways of finding remedies to consumer problems (e.g. third-party arbitration).

- 8.6 Explain warranties and the relevance of the Federal Trade Commission.

Course Standard 9

FIN-FL-9

Evaluate how to help deter, detect, and defend against identify theft.

- 9.1 Describe consumer protections related to debt collection and bankruptcy.
- 9.2 Describe common ways ID theft happens (e.g. dumpster diving, skimming, phishing, changing address, stealing, computer hacking).
- 9.3 Describe ways to deter identity theft by safeguarding information (e.g. shredding financial documents, protecting Social Security number, not giving out personal information, using secure networks for on-line banking, and not using obvious passwords).
- 9.4 Describe ways to detect suspicious activity by routinely monitoring accounts (e.g. reviewing credit reports, on-line balances, and monthly statements).
- 9.5 Describe ways to defend against ID theft as soon as theft is suspected (e.g., placing fraud alerts on credit reports, closing accounts, filing police reports, and reporting to the Federal Trade Commission).

Course Standard 10

FIN-FL-10

Evaluate various consumer loan options and analyze factors that affect lending decisions.

- 10.1 Describe auto, student and home loans.
- 10.2 Explain interest rates and what affects interest rates.
- 10.3 Explain the components of the loan payment (principle, interest and time) and demonstrate reading an amortization table.
- 10.4 Explain loan payment terms and pre-payment penalties.
- 10.5 Identify the difference in loans for new versus used cars.
- 10.6 Explain how credit scores affect the rate and terms of the loan.
- 10.7 Explain private mortgage insurance and identify requirements by the lender.
- 10.8 Apply future and present value formulas.
- 10.9 Apply fractions, percentages, and ratios to solve problems related to investing.
- 10.10 Demonstrate using basic functions to solve and model problems related to investing while applying linear and quadratic functions, as well as applying greatest integer and piecewise functions.
- 10.11 Demonstrate an understanding of matrices to represent data and solve banking and retirement planning problems.

Course Standard 11

FIN-FL-11

Explain the principles of risk management and insurance as a strategy to protect against financial loss.

- 11.1 Examine the concept of risk and probability.
- 11.2 Explain how risk is transferred through insurance.
- 11.3 Define insurability and explain why rates vary.
- 11.4 Distinguish between insurable and non-insurable risks and the concept of economic loss.
- 11.5 Examine ways to reduce the cost of insurance.
- 11.6 Identify and cite reasons for policy cancellation.
- 11.7 Evaluate different types of automobile insurance coverage, including riders and endorsements.
- 11.8 Describe coverage common to most homeowners and renters policies and explain how the amount of coverage needed is determined.

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- 11.9 Assess the need for umbrella and excess liability coverage.
- 11.10 Identify and describe basic types of coverage and features offered by health insurance companies.
- 11.11 Define the responsibility of the insured for co-pay, deductible, and non-covered medical expenses.
- 11.12 Define Medicaid and Medicare and describe the role of Consolidated Omnibus Budget Reconciliation Act (COBRA).
- 11.13 Explain the purpose of life insurance and the basic difference between term and whole life insurance.
- 11.14 Explain the need for and benefits of disability coverage.
- 11.15 Explain the role of Social Security in providing disability benefits.
- 11.16 Discuss the purpose of long-term care insurance.
- 11.17 Explain the role of workers compensation insurance.
- 11.18 Define unemployment insurance.

Course Standard 12

FIN-FL-12

Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.

- 12.1 Explain the goals, mission and objectives of Future Business Leaders of America.
- 12.2 Explore the impact and opportunities a student organization (FBLA) can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.
- 12.3 Explore the local, state, and national opportunities available to students through participation in related student organization (FBLA) including but not limited to conferences, competitions, community service, philanthropy, and other FBLA activities.
- 12.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.
- 12.5 Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.