

Exploring Personal Finance Curriculum Content Frameworks

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Pilot - Junior High Personal Finance

Grade Levels: 7-8
Course Code: 399260

Prerequisite:

Course Description: This course is designed to introduce students to the knowledge and skills required for managing their personal and family financial resources. Students learn to manage resources through hands-on applications that are relevant to their lives. Projects will require students to use academic skills in language arts, math, social sciences, and science. Emphasis is given to the development of competencies related to values, needs, and wants, goals and decision making, career exploration, understanding paychecks, spending plans, savings, electronic banking and credit, financial institutions, and checking accounts.

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Unit 1: Values, Needs, and Wants

Hours: 5 Hours

Terminology: Economic, Need, Value, Want

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Define terms related to values, needs, and wants	1.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 List examples of personal values	1.2.1 Explore one's own personal values	Personal Management	Career Awareness, Development, and Mobility	Comprehends ideas and concepts related to values, needs, and wants [3.1.3]
1.3 Identify the difference between a need and a want	1.3.1 Analyze influences on a person's perception of needs and wants	Foundation	Reading	Distinguishes between fact and opinion [1.3.11]
		Personal Management	Career Awareness, Development, and Mobility	Comprehends ideas and concepts related to values, needs, and wants [3.1.3]
1.4 Describe how financial decisions are influenced by needs and wants	1.4.1 Justify financial decisions based on personal values and individual needs and wants	Foundation	Reading	Draws conclusions from what is read [1.3.12]
		Thinking Skills	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 2: Goals and Decision Making

Hours: 7 Hours

Terminology: Education goal, Financial decision, Financial goal, Goal, Major decision, Long-term goal, Routine decision, Short-term goal, Standard of living, Well-being

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terms related to goals and decision making	2.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
2.2 List types of decisions <ul style="list-style-type: none"> • Routine • Major • Education • Financial 	2.2.2 Give examples of each type of decision	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
2.3 List, in order, the steps of the decision making process <ul style="list-style-type: none"> • Identify the problem • List alternatives • Decide on the best choice • Evaluate the results 	2.3.1 Apply the decision making process to both major and financial decisions	Foundation	Reading	Applies information to new situations [1.3.5]	
		Thinking Skills	Decision Making	Demonstrates decision-making skills [4.2.4]	
2.4 Explain the benefits of making good decisions	2.4.1 Compare the outcomes and consequences of good versus poor decisions	Thinking Skills	Decision Making	Evaluates information/data to make best decision [4.2.5]	
2.5 Identify the benefits of setting goals	2.5.1 Explain how a personal goal affects an individual's decisions	Personal Management Skills	Career Awareness, Development, and Mobility	Comprehends ideas and concepts related to goals and decision making [3.1.3]	
		Thinking Skills	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.6 Explain the difference between long-term and short-term goals	2.6.1 Create a list of personal long-term and short-term goals	Personal Management Skills	Career Awareness, Development, and Mobility	Sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]	
2.7 List the elements of a SMART goal S - specific M - measurable A - attainable R - realistic T - time bound	2.7.1 Using the elements of a SMART goal, develop a personal education goal and a personal financial goal	Foundation Personal Management Skills	Reading Career Awareness, Development, and Mobility	Determines what information is needed [1.3.10] Sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]	

Unit 3: Careers

Hours: 8 Hours

Terminology: Career, Human capital, Interest inventory, Job, Occupation, Transferable skill

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Define terms related careers	3.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 Explain the relationship between education level and income	3.2.1 Compare education level and income in various types of work	Personal Management Skills	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1] Identifies education and training needed to achieve goals [3.1.8]
3.3 Explain how personal interests can assist an individual in developing education and career goals	3.3.1 Complete an interest inventory assessment	Foundation	Reading	Draws conclusions from what is read [1.3.12]
	3.3.2 Analyze and discuss the results of the interest inventory	Personal Management Skills	Self-Esteem	Identifies personality assets [3.5.6]
3.4 Identify jobs which relate to specific interests	3.4.1 Develop a list of three different jobs which relate to personal interests	Personal Management Skills	Career Awareness, Development, and Mobility	Develop skills to locate, evaluate, and interpret career information [3.1.4]
	3.4.2 Research the characteristics of the three different jobs			Explores career opportunities [3.1.6]
3.5 Describe the benefits of a career plan	3.5.1 Develop a four- to six- year career plan which includes education goals, part-time jobs or other work activities, and extra-curricular activities	Personal Management Skills	Career Awareness, Development, and Mobility	Sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]

Unit 4: Paychecks

Hours: 6 Hours

Terminology: Direct deposit, FICA, Form I-9, Form W2, Form W4, Gross pay, Medicare tax, Net pay, Pay period, Paycheck, Paycheck stub, Payroll card, Payroll withholding, Personal information, Taxes, Withholding tax, Year-to-date

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Define terms related to paychecks	4.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 Describe forms which must be completed for employment • Form I-9 • Form W2 • Form W4	4.2.1 Complete sample employment forms	Foundation	Writing	Prepares a compiles document in a concise manner [1.6.12]
			Writing	Writes appropriate entries [1.6.22]
4.3 Describe methods used to pay employees for work performed • Paycheck • Direct deposit • Payroll card	4.3.1 List advantages and disadvantages of the different methods for paying employees	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		Personal Management Skills	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
4.4 Identify different information found on a paycheck	4.4.1 Analyze a sample paycheck	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
		Thinking Skills	Knowing How to Learn	Processes new information as related to workplace [4.3.5]
4.5 Differentiate between gross pay and net pay	4.5.1 Using various scenarios, calculate gross pay and net pay	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, and division to real-world situations [1.1.1]
				Calculates percentages, rations,, proportions, decimals and common fractions [1.1.10]

Unit 5: Spending Plans

Hours: 6 Hours

Terminology: Expense, Income, Insurance, Major expenditure, Mortgage, Rent, Risk, Spending plan

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.1 Define terms related to spending plans	5.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
5.2 Name the two parts of a spending plan • income • expenses	5.2.1 Categorize items in a spending plan as an income or an expense	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
5.3 List the four largest categories of expenses in a spending plan • Housing • Transportation • Food • Insurance	5.3.1 Analyze a spending plan	Foundation	Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]	
	5.3.2 Calculate expenditure percentages		Arithmetic/ Mathematics	Calculates percentages, ratios,, proportions, decimals and common fractions [1.1.10]	
5.4 Identify contributing factors affecting major expenditures	5.4.1 Considering multiple factors, justify decisions about major expenditures in various scenarios	Thinking Skills	Creative Thinking	Combines ideas or information in a new way [4.1.2]	
5.5 Explain the benefits of a spending plan	5.5.1 Develop a personal spending plan	Personal Management Skills	Career Awareness, Development, and Mobility	Sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]	

Unit 6: Saving Hours: 8 Hours

Terminology: Certificate of deposit, Comparison shopping, Impulse buying, Money market deposit account, Opportunity cost, Savings

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.1 Define terms related to saving	6.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
6.2 Identify the benefits of comparison shopping	6.2.1 Explain the difference between impulse buying and planned buying	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	6.2.2 Analyze purchases to determine if they are impulse purchases				
6.3 List the basic steps of comparison shopping <ul style="list-style-type: none"> • What is needed before shopping? • What is the quality of the products I am comparing? • What is the total cost? • How will the product be used? • Consider the opportunity cost and make a decision 	6.3.1 Apply the steps of comparison shopping	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]	
6.4 Explain the value of saving	6.4.1 Calculate recommended savings for various income amounts	Foundation	Arithmetic/ Mathematics	Calculates percentages, ratios,, proportions, decimals and common fractions [1.1.10]	
	6.4.2 Predict the consequences of having an adequate/inadequate savings plan	Thinking Skills	Creative Thinking	Forms opinions [4.1.7]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.5 List different savings methods <ul style="list-style-type: none"> • Savings account • Certificate of deposit • Money market deposit account 	6.5.1 Compare the three different methods of saving	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]

Unit 7: Electronic Banking and Credit

Hours: 6 Hours

Terminology: ATM, Annual fee, Annual Percentage Rate (APR), Check 21, Credit, Credit line, Creditor, Debit card, Due date, E-banking, Finance charge, Interest, Late payment fee, Minimum payment, Personal Identification Number (PIN)

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 Define terms related to electronic banking and credit	7.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
7.2 Describe the benefits of electronic banking	7.2.1 Evaluate how electronic banking may personally benefit a consumer	Thinking Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
7.3 List safety precautions for electronic banking	7.3.1 Predict how the expansion of electronic banking will effect future precautions for consumer protection	Thinking Skills	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
7.4 Explain the purpose of a credit card	7.4.1 Summarize advantages and disadvantages of credit card usage	Foundation	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
7.5 List safety precautions for using credit cards	7.5.1 Recommend actions to assure credit card safety in various scenarios	Thinking Skills	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]

Unit 8: Financial Institutions

Hours: 5 Hours

Terminology: Checking account, Checks, Commercial bank, Deposit, Financial institution, Interest earning, Signature authorization card, Withdrawal

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
8.1 Define terms related to financial institutions	6.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
8.2 List different types of financial institutions	8.2.1 Compare services and clients of different types of financial institutions	Foundation	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
8.3 Describe the functions of a checking account	8.3.1 Explain how different tools are used to accomplish the functions of a checking account <ul style="list-style-type: none"> • Checks • ATM card • Debit card • Check 21 	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]	
			Writing	Summarizes written information [1.6.17]	
8.4 Explain how a debit card is different than a credit card	8.4.1 Summarize the pros and cons of using a debit card	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	

Unit 9: Checking Accounts

Hours: 7 Hours

Terminology: Blank endorsement, Bounce, Checkbook, Deposit slip, Outstanding transaction, Payee, Reconcile, Restrictive endorsement, Special endorsement, Statement

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
9.1 Define terms related to checking accounts	9.1.1 Use terms appropriately in context	Foundation	Listening	Comprehends ideas and concepts related to plans in advertising [1.2.1]	
			Writing	Uses words appropriately [1.6.21]	
9.2 Describe how to deposit a check	9.2.1 Discuss the three methods of endorsement	Foundation	Writing	Applies/Uses technical words and concepts [1.6.4]	
	9.2.2 Demonstrate the ability to endorse a check and to complete a deposit slip			Completes forms accurately [1.6.7]	
9.3 Identify common components on a check	9.3.1 Demonstrate the ability to write a check correctly	Foundation	Writing	Applies/Uses technical words and concepts [1.6.4]	
	9.3.2 Describe the possible consequences for bouncing a check	Personal Management Skills	Integrity/Honesty/Work Ethic	Completes forms accurately [1.6.7] Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]	
9.4 Explain the purpose of a monthly bank statement	9.4.1 Use a monthly statement and outstanding transactions to reconcile a checking account	Foundation	Arithmetic/Mathematics	Applies addition, subtraction, and division to real-world situations [1.1.1]	
9.5 Explain safety precautions for checking accounts	9.5.1 Describe how fraudulent use of checking accounts effect consumers both individually and as a society	Personal Management Skills	Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]	
		Thinking Skills	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]	

Glossary

Unit 1: Values, Needs, and Wants

1. Economic – relates to matters of finance
2. Need – something that you must have in order to live
3. Value – idea about right and wrong and what is important in your life
4. Want – thing that you would like to have but is not necessary for survival

Unit 2: Goals and Decision Making

1. Education goal – goal which enables a person to prepare for future success in the workplace
2. Financial decision – a major decision that impacts an individual's or family's well-being
3. Financial goal – specific objectives to be accomplished through financial planning
4. Goal – something a person wants to have or to achieve and is willing to work for
5. Major decision – decision that has a long-term effect of a person's life
6. Long-term goal – a goal that requires a considerable amount of time to achieve
7. Routine decision – decision that is made on a day-to-day basis; routine decisions do not require a lot of thought
8. Short-term goal – a goal that requires a short period of time to achieve
9. Standard of living – the minimum necessities, comforts, or luxuries thought to be essential
10. Well-being – state of being happy, healthy and prosperous

Unit 3: Careers

1. Career – an occupation to which you have made a long-term commitment
2. Human capital – skills acquired through a process of self investment
3. Interest Inventory – an assessment that helps people identify their interest areas
4. Job – a position in which a person works to earn an income
5. Occupation – a regular activity, especially a person's employment or job
6. Transferable skill – skill acquired through various jobs, volunteering, hobbies, or other life experiences

Unit 4: Paychecks

1. Direct deposit – an arrangement in which a person's pay is electronically transferred directly into the recipient's bank account
2. FICA – Federal Insurance Contribution Act (FICA); Social Security taxes to provide retirement income and disability benefits
3. Form I-9 – employment eligibility verification; documentation must be provided to verify that the person is eligible to work in the United States
4. Form W2 – wage and tax statement; states the amount of money earned and taxes paid through the previous year
5. Form W4 – withholding allowance certificate; determines the percentage to be withheld for taxes
6. Gross pay – the total amount of money a person earns
7. Medicare tax – nation's health care program for the elderly and the disabled
8. Net pay – the amount of income left after taxes and other deductions are taken out
9. Pay period – start and end dates used to calculate earnings
10. Paycheck – money given to an employee for work completed
11. Paycheck stub – the part of a paycheck that allows an employee to see how much has been withheld
12. Payroll card – prepaid card instead of a paper check or direct deposit
13. Payroll withholding – the amount of money subtracted from the gross pay for taxes
14. Personal information – the employee's name address, and social security number
15. Taxes – a mandatory payment made by an individual or organization to the government for public needs
16. Withholding tax – the amount required by law for employers to withhold from earned wages to pay taxes
17. Year-to-date – totals all of the deductions which have been withheld from January 1 to the last day of the pay period

Unit 5: Spending Plans

1. Expense – money that is spent
2. Income – money received that is available to spend and save
3. Insurance – protection against financial loss
4. Major expenditure – the largest expense categories in a spending plan - includes housing, transportation, food, and insurance
5. Mortgage – long-term home loan
6. Rent – a monthly payment to an individual who owns the home in which one lives
7. Risk – uncertainty about a situation's outcome
8. Spending plan – a plan for spending and saving money based on a person's goals during a given time

Unit 6: Saving

1. Certificate of deposit – an account that pays interest on a lump sum of money that is required to stay in deposit for a specific period of time
2. Comparison shopping – comparing products and prices in different stores before making a purchase
3. Impulse buying – making an unplanned or quick purchase without giving it much thought
4. Money market deposit account – an account that pays higher interest than a savings account but requires more money to open
5. Opportunity cost – something an individual gives up to receive something else
6. Savings – an account in which a depositor sets money aside for future use

Unit 7: Electronic Banking and Credit

1. ATM – automated teller machine; cash machine
2. Annual fee – a fee charged once per year for credit card ownership
3. Annual percentage rate (APR) – yearly percent amount it will cost a person to use credit
4. Check 21 – when a written check is electronically transferred and funds are immediately withdrawn from the account; similar to a debit card
5. Credit – an arrangement that allows consumers to buy goods or services now and pay for them later
6. Credit line – maximum amount of money that can be charged to a credit card
7. Creditor – a person/company who lends money in accordance with a legal contract
8. Debit card – a card that automatically deducts money from your checking account when it is used for purchases
9. Due date – date that a payment is due
10. E-banking – electronic banking; uses computer networks to transfer funds electronically among various bank accounts
11. Finance charge – the total amount that a person is charged for borrowing money; includes interest plus any service charges or insurance premiums
12. Interest – the price a borrower pays a creditor for the use of money over a period of time
13. Late payment fee – fee charged when a cardholder does not make the minimum monthly payment by the due date
14. Minimum payment – minimum amount of a credit card bill that must be paid monthly
15. Personal identification number (PIN) – mailed monthly listing each monetary transaction and the current account balance

Unit 8: Financial Institutions

1. Checking account – an account in which checks are written by a depositor directing a bank to pay a certain amount to a specific source
2. Checks – a written order directing a bank to pay money as instructed from a particular account
3. Commercial bank – a financial institution which lends, issues, borrows, and protects money for the general consumer
4. Deposit – money put into an account
5. Financial institution – a business that offers and sells financial services to people
6. Interest earning – a checking account that earns money usually requiring a minimum balance
7. Signature authorization card – a card that includes all the important information that a bank needs to provide financial services to a person
8. Withdrawal – money taken out of an account

Unit 9: Checking Accounts

1. Blank endorsement – anyone can cash the check after the check has been signed by the receiver of the check
2. Bounce – occurs when there is insufficient funds in an account to pay a check; results in substantial penalties
3. Checkbook – contains the checks and register to track money transactions
4. Deposit slip – contains the account holder's number and allows money to be put into the correct account
5. Outstanding transaction – items which have not cleared through the bank and are not listed on the statement
6. Payee – the person to whom a check is being written
7. Reconcile – to balance the checkbook register each month to the balance shown on the statement
8. Restrictive endorsement – allows the check to only be deposited
9. Special endorsement – check can be transferred to second party if the receiver signs and writes "pay to the order of..."; a two-party check
10. Statement – mailed monthly listing each monetary transaction and the current account balance