# Scope & Sequence

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| Course Name: Money Matters **TSDS PEIMS Code:** 13016200 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 9-12.  **Prerequisites:** None.  **Recommended Prerequisite:** Principles of Business, Marketing, and Finance. |
| **Course Description:** In Money Matters, students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.182. (c) Knowledge and skills** | |
| **Unit 1: Professional Standards**  Students will begin the course by learning and discussing appropriate verbal, nonverbal, and digital communication, professional standards, legal and ethical considerations in business, customer service, and business etiquette. Students will demonstrate their understanding of ethical and legal decision-making issues in business, business etiquette, resolving complaints, and building customer relationships as they participate in classroom activities, discussions, and/or in workplace vignettes/scenarios. Students will continue to develop and demonstrate appropriate communication and business etiquette skills throughout the course. As a culminating activity for the unit, students/teams will discuss, describe, and/or present summaries of effective communication and customer service skills, business etiquette, and instructor expectations regarding classroom rules, schedules, and task completion. | 5 periods  225 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means;  (B) demonstrate an understanding of the use of business etiquette;  (C) demonstrate an understanding of appropriate customer service such as building customer relationships and resolving customer complaints; and  (D) demonstrate an understanding of ethical and legal issues in business. | |
| **Unit 2: Financial Institutions and Principles of Money**  Students will learn and demonstrate an understanding of types of financial institutions and forms of financial exchange, along with other fundamental principles of money. Students will create and/or use graphs, diagrams, text, or other representations to compare and contrast various types of currency, explain and describe different types of financial service providers, discuss and identify sources of income, and to demonstrate and explain ways to calculate the time value of money. Students will be given opportunities to examine, discuss, and evaluate loan and lease application packages, payment schedules, and lending criteria used by various financial institutions and financial service providers. Students will research, discuss, and evaluate various financial service providers, including payday and title loan providers, on criteria such as location, interest rates, risks, and benefits, explain loan evaluation criteria, and calculate home and automobile loan payment schedules. | 15 periods  675 minutes | (4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:  (A) explain forms of financial exchange, including cash, credit cards, debit cards, and electronic funds transfer;  (B) compare and contrast various types of currency, including paper money, coins, banknotes, government bonds, and treasury notes;  (C) identify functions of money, including medium of exchange, unit of measure, and store of value;  (D) describe sources of income, including wages and salaries, interest, rent, dividends, capital gains, and transfer payments;  (E) explain the time value of money; and  (10) The student understands the purposes of financial service providers. The student is expected to:  (A) describe types of financial service providers, including banks and credit unions;  (B) evaluate financial service providers based on selection criteria such as location, interest rates, and benefits;  (C) analyze financing needed for long-term personal assets, including home purchases and payments and auto purchases, leases, and payments;  (D) explain loan evaluation criteria used by lending institutions;  (E) summarize the components of a loan application package;  (F) calculate a home loan payment schedule;  (G) calculate an automobile loan payment schedule; and  (H) understand the risks of using a payday loan and title loan. | |
| **Unit 3: Credit and Identity Theft**  Students will discuss and demonstrate an understanding of the purposes and importance of credit. Students will create and/or use graphs, diagrams, text and/or other representations to explain and illustrate identity theft protection measures. Students will be given opportunities to examine, discuss, and analyze actual or simulated credit reports and evaluate credit scores. In classroom activities, discussions, and/or presentations, students will learn and demonstrate how to maintain financial records and how to interpret and reconcile bank statements. | 15 periods  675 minutes | (4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:  (F) discuss the purposes and importance of credit.  (9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:  (E) interpret and reconcile bank statements;  (F) maintain financial records;  (G) evaluate credit scores; and  (H) use identify theft protection measures. | |
| **Unit 4: Financial Planning and Economic Systems**  Students will learn, discuss, and explain the terminology, meaning, benefits, strategies, ethics, and personal responsibilities of financial planning, along with factors that affect financial plans. Students will create and/or use graphs, diagrams, text, and/or other representations to explain and describe sole proprietorships, partnerships, and corporations, and to identify factors affecting profit, revenue, and expenses. Students will also be given an opportunity to research, identify, and compare the rights and responsibilities of consumers within various economic systems. | 20 periods  900 minutes | (2) The student uses career planning concepts, tools, and strategies to explore, obtain, and develop a financial plan. The student is expected to:  (A) discuss the nature and benefits of financial planning; and  (B) discuss the role of ethics and personal responsibility in financial planning.  (5) The student examines economic systems. The student is expected to:  (A) explain sole proprietorships, partnerships, and corporations;  (B) identify factors affecting profit, revenue, and expenses; and  (C) understand the rights and responsibilities of consumers within various economic systems. | |
| **Unit 5: Fiscal Policies and Economic Indicators**  Students will learn, discuss, and analyze monetary policy and fiscal policy, economic indicators, GDP, the supply and demand for money, and the role of the Federal Reserve Systems. Students will create and/or use graphs, diagrams, text and/or other representations to explain and illustrate the impact of a nation’s unemployment rate, the economic impact of inflation and interest rate fluctuations, and the impact of business cycles on personal financial planning. Students will be given opportunities to analyze these topics and to demonstrate their understanding in classroom activities, discussions, projects, and/or presentations. | 20 periods  900 minutes | (6) The student examines personal financial activities and the role of government. The student is expected to:  (B) analyze monetary policy and fiscal policy;  (C) analyze the supply and demand for money; and  (D) analyze the role of the Federal Reserve System.  (7) The student discusses economic indicators impacting personal financial decision making. The student is expected to:  (A) analyze the measure of consumer spending as an economic indicator;  (B) analyze the impact of a nation's unemployment rates;  (C) analyze the concept of Gross Domestic Product;  (D) analyze the economic impact of inflation on personal financial decision making;  (E) analyze unemployment and inflation tradeoffs;  (F) analyze the economic impact of interest rate fluctuations; and  (G) analyze the impact of business cycles on personal financial decision making. | |
| **Unit 6: Taxes and Financial Records**  Students will identify, discuss, and explain the importance and purpose of taxes. Students will learn, discuss, and demonstrate how to analyze and interpret payroll deductions and taxes, review how to interpret and reconcile bank statements and maintain appropriate financial records, and how to calculate taxes using current tax tables and forms. As a culminating activity for the unit, students will prepare personal income tax forms. | 25 periods  1125 minutes | (6) The student examines personal financial activities and the role of government. The student is expected to:  (A) analyze the importance and purpose of taxes.  (9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:  (D) analyze a pay stub;  (E) interpret and reconcile bank statements;  (F) maintain financial records; and  (I) prepare personal income tax forms by completing a 1040EZ with a W-2 form and using current tax tables. | |
| **Unit 7: Investment Options and Strategies**  Students will identify, explain, and evaluate various types of investment goals, objectives, risks, and options as well as various investment strategies. Students will research, identify, and evaluate long-term needs and financial goals, including retirement, and investigate and discuss factors that affect the value of investments. Students will also create and/or use examples, diagrams, text, and/or other representations to summarize and explain differences among investments such as stocks, bonds, and real estate. | 15 periods  675 minutes | (11) The student identifies various investment strategies. The student is expected to:  (A) evaluate different types of investments such as stocks, bonds, and property;  (B) evaluate investment goals and objectives as they relate to risk tolerance;  (D) investigate long-term needs and financial goals, including retirement; and  (E) investigate the factors that affect the value of investments. | |
| **Unit 8: Insurance and Managing Personal Risk**  Students will identify, discuss, and explain various types of insurance, including life, health, disability, cancer, and long-term care insurance, as well as other insurance types and terminology. Students will use appropriate online technology and/or other materials to investigate and discuss the reasons for obtaining personal insurance, property insurance, liability insurance, and flood, earthquake and auto insurance. Students will also create and/or use diagrams and/or text to summarize the insurance claim settlement process. | 15 periods  675 minutes | (12) The student identifies methods to manage personal risk. The student is expected to:  (A) understand the concept of insurance;  (B) explore the reasons for obtaining personal insurance, including health, disability, life, cancer, and long-term care insurance;  (C) explore the reasons for obtaining property insurance coverage, including homeowner's, personal liability, renter's, flood, earthquake, and auto insurance; and  (D) understand the insurance claim settlement process. | |
| **Unit 9: International Events, Issues, and Exchange Rates**  Students will identify, discuss, and examine current international events, currency exchange rates, and domestic and international labor issues which could affect personal financial planning and decision-making. Students will use appropriate technology, research, and analysis to investigate and calculate how and whether international events, issues, and currency rates will affect personal financial planning and decision-making. | 15 periods  675 minutes | (8) The student analyzes the impact of international activities on personal financial decision making. The student is expected to:  (A) examine international current events as related to personal financial decision making;  (B) examine currency exchange rates; and  (C) examine domestic and international labor issues as related to personal financial decision making. | |
| **Unit 10: Budgets**  Students will learn and demonstrate how to create a budget based on personal financial goals. Students will also explain the benefits of saving and investing, how to maintain necessary financial records, and review how to interpret and reconcile bank statements. | 10 periods  450 minutes | (9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:  (A) develop a budget based on personal financial goals;  (B) explain the benefits of saving and investing;  (E) interpret and reconcile bank statements; and  (F) maintain financial records. | |
| **Unit 11: Career and Education Planning**  Students will use course knowledge, skills, ideas, and reasoning to demonstrate an understanding of financial planning and investment strategies. Students will participate in classroom activities and use appropriate technology and/or other materials to research and identify potential career interests and opportunities as well as postsecondary education and certification opportunities, costs, and requirements. Students will research, identify, and use graphs, diagrams, text, and/or other representations to compare beginning and expected future compensation/earnings of potential careers and the costs and requirements associated with postsecondary education. Students will create their postsecondary plans after analyzing and comparing current job, military, and educational opportunities as assigned. Plans will include resumes and cover letters, relevant application and testing deadlines, and a description of projected long-term needs, retirement, and financial goals. | 20 periods  900 minutes | (3) The student demonstrates an understanding of a postsecondary plan. The student is expected to:  (A) understand educational, military, and current job opportunities; and  (B) create a postsecondary plan that includes topics such as application requirements; testing requirements; certification requirements; associated deadlines; associated costs, including living expenses; job prospects and opportunities; beginning earnings; expected future earnings; and resumes and cover letters.  (11) The student identifies various investment strategies. The student is expected to:  (C) investigate the opportunities and costs of postsecondary education; and  (D) investigate long-term needs and financial goals, including retirement. | |