**Money Management**

2014-15 - Semester 1

Syllabus

# Teacher:

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# OVERVIEW:

 Semester 1 of Money Management will be devoted to learning or strengthening the following skills:

**Unit 0: Use of Excel**

Objectives:

At the conclusion of this unit, students will:

a. Utilize Excel, independently, to enter and manipulate data as well as complete calculations.

b. Accurately complete calculations utilizing decimals, percentages, fractions, and ratios.

Timeline: 2 weeks

**Unit 1: Passive Income**

Objectives:

At the conclusion of this unit, students will:

a. Identify Passive Income and the truths and myths of passive income

b. Understand the value of investing as passive income

c. Define investment related terms

d. Explain how to invest in the stock market

e. Identify the types of stock brokers and reasons to use them

f. Successfully invest in the stock market

Timeline: 3 weeks

**Unit 2: Keeping track of your money**

Objectives:

 At the conclusion of this unit, students will:

 a. Manage a check book, budget and checking related activities ;

 b. Understand the benefits and drawbacks of debit cards, direct deposit, & automatic bill pay

 c. Identify the lure of credit cards and the tactics of credit card companies;

 d. Calculate the costs of credit – compound interest;

 e. Discuss how to obtain a credit report; how to understand, obtain and keep a good credit rating;

 f. Identify three types of savings; necessary amounts for emergency savings; necessary amounts for job loss or medical emergency and savings for investment

 g. Calculate and describe compound interest on savings

 h. Understand the choice between banks and credit unions

Timeline: 4 weeks

**Unit 3: Planning for the Future**

Objectives:

 At the conclusion of this unit, students will:

 a. Identify at least one career choice;

 b. Describe educational requirements for career choice;

c. Review college application procedures; costs associated with room and board and tuition; dorm and independent living requirements; other fees;

 d. Detail requirements and steps involved for completing the FAFSA;

 e. Differentiate forms of financial aid and responsibilities associated with student loans.

f. Complete a personal budget based on on-campus housing and a sophomore year budget based on independent living

g. Have up to date information in the MCIS system

Timeline: 4 weeks

**Unit 4: Getting a job**

Objectives:

 At the conclusion of this unit, students will:

a. Understand the difference between typical policies and pay structures for different types of employees

 b. Explain the value of employee benefits;

 c. Calculate hourly pay; overtime hours & pay; gross and net pay;

 d. Determine outcomes for various withholding scenarios;

Timeline: 3 weeks

# **Other Assignments:**

Student Portfolio that will contain notes and all assignments – These will be submitted at midterm and semester conclusion.

Daily Bell Ringer Assignments

Professional Dress Points – Serves as Extra Credit

# **SPECIFIC EXPECTATIONS:**

 Students are expected to ***Be Respectful, Be Responsible, Be Involved***, and work toward ***Graduation***. Therefore….

* Students are expected to come to class, on time, prepared to learn and collaborate with classmates. Cell phones are not to be used, for any reason, during class time unless permission is given by the teacher.
* Students who miss class must obtain notes from classmates and must submit assignments due during their absence in accordance with District Policy found in the Student Handbook.
* Students are expected to follow District Policy regarding computer use, which means that students should not frequent social media sites or engage in online games unless given permission by the teacher. Students are encouraged to save all work and submit assignments digitally. To preserve resources, students are encouraged to print judiciously and should ask before printing.
* Students will turn assignments in on the due date. Points will be deducted for late assignments.
* School cell phone policies as outlined in the Student Handbook will be followed.
* The District’s Acceptable Use policy for computers must be followed. Social media, You Tube, Music Sites and Game Sites can be used with teacher permission, when work is completed. Students who choose to engage in these activities rather than class activities will be docked 10 points from the next class assignment. Students who lose more than 40 points will receive a disciplinary referral for violation of the Acceptable Use Policy and further consequences may ensue.

# CONTENT STANDARDS:

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| **Problem Solving** |
| **MT Career and Vocational Standards 2007** | **ISTE Standards 2007** | **MT Mathematics Standards** | **Common Core Standards 2010** |
| 4.3 Select the appropriate tools, equipment and procedures for the task | Collect and analyze data to identify solutions and/or make informed decisions. | **2.2 Evaluating Validity**: Evaluate the validity of reports based on collected and/or published data by considering the source of the data, the design of the study, and the way data are displayed, analyzed, and interpreted. | Math.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays |
| 3.5 Demonstrate appreciation for diverse perspective needs and characteristics | Develop cultural understanding and global awareness by engaging with learners of other cultures. |  |  |
|   |   | **3.2 Applications of Geometric Models:** Use spatial reasoning and geometric models to solve problems with and without technology in the contexts of art, science, and culture, including Montana American Indians.  | **Reading 7**: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. **N-Q.2**. Define appropriate quantities for the purpose of descriptive modeling. |
|  | Select and use applications effectively and productively. | Use various input technologies to enter and manipulate information appropriately.  | **Math:** Make sense of problems and persevere in solving them. Use appropriate tools strategically.. |
| 4.5 Adapt technical information from a variety of technical sources | Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. | Gather, evaluate, use, cite, and disseminate information from technology sources. |  |

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| **MT Career and Vocational Standards 2007** | **ISTE Standards 2007** | **National Business Education Association Standards 2007** | **Common Core Standards 2010** |
| **Ethics** |
|  | Advocate and practice safe, legal, and responsible use of information and technology. | Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society. |  |
| **Communication and Collaboration**. |
| 3.6 Practice several methods of effective communication | Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. | 1. Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.2. Apply basic social communication skills in personal and professional situations. | **Writing 6**: Use technology, including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information. |
|  | Communicate information and ideas effectively to multiple audiences using a variety of media and formats. | Use technology to enhance the effectiveness of communication. |  |
| 4.2 Practice safe and appropriate use of technology | Process data and report results. |  |  |
| **Personal expression and knowledge acquisition** |
|  | Create original works as a means of personal or group expression. |  |  |
|  | Transfer current knowledge to learning of new technologies Apply existing knowledge to generate new ideas, products, or processes |  |  |

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| **Time Management** |
| 2.2 Prioritize, allocate time, prepare and follow schedules to complete a project |  |  |  |
| 2.3 apply appropriate time to task |  |  |  |
| 2.4 Use physical resources wisely to accomplish a goal |  |  |  |
| 3.1 demonstrate active leadership skills by participation in group activities and projects | Contribute to project teams to produce original works or solve problems | Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies. |  |
| **Leadership Skills** |
| 3.2 Demonstrate positive personal and work ethics. |  | Relate the importance of workplace expectations to career development. |  |
| 3.3 Demonstrate skills to be a productive citizen. |  |  |  |
| 3.4 Apply self-esteem building practices |  |  |  |
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| **Critical Thinking** |
|  | Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |  |  |

**National Business Education Association Standards:**

I. Personal Decision Making
Achievement Standard: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

II. Earning and Reporting Income
Achievement Standard: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

III. Managing Finances and Budgeting
Achievement Standard: Develop and evaluate a spending/savings plan.

IV. Saving and Investing
Achievement Standard: Evaluate savings and investment options to meet short- and long-term goals.

V. Buying Goods and Services
Achievement Standard: Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

VI. Banking and Financial Institutions
Achievement Standard: Evaluate services provided by financial deposit institutions to transfer funds.

VII. Using Credit
Achievement Standard: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

VIII. Protecting Against Risk
Achievement Standard: Analyze choices available to consumers for protection against risk and financial loss.

I. Foundations of Communication
Achievement Standard: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

II. Societal Communication
Achievement Standard: Apply basic social communication skills in personal and professional situations.

III. Workplace Communication
Achievement Standard: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.

IV. Technological Communication
Achievement Standard: Use technology to enhance the effectiveness of communication.

**Common Core – Speaking and Listening:**

**Comprehension and Collaboration:**

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

grades 9-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts

and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.d

Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue;

resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the

task.

SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions

and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Presentation of Knowledge and Ideas:**

SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,

alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,

reasoning, and evidence and to add interest.

SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Common Core Writing Standards:**

WHST.11-12.4

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

WHST.11-12.7

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8

8. Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of

ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9

9. Draw evidence from informational texts to support analysis, reflection, and research.

**Reading Standards:**

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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| **Approximate Date** | **Unit** | **Activities/Assessment** |
| 9/2-9/16  | Excel/Math Refresher | Excel TutorialMath WorksheetsMath/Excel Tests |
| 9/17-10/8 | Passive Income | Investment Terms Online Activities/GamesQuizzes/TestGuest Speaker or Field Trip |
| 10/9-11/7 | Keeping Track of Your Money | Dave Ramsey Video and workbookChecking Account ManagementRelated TermsField TripOnline Activities Quizzes/Tests |
| 11/10-12/8 | Planning for Your Future | FAFSA CompletionOnline ActivitiesScholarshipsGuest SpeakerQuizzes/Tests |
| 12/9-1/9 | Getting a Job | Complete W-4Benefits WebquestPaycheck calculationsQuizzes/Tests |