
ANNOTATED BIBLIOGRAPHY WITH SELECTED CURRICULUM MATERIALS INCLUDING AVAILABILITY

I. DONNELLY, M.Q. (2004). ON YOUR OWN: A PERSONAL BUDGETING SIMULATION. MASON, OH: THOMSON-SOUTHWESTERN. ([HTTP://WWW.SWEP.COM](http://www.swep.com))

This simulation tells the story of Mark Smith, an average Joe who is told by his parents that he has to make it on his own. First, he checked what he did have (a high school diploma, a job that paid minimum wage, and a good friend). The simulation tells of his problems and how he solved them, while in the meantime teaching students how to avoid some of the pitfalls he faced. The system includes a student workbook with all instructions and source documents, a personal Financial Management Record Booklet showing different budget categories, a personal budgeting simulation checkbook for practice, and all necessary file tabs (folders not included).

Chapter One: Setting up a File.

Topics include: Filing systems and the importance of organization, how to set up an effective filing system, how to use the simulation, how to know where and when to file, how to set up annual files.

Chapter Two: Opening a Checking Account.

Topics include: How to compare banking services, how to open a checking account, how to keep accurate records, how to write a check, how to deposit money into a checking account, how to endorse a check, how to interpret and reconcile a bank statement.

Chapter Three: Setting Up a Budget.

Topics include: How to determine budget goals, how to determine net worth, how to determine total monthly income, how to determine monthly expenditures, how to prepare a budget, how to make budget decisions, how to make a budget work, how to record income and expenditures, how to form budget categories, how to prepare a yearly budget, how to improve your budget skills.

Chapter Four: Opening a Savings Account and Comparing Bank Services.

Topics include: How to figure simple interest, how to calculate compound interest, how to compare savings accounts, how to use electronic banking, how to use other banking services.

Chapter Five: Applying for Credit.

Topics include: How to establish creditworthiness, how to establish a good credit rating, how to understand consumer credit laws, how to apply for a credit card, how to buy on an installment plan, how to obtain a loan, how to use credit wisely.

Chapter Six: Preparing Income Tax Records and Beginning a Job Search.

Topics include: How to file income tax forms, how to determine your career values, interests, and abilities, how to learn about careers and locate job openings, how to apply knowledge from part-time jobs and skills-training classes, how to apply for a job, how to prepare for a job interview.

Chapter Seven: Looking for Housing.

Topics include: How to prepare for independent living, how to look for an apartment, how to interpret a lease, how to buy a home.

Chapter Eight: Looking at Insurance: Health and Life.

Topics include: How to evaluate health insurance policies, how to distinguish among different types of health plans, how to evaluate differences among life insurance policies, how to benefit from social security, how to apply for a social security number and statement.

Chapter Nine: Looking at Insurance: Auto and Home.

Topics include: How to interpret risk factors in auto insurance policies, how to determine the amount of auto protection needed, how to keep auto insurance premiums to a minimum for adequate coverage, how to interpret no-fault insurance laws, what to do if you have an auto accident, how to interpret home and property insurance policies.

Chapter Ten: Looking at Transportation Options.

Topics include: How to estimate costs of owning and operating a car, how to shop for a new car, how to shop for a used car.

Chapter Eleven: Checking Out the Rights and Responsibilities of the Consumer.

Topics include: How to determine your rights as a consumer, how to use consumer print and online publications, how to handle complaints as a consumer, how to interpret legal agreements as a consumer.

II. FEDERAL DEPOSIT INSURANCE CORPORATION. (2002). *MONEY SMART: AN ADULT EDUCATION PROGRAM BUILDING: KNOWLEDGE, SECURITY, CONFIDENCE.* WASHINGTON, DC: FDIC. ([HTTP://WWW.FDIC.GOV/CONSUMERS/CONSUMER/MONEYSMART/INDEX.HTML](http://www.fdic.gov/consumers/consumer/moneysmart/index.html))

The Federal Deposit Insurance Corporation (FDIC) created the *Money Smart* curriculum to help adults outside the financial mainstream enhance their money skills and create positive banking relationships. In each curriculum package, teachers receive the ten *Money Smart* training modules, each of which includes an instructor guide, overheads to make, a sample promotional flyer to announce classes, and a take-home guide for class participants. Each module contains detailed instructions and explicit steps to complete the lesson. On average, each unit contains a script for one 60-minute class period.

Unit One: Bank On It!

By the end of this course, participants will be able to build a relationship with a financial institution. To achieve this objective, participants will be able to:

- Recognize the major types of insured financial institutions
- Recognize basic banking terms
- Recognize differences between banks and check-cashing services
- Identify bank employees and their jobs
- Identify the types of accounts
- Describe banking services

Unit Two: Borrowing Basics

By the end of this course, participants will be able to decide when and how to use credit. To achieve this objective, participants will be able to:

- Explain the value of credit
- Describe different types of loans

Unit Three: Check it Out!

By the end of this course, participants will be able to open and keep a checking account. To achieve this objective, participants will be able to:

- Identify benefits of using a bank versus using a check-cashing service
- Identify types of checking account fees
- Compare types of checking accounts

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- Open a checking account
 - Write checks
 - Use ATM and debit cards
 - Keep records for a checking account
 - Reconcile a checking account

Unit Four: Money Matters

By the end of this course, participants will be able to prepare a personal budget. To achieve this objective, the participants will be able to:

- Describe the concept of budgeting
- Recognize the benefits of budgeting
- Use a budgeting tool

Unit Five: Pay Yourself First

By the end of this course, participants will be able to recognize the importance of saving money. To achieve this objective, the participants will be able to:

- Identify ways to save money
- Describe how money can grow when you save
- Tell the difference between types of savings and investment accounts

Unit Six: Keep it Safe

By the end of this course, participants will be familiar with their rights as banking consumers. To achieve this terminal objective, the participants will be able to:

- Identify the laws that protect their rights as banking consumers
- Identify ways to avoid scams
- Identify ways to protect their identity
- Resolve complaints regarding their bank accounts

Unit Seven: To Your Credit

By the end of this course, participants will be familiar with the importance of a credit history. To achieve this objective, the participants will be able to:

- Identify a credit report and how it is used
- Order a credit report
- Read a credit report
- Identify ways to start repairing credit
- Recognize credit repair scams
- Identify available resources

Unit Eight: Charge it Right

By the end of this course, participants will be able to describe the costs and benefits of using a credit card. To achieve this objective, participants will be able to:

- Identify characteristics of credit cards
- Describe the costs of using a credit card
- Recognize potential problems with credit card use

Unit Nine: Loan to Own

By the end of this course, participants will become familiar with the characteristics of consumer installment loans. To achieve this objective, participants will be able to:

- Describe the different types of consumer installment loans
- Determine the right consumer installment loan for their needs

Unit Ten: Your Own Home

By the end of this course, participants will be familiar with the process for getting homeownership financing. To achieve this objective, the participants will be able to:

- Describe the benefits and pitfalls of renting versus owning a home
- Ask questions to determine readiness to buy a home
- Identify different mortgage programs
- Recognize basic terms used in a mortgage transaction

III. NATIONAL COUNCIL FOR ECONOMIC EDUCATION. (2001). *FINANCIAL FITNESS FOR LIFE: GRADES 9-12*. NEW YORK, NY: NCEE. ([HTTP://WWW.NCEE.NET](http://www.ncee.net))

The *Financial Fitness for Life* Curriculum consists of materials that assist students from kindergarten to grade 12 in making better decisions for earning income, spending, saving, borrowing, investing, and managing their money. The materials at the four levels (grades K-2, 3-5, 6-8, and 9-12) focus on a fitness theme.

Developing financial fitness is like developing physical fitness. Both require a knowledge base and application. The headings for the different parts of each lesson include *Equipment* (materials needed), *Warm-up* (introduction to lesson), *Workout* (body of lesson), and *Cool Down* (summary and review). The materials emphasize that some basic principles should be used consistently in order to maintain financial fitness, such as the importance of determining the cost of each choice and the realization that there is no free lunch.

Besides the fitness focus, some other features are common to all of the levels. They include:

1. Each set of materials is based on national standards.
2. All materials employ economics as a way to help young people make better decisions.
3. Active learning.

Lesson One: How to Really Be a Millionaire. (p. 2)

This lesson is designed to get students interested in personal finance. The lesson uses a game activity to teach that achieving personal wealth involves planning and making sound choices, such as getting a good education, spending wisely, saving early and often, and taking prudent risks.

Lesson Four: Job Application Process. (p. 18)

Getting a job is fundamental to achieving economic success. This lesson provides an overview of steps for finding job openings, writing a letter of application, preparing a resume, completing an application, and participating in an interview.

Lesson Five: Making Your Own Job. (p. 22)

Not everyone works for someone else. Some people make jobs for themselves. This lesson focuses on the characteristics of entrepreneurs, compares some of the advantages and disadvantages of becoming an entrepreneur, and examines some of the potential areas of success for small business operations.

Lesson Six: Why Some Jobs Pay More. (p. 28)

Why do some people earn more income than others? This lesson explains what income is and focuses on how investments in human capital can contribute to increased income. The lesson culminates with an activity linking levels of education to the fastest-growing occupations.

Lesson Seven: Uncle Sam Takes a Bite. (p. 33)

Young people are sometimes surprised to learn that the pay they earn is not the same as the pay they take home. This lesson introduces students to the concept of gross and net pay. It teaches them how to compute simple deductions, using tax tables, and to determine the take-home pay for two employees.

Lesson Eight: What's the Cost of Spending and Saving? (p. 39)

This lesson examines the benefit and opportunity cost of spending and saving. Students use a chart to learn how compound interest makes savings grow. Because of compounding, the benefit of early saving and investing when you are young increases in greater proportion than the opportunity cost.

Lesson Nine: There is No Free Lunch in Investing. (p. 46)

Risk is inherent in all investments. The key is to develop a risk-reward ratio with which you are comfortable. In this lesson, students learn about five types of risk and then compare the risks and rewards of several of the most frequently used investment vehicles. The lesson provides an overview of the investment world.

Lesson Ten: Investment Bingo. (p. 52)

Knowledgeable investing involves choosing among many alternatives. A first step is to learn the language of investing and to understand at least some of the basic investment alternatives. Investment Bingo is a vocabulary-building contest involving investment terms. By playing bingo, the students learn the definitions of twenty-four key investment terms studied in the previous two lessons.

Lesson Eleven: What is Credit? (p. 60)

Credit decisions are among the most important choices that young people will make. This lesson provides an overview of what credit is and some of the advantages and disadvantages of using credit. Students examine various types of loans including home mortgages, car loans, personal loans, and credit card loans.

Lesson Twelve: Making Credit Choices. (p. 64)

Individuals face many credit choices. Students in this lesson act as financial advisors providing advice on when it may or may not be appropriate to use different forms of credit.

Lesson Thirteen: Applying for Credit. (p. 68)

This lesson explains what a credit report is and how to read one. The students play the role of loan officers and review excerpts from the credit reports of loan applicants. They evaluate each applicant's credit history and use the information to determine whether to grant the loan request.

Lesson Fourteen: All About Interest. (p. 72)

In order to compare the cost of different loans, students must understand finance charges and interest rates. In this lesson, the students learn how to compute finance charges, how to differentiate between add-on and annual percentage rates, and how the annual percentage rate and loan repayment period affect the cost of a loan.

Lesson Fifteen: Shopping for a Credit Card. (p. 76)

Many students believe that all credit cards are created equal. The first part of this lesson emphasizes that credit cards differ from one another in terms of annual fees, annual percentage rates, grace periods, and credit limits. In the second part of the lesson, students learn to read a credit card statement so they can see the real cost of charging goods and services.

Lesson Sixteen: Shopping for a Mortgage. (p. 80)

In this lesson, students use a computer loan calculator to determine the cost of a loan. This technique is particularly important for mortgage calculations. There are many loan calculators on the Internet, and many software packages, such as Quicken, also contain loan calculators.

Lesson Seventeen: Shopping for an Auto Loan. (p. 83)

In this lesson, students learn necessary skills to shop for credit by filling out a credit comparison chart for a hypothetical loan. Then, using the same techniques, they shop online for a loan. Finally, students compare the cost of the same loan at local lending institutions.

Lesson Eighteen: Credit Reporting.

This lesson provides an overview of consumer credit protection. It stresses the federal laws designed to protect credit consumers from lenders' mistakes. These include the *Truth in Lending Act*, *Fair Credit Reporting Act*, *Equal Credit Opportunity Act*, *Fair Credit Billing Act*, *Fair Debt Collection Practices Act*, and, most recently, the *Electronic Fund Transfer Act*.

Lesson Nineteen: Scams and Schemes. (p. 93)

This lesson introduces scams and schemes, such as identity theft, loan scams, and credit repair loans. The lesson also features legal but high-cost credit practices prevalent in urban areas such as payday loans and rent-to-own plans.

Lesson Twenty: Managing Your Money. (p. 98)

This lesson introduces some of the basics of money management. By means of a radio call-in show script, students learn about setting up a family budget and distinguishing between income and net worth. To practice making budgeting decisions, the students make spending recommendations for a young family.

Lesson Twenty-One: Banking Basics. (p. 102)

This lesson provides an overview of four types of financial institutions. It invites the students to investigate services available from financial institutions in their own community. As an example of a common financial service, the lesson stresses the basics of using a checking account.

Lesson Twenty-Two: Managing Risk: Insurance. (p. 106)

As people begin to acquire assets and an income, they begin to think about how to protect what they have from loss. Toward this end, many people buy insurance. This lesson tells how insurance works and provides an overview of the different types of insurance. Students participate in a simulation that allows them to practice their understanding of the costs and benefits associated with purchasing insurance.

IV. NATIONAL COUNCIL FOR ECONOMIC EDUCATION. (2001). *FOCUS: HIGH SCHOOL ECONOMICS, 2ND EDITION.* NEW YORK, NY: NCEE. ([HTTP://WWW.NCEE.NET](http://www.ncee.net))

This volume can help students and teachers in the high school economics course. The help comes not only by focusing on key content but also by providing active teaching strategies that make the class more memorable, and more fun for both students and teachers.

Lesson One: Opportunity Cost and Choice.

This lesson provides examples of individual and group decision-making involving specific considerations of opportunity costs and trade-offs. Students make choices concerning the last school dance for seniors and a class project. They plan a monthly budget and then adjust that budget because of unexpected expenses.

Lesson Nine: Learn More, Earn More. (p. 97)

Working in small groups, students analyze data and generalize about the relationship between the level of workers' education and their annual incomes. Students then randomly draw occupations and representative income levels, and establish a monthly budget to see in much greater detail the relationship between a person's education and standard of living.

Lesson Seventeen: Saving, Investing, and the Invisible Hand. (p. 193)

Students learn the distinctions between saving and investment, and between primary and secondary markets for financial securities. They apply their understanding in a brief activity. Then they study how financial institutions channel household savings to business investments. The financial institutions discussed in this lesson include the stock market, the bond market, banks, and other saving and lending institutions.

V. NATIONAL COUNCIL FOR ECONOMIC EDUCATION. (2001). *LEARNING FROM THE MARKET: INTEGRATING THE STOCK MARKET GAME ACROSS THE CURRICULUM.* NEW YORK, NY: NCEE. ([HTTP://WWW.NCEE.NET](http://www.ncee.net))

The Stock Market Game is a highly successful national program that engages young people in the study of securities markets. Teachers often use the spark of interest it generates as the vehicle for introducing students to the basics of how our market economy operates. This curriculum guide is designed to help teachers connect *The Stock Market Game* and the school curriculum. *Learning from the Market* introduces young people to the fundamentals of how a market economy operates.

Lesson One: Why Study the Stock Market? (p. 1)

This lesson is designed to spark student interest in the stock market and help the teacher learn what students already know or believe about the stock market. People who buy stocks do so hoping that the stocks will increase in value, thus making their savings grow. All investment decisions involve some risk, however, and people buying stock must also consider that their stock might not increase in value.

Lesson Three: What is a Stock? Or, Who Owns McDonald's? (p. 17)

Private ownership is fundamental to the operation of a market economy. This lesson introduces the idea that individuals can become owners of a business by purchasing stock. The owners of the business bear that risk. If the business succeeds, the owners benefit.

Lesson Seven: How to Read the Stock Tables. (p. 62)

In this lesson, students learn how to find and read the stock tables in the financial pages of the newspaper. The stock listings used in this lesson are from *The Wall Street Journal*. Students learn that a stock price defines the terms of trade between a buyer and a seller.

Lesson Eight: How do you Make or Lose Money in the Stock Market? (p. 71)

Students calculate the gains and losses earned by buyers of stocks. Students learn that buyers of stock may gain or lose through stock market transactions. Buyers of stock recognize that there is a risk – a chance of losing money.

Lesson Ten: Are Stock Markets only for the Wealthy? (p. 105)

In this lesson, the students learn about widespread participation in the securities markets. They graph data about the characteristics of the people who place their savings in the securities markets.

Lesson Eleven: Getting Rich is Child's Play – The News About Compound Interest. (p. 113)

Students use mathematics and construct a spreadsheet to learn how compounding and time of investment are related to the accumulation of wealth. Students learn that interest/return compounds the growth of savings/investments, but the choice to invest has an opportunity cost because it requires the investor to give up something else. Compounding provides an incentive to early investing as the returns (the benefits) increase in greater proportion than the costs.

Lesson Thirteen: Some Risks are Greater than Others. (p. 137)

Many people equate purchasing stocks with gambling in a lottery or taking a chance in a card game. In stock purchase decisions, individuals can help determine the outcomes by planning, education, hard work, and good judgment. These efforts reduce the influence of random chance.

Lesson Fourteen: How to Choose a Stock. (p. 145)

In this lesson, students match stock selections to stock purchasing strategies; they gain experience in finding the company that produces a particular product and in identifying the parent company of a particular business.

Lesson Fifteen: Building a Stock Portfolio. (p. 161)

Students will learn about the advantages of diversification in a stock portfolio.

Lesson Sixteen: Playing Along with the Averages. (p. 175)

The stock market averages are reported every day by the media to show how the markets performed. This lesson will describe those market averages and explain why the performance of a particular stock may not conform to changes in the market average. Market averages do not provide a good guideline for predicting the performance of any given stock.

Lesson Nineteen: How do Saving and Investment Affect Economic Growth? (p. 210)

In this lesson, students learn about the relationship between saving, investing, and economic growth. Serving in the role of members of a worldwide investment firm, they predict which nations are likely to have the most prosperous economy. They study factors related to economic growth including investing in human and physical capital and openness to trade. Finally, they rate the risks associated with investment in several nations. They also learn that protection of private property, low tax levels, and international trade also encourage economic growth.

VI. NATIONAL ENDOWMENT FOR FINANCIAL EDUCATION. (2001). *NEFE HIGH SCHOOL FINANCIAL PLANNING PROGRAM.* GREENWOOD VILLAGE, CO: NEFE. ([HTTP://WWW.NEFE.ORG](http://www.nefe.org))

The NEFE High School Financial Planning Program (HSFPP) has been developed to alert, inform, and educate high school students about sound money management skills and the financial planning process.

Unit One, Lesson One: Setting Financial Goals. (pp. 15 – 20)

Unit One, Lesson Two: Effective Decision Making. (pp. 21 – 27)

Unit One, Lesson Three: Financial Planning Process. (pp. 28 – 32)

Unit Two, Lesson One: Successful Careers. (pp. 69 – 83)

Unit Two, Lesson Two: Education and Training Pays. (pp. 85 – 94)

Unit Three, Lesson One: Budgeting. (pp. 149 – 164)

Unit Three, Lesson Two: Consumer Spending. (pp. 165 – 172)

Unit Four, Lesson One: Time Value of Money. (pp. 213 –

VII. WISCONSIN DEPARTMENT OF FINANCIAL INSTITUTIONS. (1998). *BASICS OF SAVING AND INVESTING: A TEACHING GUIDE*. MADISON, WI: WDFI. ([HTTP://WWW.WDFI.ORG](http://www.wdfi.org))

Basics of Saving and Investing: A Teaching Guide is a project of Financial Literacy 2001, a national financial education effort co-sponsored by the Investor Protection Trust, the National Association of Securities Dealers, Inc., the North American Securities Administrators Association and the Wisconsin Department of Financial Institutions. The National Institute for Consumer Education joined with these groups to create this curriculum guide for high school-level instruction in the principles of personal finance and investing.

Basics of Saving and Investing: A Teaching Guide contains learning objectives that focus on:

- How to design a personal financial plan
- How financial markets work
- How to select among various savings and investment options
- How to find and use investment information
- How to recognize and victim-proof yourself against investment fraud

Each unit lists objectives, pre- and post-test exercises, basic information for the teacher, discussion questions, worksheets, extended learning activities, overheads, and evaluations, as well as selected resources for further information.

Unit One: Financial Decisions. (pp. 1.1 – 1.22)

You can successfully manage your money if you have the know-how and the will to set aside some of today's income for the things you will want and need in the future. This unit will focus on basic financial planning principles to be considered by Wisconsinites prior to investing.

Unit Two: How Financial Markets Work. (p. 2.8 – 2.11)

A financial market is a place where firms and individuals enter into contracts to sell or buy a specific product such as a stock, bond or futures contract. Personal benefit, sometimes called economic self-interest, motivates many Wisconsinites to invest in stocks and bonds. People invest because they believe that it is possible to gain more from investments than from a basic bank savings program.

Unit Three: Investment Choices. (p. 3.1 – 3.33)

Most people have to work for their money. And once they have earned it, they have an important choice to make:

- Spend it all, or
- Set aside some money so it can work for them.

Whether your income is small or large, setting aside some of it for investments requires self-discipline. You decide to postpone buying certain things you'd like to have now in order to enjoy the longer-term benefits of having your money work for you through savings and investment.

Unit Four: Investment Information. (p. 4.1 – 4.20)

Both before and after you make an investment you should gather and use information. You will want to know such things as earnings history, risk factors, quality of management and potential for future growth and income in order to select appropriate investments. After you buy, you will want to track the investment's market price and earnings compared with other investment options.

Unit Five: Investment Fraud. (p. 5.1 – 5.44)

Americans lose billions of dollars every year to fraudulent investment schemes that promise a no-risk way to increase their money in a hurry. Rip-off artists appeal to greed. Swindlers also exploit fear, the concern about whether or not you will have enough money to meet future living expenses and medical needs.

VIII. WISCONSIN DEPARTMENT OF FINANCIAL INSTITUTIONS. (2001). *PERSONAL FINANCE FOR THE ECONOMICS CLASSROOM*. MADISON, WI: WDFI. ([HTTP://WWW.WDFI.ORG](http://www.wdfi.org))

Personal Finance for the Economics Classroom: A Teaching Guide for Economics Instructors is a project of Financial Literacy 2010, a national nonprofit financial education effort co-sponsored by the Investor Protection Trust, NASD Regulation, Inc., the North American Securities Administrators Association and the Wisconsin Department of Financial Institutions.

The guide, divided into five self-contained units, focuses on the following learning objectives:

- Understanding the financial markets
- Making financial decisions
- Selecting among the various saving and investing options
- Recognizing and victim-proofing yourself against investment fraud
- Developing a comprehensive personal financial plan

Unit One, Lesson Two: Free Enterprise and Entrepreneurship. (p. 1:10)

Students will identify companies that do business in their community and determine which of these are public companies.

Unit One, Lesson Three: What Makes Stock Prices Rise and Fall? (p. 1:14)

Students will identify how current events affect market conditions and stock prices.

Unit One, Lesson Four: The Role of Government in Securities Regulation. (p. 1:19)

Students will research several regulatory organizations to learn about the role each plays in securities regulation.

Unit Two, Lesson One: Financial Decision-Making for Students. (p. 2:4)

Important decisions facing high school students involve education and career choices, credit management, spending patterns, and saving and investing options for future goals. Decision making is an important aspect of financial management.

Unit Two, Lesson Two: Time Value of Money: Saving and Investing. (p. 2:15)

Students will explore the time value of money, discuss the power of compounding, and locate and use an Internet financial calculator.

Unit Two, Lesson Three: Trade-Offs. (p. 2:22)

One of the most difficult financial lessons for a young person to learn is that immediate gratification is not always the best thing. Planning for future goals can be rewarding. Students will determine the cost of a college education, identify financial resources available to reduce or defer the cost of college, and distinguish between reputable and fraudulent scholarship offers.

Unit Two, Lesson Four: Smart Decisions about Credit. (p. 2:27)

Managing credit wisely is among the most important lessons for anyone to learn. Students will compare credit card offers and terms and identify costs of using credit.

Unit Three, Lesson One: Savings and Investment Products. (p. 3:5)

In Unit Three, students will be making a “Savings and Investment Portfolio” and should save each of their worksheets. Once consumers have earned money, they have an important choice to make: spend it all or set some aside so it can be put to work. Students will discuss characteristics of saving and investment products and analyze several savings products from various financial institutions.

Unit Three, Lesson Two: Pyramid of Investment Risk. (p. 3:13)

Each saving or investing product has its own set of advantages and disadvantages. Students will use the “Pyramid of Investment Risk” worksheet to make saving and investing recommendations for several different case studies.

Unit Three, Lesson Three: The Prospectus: Doing Your Mutual Fund Homework. (p. 3:22)

The prospectus is the primary information source for a mutual fund. It is the single most complete document investors have for their decision making about a specific fund. The prospectus tells about the fund’s investment objective, investment policies and risk profile, the fees it charges, who manages the fund, its historical investment performance, and other important matters. Students will identify important information on a specific mutual fund from the fund prospectus and use prospectus information to evaluate the mutual fund.

Unit Three, Lesson Four: Deciphering the Stock Tables. (p. 3:29)

Millions of shares are traded every day on the NASDAQ, New York Stock Exchange, and other exchanges in the United States. Students will read and interpret a mutual fund and stock quote from The Wall Street Journal and investigate sources of investment information on the Web and in print.

Unit Four, Lesson One: How Investment Scams Work. (p. 4:4)

Fraud is the art of deceiving a victim by misrepresenting the truth. It involves pure risk with no return. They appeal to the greed of some victims and the fears of others - fears such as the inability to accumulate enough money to meet catastrophic medical bills, send children to college, or fund retirement. The best form of protection is to understand how to spot and avoid the various types of investment fraud. Students will discuss common types of investment fraud and recognize hallmarks or indicators of investment schemes.

Unit Five, Lesson One: Financial Planning Phase I: Financial Goals. (p. 5:4)

Students must know what they want so they can make a plan to meet their goals. Students will create a set of personal financial goals, ranked in order of importance.

Unit Five, Lesson Two: Financial Planning Phase 2: Net Worth. (p. 5:9)

Once students begin earning money, they should prepare a net worth statement and modify it annually. A net worth statement, sometimes called a balance sheet, is a comparison of what they own and what they owe at a specific time. It is like a snapshot of an individual or household’s financial condition at a certain point in time.

Unit Five, Lesson Three: Financial Planning Phase 3: Income and Expense. (p. 5:12)

An income and expense statement, sometimes called a cash flow statement, lists and categorizes the money an individual receives and spends. It is a financial planning tool that helps students determine certain aspects of their financial picture.

Unit Five, Lesson Four: Financial Planning Phase 4: Implement and Modify the Plan. (p. 5:19)

The final phase in developing a personal financial plan is to implement and modify the plan. This includes several steps. First, review your personal debt situation. Second, allocate savings to reach goals. Third, implement the plan, and finally, review and modify the plan.

Unit Five, Lesson Five: Employer Sponsored Retirement Plans. (p. 5:25)

Employer-sponsored retirement plans are saving/investment plans approved by the Internal Revenue Service (IRS) that allow employees to place funds in a tax-sheltered account for the purpose of funding all or part of their retirement. Students will analyze a young investor’s plan for dividing savings among stocks, bonds, and cash reserves in an employer-sponsored retirement saving/investing plan.

SELECTED CURRICULUM MATERIALS

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On Your Own: A Personal Budgeting Simulation
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Managing Your Personal Finances
Mason, OH: South-Western/Thomson Learning, Inc.

SELECTED BOOKS FOR STUDENTS

Chilton, D. (1996).

The Wealthy Barber: Everyone's Common Sense Guide to Becoming Financially Independent

Sacramento, CA: Prima Publishing

Classon, G. (1959).

The Richest Man in Babylon

New York, NY: Penguin Publishing Group

Morris, K.M., and Morris, V.B. (2000).

The Wall Street Journal Guide to Understanding Personal Finance

New York, NY: Lightbulb Press, Inc., and Dow Jones & Co., Inc.

SELECTED WEBSITES

CREDIT AND DEBT

Credit and Debt Management: <http://personalcredit.miningco.com>

Financial Planning: <http://financialplan.about.com>

Motley Fool: <http://www.fool.com>

PERIODICALS

Barron's: <http://www.barrons.com>

Better Investing: <http://www.better-investing.org>

Business Week: <http://www.businessweek.com>

Forbes: <http://www.forbes.com>

Money Magazine: <http://www.money.com>

Smart Money Magazine: <http://www.smartmoney.com>

Wall Street Journal: <http://www.wsj.com>

CREDIT BUREAUS

Equifax: <http://www.equifax.com>

Experian: <http://www.experian.com>

TransUnion: <http://www.transunion.com>

WISCONSIN ASSISTANCE

Economics Wisconsin (formerly Wisconsin Council on Economic Education):

<http://www.uwsp.edu/business/economicswisconsin>

Wisconsin Department of Financial Institutions: <http://www.wdfi.org>

Wisconsin Stock Market Simulation: <http://www.wisconsinsms.com>

Wisconsin Junior Achievement: <http://www.wisconsin.ja.org>

SELECTED WEBSITES CONTINUED

STOCK EXCHANGES

American Stock Exchange: <http://www.amex.com>

NASDAQ: <http://www.nasdaq.com>

New York Stock Exchange: <http://www.nyse.com>

NATIONAL CLEARINGHOUSES

EduStock: <http://www.hyperion.advanced.org/3088/>

Financial Literacy 2010: <http://www.fl2010.org>

Foundation for Teaching Economics: <http://www.fte.org>

Jump\$tart Coalition: <http://www.jumpstartcoalition.org>

National Council on Economic Education: <http://www.ncee.net>

National Endowment for Financial Education: <http://www.nefe.org>

National Institute for Consumer Education: <http://www.nice.emich.edu>

STUDENT ASSISTANCE SITES

The Mint: <http://www.themint.org>

NTRB Online: <http://www.ntrbonline.org>

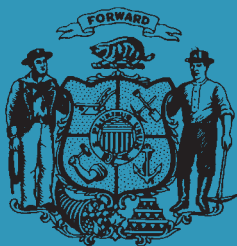
FEDERAL GOVERNMENT

Federal Reserve: <http://www.bog.frb.fed.us/consumers.htm>

Federal Trade Commission: <http://www.ftc.gov/ftc/consumer.htm>

Library of Congress: <http://www.loc.memory.gov>

FORWARD



WWW.WDFI.ORG/YMM

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