


## Economics Curriculum Bundle #6

Title		Suggested Dates
Personal Financial Literacy		Semester 1 – December 7 – 18, 2009 (10 days) Semester 2 – May 10 – June 2, 2010 (17 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>Our individual economic choices affect the local, national, and global economy.</li> <li>Personal financial decisions that you make will affect your standard of living.</li> </ul>	<ul style="list-style-type: none"> <li>How do your choices affect local, national, and the global economy?</li> <li>How do personal financial decisions affect your standard of living?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p><b>Resource for all Economics TEKS:</b> The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online <a href="http://www.econedlink.org/standards/">http://www.econedlink.org/standards/</a></p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Standard” then “Texas.” Lessons will be displayed by individual TEKS.</p> <p>Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas to make that request.</p>		
<p><b>ECO.1 Citizenship. The student understands the rights and responsibilities of consumers in the U.S. free enterprise system. The student is expected to:</b></p> <p>ECO.1A analyze the economic rights and responsibilities of individuals as consumers; and</p>	<ul style="list-style-type: none"> <li>Obtain information about the product purchased</li> <li>Rational expectations – choosing the best quality product that is least expensive</li> </ul>	
<p><b>ECO.1 Citizenship. The student understands the rights and responsibilities of consumers in the U.S. free enterprise system. The student is expected to:</b></p> <p>ECO.1B analyze the consequences of an economic decision made by an individual consumer.</p>	<ul style="list-style-type: none"> <li>Opportunity Cost – the value of the next best alternative choice that the consumer did not take</li> <li>Marginal utility</li> <li>Caveat emptor</li> </ul>	

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<p><b>ECO.8 Economics. The student understands the role of financial institutions in saving, investing, and borrowing. The student is expected to:</b></p> <p>ECO.8A explain the functions of financial institutions and how the role of financial institutions has changed over time; and</p>	<ul style="list-style-type: none"> <li>• Holds deposits or savings</li> <li>• Redistributes holdings as loans or payments</li> <li>• FDIC</li> </ul>	<p>PISD Personal Financial Literacy Unit can be found in the Resources folder.</p> <p>National Council of Economic Education website: <a href="http://www.ncee.net/">http://www.ncee.net/</a></p> <p>Texas Council of Economic Education website: <a href="http://www.economicstexas.org/">http://www.economicstexas.org/</a></p> <p>Virtual Economics CD (in each school's library)</p> <p>There are numerous programs that have been developed to teach this unit. Some suggested programs: NEFE High School Financial Planning Program <a href="http://hsfpp.nefe.org">hsfpp.nefe.org</a> Federal Reserve Bank of Dallas: Building Wealth The Texas Family Guide to Personal Money Management by the Texas State Securities Board</p>			
<p><b>ECO.8 Economics. The student understands the role of financial institutions in saving, investing, and borrowing. The student is expected to:</b></p> <p>ECO.8B analyze how financial institutions affect households and businesses.</p>	<ul style="list-style-type: none"> <li>• Borrow money in a form of a loan</li> <li>• Set up household and businesses accounts for saving and demand deposits</li> </ul>				
<p><b>ECO.11 Economics. The student understands the basic concepts of consumer economics. The student is expected to:</b></p> <p>ECO.11A analyze the factors involved in the process of acquiring consumer goods and services including credit, interest, and insurance</p>	<ul style="list-style-type: none"> <li>• Credit is the receiving of funds directly or indirectly to buy goods and services with the promise to pay for them in the future. A lender will look at several factors to determine a person's credit rating. Factors that affect credit rating are capacity to pay, character, collateral, and credit history.</li> <li>• Interest is the amount the borrower must pay to use someone else's money. The interest rate a consumer is charged is based on his/her credit rating. Real vs. nominal interest rates</li> <li>• Insurance is a service that a consumer purchases that will compensate the consumer in case of a loss. Some forms of insurance are mandatory; other insurances are optional.</li> </ul>				
<p><b>ECO.11 Economics. The student understands the basic concepts of consumer economics. The student is expected to:</b></p>	<p>The relationship between risk and return (reward) is an inverse relationship. The higher the investment risk, the greater the investment return.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><b>Investment</b></td> <td style="width: 33%;"><b>Risk</b></td> <td style="width: 33%;"><b>Reward</b></td> </tr> </table>	<b>Investment</b>	<b>Risk</b>	<b>Reward</b>	
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<p>ECO.11B compare different means by which savings can be invested and the risks and rewards each poses to the consumer; and</p>	<p style="text-align: center;"><b>Options</b></p>			
	regular savings	none	minimal	
	government bonds	minimal	low to small	
	mutual fund	low to moderate	moderate	
	common stock	moderate to high	moderate to high	
	junk bond	high	high	
<p><b>ECO.11 Economics. The student understands the basic concepts of consumer economics. The student is expected to:</b></p> <p>ECO.11C analyze the economic impact of investing in the stock and bond markets.</p>	<p>A stock is a certificate of ownership in a corporation. Dividends of common stock are based on the profit of the firm.</p> <p>A bond is a formal contract to repay borrowed money and interest on borrowed money at regular future intervals. Bond payments are paid before stock dividends are distributed Initial offerings of stocks and bonds are two ways businesses raise financial capital.</p>			
<p><b>Personal Financial Literacy topics addressed in House Resolution 15</b></p>				
<p>A.) understanding interest, avoiding and eliminating credit card debt</p>				
<p>B.) understanding the rights and responsibilities of renting or buying a home</p>				
<p>C.) managing money to make the transition from renting a home to home ownership</p>				
<p>D.) starting a small business</p>				
<p>E.) being a prudent investor in the stock market and using other investment options</p>	<ul style="list-style-type: none"> <li>• Compare the 3 different markets (NYSE, NASDAQ, AMEX)</li> <li>• Explain types of stocks</li> <li>• Read stock quotes from current newspaper</li> <li>• Explain savings accounts and bonds</li> </ul>			
<p>F.) beginning a savings program and planning for retirement</p>	<p>Including but not limited to IRA's (Roth, 403B, 401K)</p>			

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G.) bankruptcy	<p style="color: red;">Including but not limited to</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Different types of bankruptcy</li> <li>• Discuss consequences and benefits of bankruptcy</li> </ul>	
H.) the types of bank accounts available to consumers and the benefits of maintaining a bank account		
I.) balancing a check book		
J.) the types of loans available to consumers and becoming a low-risk borrower		
K.) understanding insurance		
L.) charitable giving		
<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p><b>ECO.23 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>ECO.23C create a product on a contemporary economic issue or topic using critical methods of inquiry;</p>	<p style="color: red;">Some suggestions:</p> <ul style="list-style-type: none"> <li>• Outsourcing</li> <li>• Unemployment</li> <li>• Inflation</li> <li>• International trade</li> <li>• Taxation</li> </ul>	<p>Go to PISD website, click Staff tab for the following resources. (Login information on the Intranet &gt; Technology &gt; Passwords)</p> <p>Encyclopedia Britannica            EBSCO Databases            netTrekker            Free Music Library  <a href="http://Maps101.com">http://Maps101.com</a>            UnitedStreaming.com            Search for various video topics.  <a href="http://www.teach-nology.com">www.teach-nology.com</a>            Great activities can be found in:            Teaching the Ethical Foundations of Economics (found in school library)</p>

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<p><b>ECO.23 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>ECO.23D explain a point of view on an economic issue;</p>	<p>Resource: <a href="http://www.economist.com/">http://www.economist.com/</a> The Economist magazine</p> <p>Some suggestions:</p> <ul style="list-style-type: none"> <li>• Outsourcing</li> <li>• Unemployment</li> <li>• Inflation</li> <li>• International trade</li> <li>• Taxation</li> </ul>	
<p><b>ECO.23 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>ECO.23E analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;</p>	<p>Some suggestions:</p> <ul style="list-style-type: none"> <li>• Use print and television advertisements in class</li> </ul>	<p>Go to PISD website, click Staff tab for the following resources. See your librarian for login information.</p> <p>Encyclopedia Britannica            EBSCO Databases            netTrekker            Free Music Library  <a href="http://Maps101.com">http://Maps101.com</a>  <a href="http://UnitedStreaming.com">UnitedStreaming.com</a>  <a href="http://www.teach-nology.com">www.teach-nology.com</a></p> <p>Great activities can be found in:            Teaching the Ethical Foundations of Economics (found in school library)</p>
<p><b>ECO.24 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>ECO.24A use social studies terminology correctly;</p>	<ul style="list-style-type: none"> <li>• when labeling graphs</li> <li>• assurance words</li> </ul>	
<p><b>ECO.24 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>ECO.24B use standard grammar, spelling, sentence structure, and punctuation;</p>		
<p><b>ECO.24 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>ECO.24C transfer information from one medium to another including written to visual and statistical to written or visual using computer software as</p>	<p>Some suggestions:</p> <ul style="list-style-type: none"> <li>• use computer lab to investigate stock market (game),</li> <li>• and to research economic data</li> </ul>	

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<p>appropriate; and</p>		
<p><b>ECO.24 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>ECO.24D create written, oral, and visual presentations of social studies information.</p>	<p><b>TEACHER NOTE:</b> Projects could include small business proposals, stock market projects, essays, power point presentations</p>	
<p><b>ECO.25 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p> <p>ECO.25A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p><b>Some suggestions:</b></p> <ul style="list-style-type: none"> <li>• stating a small business project, stock market game</li> </ul>	
<p><b>ECO.25 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p> <p>ECO.25B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p><b>Some suggestions:</b></p> <ul style="list-style-type: none"> <li>• stating a small business project, stock market game</li> </ul>	<p>Stock Market game websites</p> <p><a href="http://www.smgww.org/overview.html">www.smgww.org/overview.html</a></p> <p><a href="http://www.library.thinkquest.org/3088">www.library.thinkquest.org/3088</a></p> <p><a href="http://www.howthemarketworks.com">www.howthemarketworks.com</a></p>