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Curriculum Design

Managing Financial Resources

Sequencing Rationale

 *Managing Financial Resources* is a ten week or one quarter unit. This unit is based upon a combination of the “Concept Relations” and “Utilization” sequencing. Both these sequencing patterns intertwine because there is a “Logical Prerequisite” (i.e. earning an income), and there is an “Anticipated Frequency of Use” (e.g. managing a budget/banking skills). Together these patterns make up the sequencing for this 12th Grade CBI class.

 The first section, *Work and the Paycheck*, is the first logical step to take when teaching about managing financial resources. Students learn about the value and the need for work. Students also will discover that work provides the income by which one’s lifestyle and goals are based on.

 This unit allows students to see the correlation among goals, skills, education, and income. Next students will be exposed to how employees are paid and how a paycheck is calculated. The answer to the age old question, “Why does it seem that the harder I work, the smaller my paycheck becomes?” will be answered.

 The second section, *Banking*, is the next logical step toward managing one’s financial resources. Once a person is paid via a paycheck or direct deposit, how does one get their money? Since students are learning how to cash their paychecks, it seems logical to learn more about what other services banks or other financial institutions offer. Students will also learn about placing their money in both checking and savings accounts. In today’s digital world students will also learn about the use of debit cards, on-line banking, and the use of ATM’s.

Students will learn the skills of balancing a check and savings register. Finally students will be introduced to, “The Good, The Bad, and The Ugly” of having a credit card.

 The third section, *Budgets*, is the culminating activity of this unit. Students will develop an earning and spending plan (i.e. budget) utilizing the concepts taught from the previous two sections. This budget will reflect the either the actual needs or simulated needs of the students. The budget will also be a guide for fulfilling perceived future needs of the students.

 Students will not only create a budget, but they will also learn why one needs a budget and what factors are included in a budget. The students will learn how to “tweak” their budgets to reflect a change in income or expenses. Students will be introduced to some aspects of comparative shopping and the “costs” of credit.

 It should be noted credit was emphasized twice in this rationale because it is such a huge problem today. Students need to see how credit can help them, but at the same time be something to respect.