



Making Cents

FINANCIAL LITERACY & ECONOMIC EDUCATION FOR PENNSYLVANIA TEACHERS

March 20, 2014

Our Agenda

Topic	Speaker
Webinar Overview and Instructions	Hilary Hunt
Teaching about Giving	Cathy Bowen
Using Tablets to Enhance Financial Education	Sharon Baillie
Professional Update	Hilary Hunt
Q&A and Wrap Up	Hilary Hunt

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Webinar Overview

HILARY HUNT
MAKING CENTS PROJECT COORDINATOR

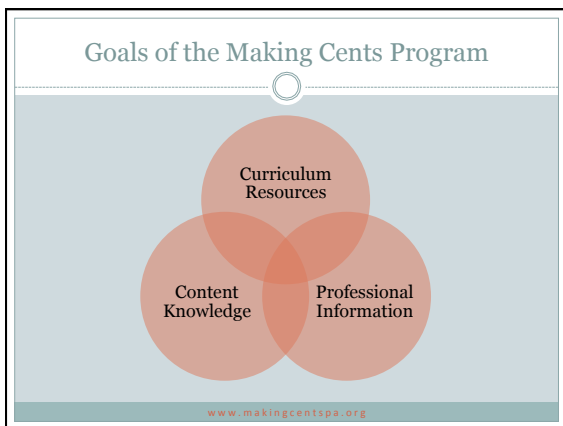


The Making Cents Webinars

- Partnership between the Pennsylvania Department of Education and Pennsylvania State University
- Part of a series of financial literacy and economic education initiatives



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Project Partners

- Sally Flaherty, Social Studies Advisor and Acting Division Chief, Pennsylvania Department of Education
- Dr. Cathy Bowen, Professor, Penn State University

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Professional Information

HILARY HUNT
MAKING CENTS PROJECT
COORDINATOR



Model K-12 Financial Education Curriculum

• Big Ideas

- Money Management
- Earning
- Borrowing Money
- Financial Services
- Risk Management and Insurance
- Saving and Investing

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Model K-12 Financial Education Curriculum

A Model Curriculum for Pennsylvania Financial Education Programs	
Long-Term Transfer Goals	
Students will be able to independently use their learning to:	
Make decisions related to managing personal financial resources, building earning capability, protecting assets, and adapting to unexpected events.	
Apply sound financial decision-making principles through the many stages of life.	
Exhibit mindful money management behaviors that benefit themselves and their families.	
Big Ideas	Essential Questions
Money Management: Money management includes setting goals and developing a plan for how to spend, save, and share financial resources.	How do financial goals vary across a person's lifetime? In what ways does money management impact reaching financial goals? What constitutes sound financial decision-making? How does organized record keeping impact finances? What factors impact a person's spending plan?
Earning: Earning capabilities over a lifetime are impacted by career choices, education, and job choices.	What impact does a person's earning potential have over a lifetime? How do people develop a career plan? What factors do people consider when choosing a job? How do people decide when to start/stop?
Borrowing Money: Borrowing money has costs and benefits.	What rights and responsibilities do people have when borrowing money? What costs do people's creditworthiness?
Financial Services: Financial institutions offer services for people to secure, invest, and transfer their money.	How do people choose and use financial services? In what ways do people safeguard their financial assets and information?
Risk Management and Insurance: Risk management strategies are used to protect against potential loss.	Why do people choose to buy their own? How do people protect themselves from financial loss throughout their life?
Saving and Investing: Saving and investing habits influence lifelong opportunities for financial independence.	How does this/that work? Why do people choose to save and invest money? In what ways do people save and invest their money? Why do some investments have the potential for greater return and risk than others?

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Model K-12 Financial Education Curriculum

A Model Curriculum for Pennsylvania Financial Education Programs						
Big Idea	Money management includes setting goals and developing a plan for how to spend, save, and share financial resources.					
Essential Questions	How do financial goals vary across a person's lifetime? In what ways does money management impact reaching financial goals? What constitutes sound financial decision-making? How does organized record keeping impact finances? What factors impact a person's spending plan?					
Personal Finance Concepts	Grade Level	Competencies	Economics Standards	FCI Standards	CEW Standards	BCET Standards
Financial goals	K-12	Identify strategies for personal financial management.				15.E.12.A
Financial goals	8-10	Describe the importance of developing short-, medium-, and long-term personal financial goals.				15.E.12.B
Financial goals	11-12	Classify financial goals as short and long term.				15.E.12.C
Decision Making	11-12	Analyze types of consumer behavior and purchasing needs, including but not limited to: identifying needs, identifying wants, setting priorities, and setting limits.	E.1.3.B			15.E.12.D 15.E.12.E 15.E.12.F
Decision Making	11-12	Apply how people make financial decisions with to make financial decisions.		E.1.3.A		15.E.12.G 15.E.12.H
Decision Making	11-12	Explain how collected needs and related resources affect decision-making.				15.E.12.I
Decision Making	11-12	Describe the relationship of the components of a simple spending plan and how that relationship allows for managing financial decisions and actions.		E.1.3.A.10	E.1.3.10	15.E.12.J 15.E.12.K
Spending Plan	11-12	Develop a simple spending plan and how that relationship allows for managing financial decisions.		E.1.3.A.10	E.1.3.10	15.E.12.L 15.E.12.M 15.E.12.N
Spending Plan	11-12	Describe the ability to meet basic needs.		F.1.1.A.C		F.1.E.2.G

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Model K-12 Financial Education Curriculum

CURRICULUM RESOURCES

Teaching students about economics or how to manage their personal finance doesn't have to be difficult or time-consuming. In fact, the Making Cents Project supports integrating personal finance and economics into subjects such as language arts, math and social studies as much as possible – particularly in grade K-4. For high school level students, a standalone course in each subject is beneficial.

To support each of these approaches – K-8 integration and standalone high school courses – the following resources will be of use.

Note – this is an ongoing project with new resources being developed all of the time. Please check back – and – feel free to make suggestions.

Integrating Personal Finance and Economics in Grades K-8 – Resources for Educators

Model K-12 Financial Education Curriculum
A sample K-12 financial education curriculum has been drafted for use by Pennsylvania educators. The model curriculum can be found [here](#). Please provide comments and feedback via [our contact form](#).

Money as You Learn
Provides teachers with Common Core aligned texts, lessons, and tasks that connect the Common Core to real life application while also equipping students with the knowledge needed to make smart financial decisions. Visit their [site](#) or [contact form](#).

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Feedback on the Model Curriculum

- Are the long term transfer goals clear and appropriate?
- Are the big ideas the “right” ones?
- Are the core concepts and competencies what you expect to see under each big idea?
- Are the standards aligned correctly?
- Do the grade level progressions make sense?
- What did we miss?

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April – Financial Education Month

- Proclamations
- Events
 - Teach Children to Save Day
 - Credit Union Youth Week
- Press Event – PA Jump\$tart
 - April 9th

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Pennsylvania Jump\$tart Coalition

- Re-energizing
- March 31st Meeting
- What would you like to see PA Jump\$tart do?

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Legislation of Interest – HB 1839

- Legis.state.pa.us
 - Legislation quick search: HB1839



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Prime Sponsor: [Representative D. COSTA](#)
Last Action: Referred to [EDUCATION](#), Nov. 18, 2013 [House]
Memo: [Co-sponsorship - Require Personal Finance Course as Graduation Requirement](#)
Printer's No.: **Printer's No.** **Text** **(H) Amendments** **(S) Amendments**
2671*
* denotes current Printer's Number

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- Every district would be required to add a capstone course in personal finance as a graduation requirement to be taken in 11th or 12th grade.
- Options for delivery:
 - Classroom instruction – equivalent of one semester or one-half credit
 - Standards-aligned, self-paced online or blended course with a district-approved, end-of-course assessment

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Upcoming Webinars

- 2014-2015 School Year TBD



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Thank you for participating!

