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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

www.makingcentspa.org
Goals of the Making Cents Program

Curriculum Resources

Content Knowledge Professional Information
Project Partners

- Sally Flaherty, Social Studies Advisor, Pennsylvania Department of Education

- Dr. Cathy Bowen, Professor, Penn State University
## Our Agenda

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Teaching and Assessing Student Understanding of Saving and Investing

DR. ANDREW HILL
FEDERAL RESERVE BANK OF PHILADELPHIA
Questions for Andrew?

ANDREW HILL
FEDERAL RESERVE BANK OF PHILADELPHIA
ANDREW.HILL@PHIL.FRB.ORG
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Spice Up Your Saving and Investing Lessons

HILARY HUNT
MAKING CENTS PROJECT COORDINATOR
What is the most difficult part about saving money?
T. Rowe Price

7TH ANNUAL PARENTS, KIDS & MONEY SURVEY

Detailed Results / March 2015
Investing Simulations

- **The Stock Market Game**
  - stockmarketgame.org

- **MarketWatch**
  - marketwatch.com/game/

- **National SMS**
  - nationalsms.com
Ways to Use Stock Market Simulations

- Individual/team competitions
- Assigned or selected strategies
  - Conservative
  - Buy and hold
  - Aggressive
  - Well-diversified
  - Industry-specific
  - Value-focused
- “If this was real money, I would have...”
InvestWrite

Enhancing the Stock Market Game Program Experience Through Writing

InvestWrite Overview

I have always had such positive experiences with InvestWrite and all of our children have too. I was so excited that we had an opportunity to participate again. The program is a great way to introduce students to the world of finance and economics in a fun and engaging way. It challenges them to think critically and make informed decisions. The feedback from students has been overwhelmingly positive. They love the interactive nature of the program and the chance to apply what they have learned in real-world scenarios.

Benefits of InvestWrite

- Enhanced financial literacy
- Improved critical thinking skills
- Increased interest in careers in finance

Why Should I Use InvestWrite?

If you plan to participate, please register your team at the link below. This is an excellent opportunity to enhance your students' understanding of the stock market and provide them with valuable skills for future success.

Register Here!
Essay Question: Imagine good savers or investors are being threatened by an evil force that wants them to spend and squander their money. Create a superhero to protect them against this threat. What would your superhero be called and what powers would your superhero have?

For example, would your superhero have “compounding eyes” and be able to help your money earn interest with just a glance? Or would your superhero have an “autosave ray” that would help you automatically save or invest your money in a mutual fund, a bond, a stock, or some combination of all three?

Be creative as you want but be sure to define what good saving and investing habits are and describe why your superhero’s powers are important to beginning investors.

Cite your resources for any research you do for the essay.
Background: In his Motley Fool editorial, Jason Hall claims you can “turn $10 a day into $1.3 million.” He writes: “people who continue to put money in their accounts every month—in good markets and bad ones—get the best returns. It’s when people try to outsmart the market, jumping in and out in an effort to time market cycles, that they lose money in stocks. Putting a little money to work on a regular basis, for as many years as you can, works better than anything else.” Let’s put his theory to the test.

Essay Question: Imagine you are a time traveler. Your mission is to travel back in time to January 1, 2005 to prove or disprove Jason Hall’s theory. Identify a stock, bond, or mutual fund from your Stock Market Game team portfolio or one that interests you. Would you have earned money by now if you had invested in it then? Would you have earned money if you had sold it one year later on January 1, 2006? Five years later on January 1, 2010?

Describe the stock’s, bond’s or mutual fund’s movement over the course of time. What factors influenced its price? Explain whether you think the stock, bond or mutual fund is a good investment or not. You can be as creative as you want to be but take care to cite your sources where appropriate.

PLEASE NOTE: The question refers to a "buy and hold" fixed initial purchase on January 1, 2005 that you sell and analyze on January 1, 2006/January 1, 2010/now. No additional investment is to be included in this analysis.
Background: In his article “3 Investing Resolutions You Should Make in 2015,” analyst Brian Stoffel suggests investors “don't sell in 2015.” He explains, “Emotions can get us to do crazy things—and that’s especially true for those that are saying to themselves: Sure, but that's not me.”

He also writes, “When I started investing, I always wrote down—in the simplest way possible—exactly why I was buying shares of a company, and what it would take to get me to sell shares.”

Essay Question: Select two distinctly different stocks, bonds, and/or mutual funds from your Stock Market Game portfolio or choose two distinctly different stocks, bonds or mutual funds you believe would be good investments.

First, explain why you believe the industries your selected stocks, bonds, or mutual funds represent are good industries in which to invest. Next, share why you would invest in the stocks, bonds, or mutual funds you selected and what would make you sell each of those investments (just like Brian Stoffel says he did).

Do you believe your selected stocks, bonds, or mutual funds will perform well in 2015? Why or why not? Finally, explain why you agree or disagree with Brian Stoffel’s advice not sell in 2015. Be sure to support your decision with facts and cite your sources.
More ELA Ideas

- Research the history of the New York Stock Exchange or the Dow Jones Industrial Average
- Write a letter to request a prospectus
- Read and analyze a prospectus
- Read news stories and write about the impact the event will have on a specific stock or industry
Math Behind the Market

The Stock Market Game
Teach your students serious skills in a fun, engaging way, with The Stock Market Game. This comprehensive, real-world program advances your students’ core math skills while enhancing an understanding of investment concepts.

Teaching the Math Behind the Market
Fully funded by the McGraw-Hill Companies, Math Behind the Market supports math learning through The Stock Market Game.

Math Behind the Market provides students with multiple “real-world” opportunities to practice the mathematical skills they are taught in the classroom. The activities in Math Behind the Market are correlated to the National Council of Teachers of Mathematics (NCTM) Principles and Standards in School Mathematics.

These activities address four main mathematical strands:
- Thinking Algebraically – Recognizing patterns, developing formulas, and executing algorithms efficiently.
- Interpreting Statistics – Reading and interpreting statistical information quickly and accurately.
- Communicating Quantitatively – Representing information through the creation of graphs, charts, and tables as well as speaking clearly about mathematics.
- Tackling Complex Problems – Honing critical thinking skills through multi-step computations and word problems.

Get the full version of Math Behind the Market, FREE OF CHARGE, when you register for The Stock Market Game!

Visit www.stockmarketsgame.org now for details and registration.

www.makingcentspa.org
Ways to Save Video


www.makingcentspa.org

- Background essay
- Transcript
- Teacher Guide
- Discussion Questions
The Time Value of Money Video

Financial Literacy: Teach It!

http://wimedialab.org/finance/D912Kubeny.html
GeniRevolution

1: Building Wealth Over the Long Term
6: Risk and Return
8: Stocks
9: Bonds
10: Mutual Funds
11: Researching Companies
12: Stock Market Fundamentals
13: Stock Market Crashes
14: Forecasting the Future
15: Financial Planning
16: coming next week!

http://www.genirevolution.org/
Saving and Investing Blitz

Find the amount of money in this account at the end of the given amount of time. Use the compound interest formula. $6,299 at 12% compounded quarterly for 5 years.

- $7,302.27
- $6,702.00
- $10,589.22
- $11,378.69

Search at econedlink.org for Saving and Investing Blitz

Compound Interest Calculator

EconEdLink
Compound Interest Calculator

monthly savings: $120
starting age: 30
interest rate: 8%

→ calculate savings $277,101

Copyright © Council for Economic Education. All rights reserved.
Hands on Banking: Module 4

Save, Invest & Build Wealth

Select a lesson:
1. Getting ahead
2. Reward yourself by saving
3. Investing basics
4. Get started with investing
5. How to build wealth
6. Your next steps

www.makingcentspa.org
Star Banks Adventure
FDIC Podcasts

Listen Now to the Podcasts

1. Click the categories below to the topics and segments within.
2. Listen to streaming podcasts online or download the programs to listen to later.
3. Take advantage of the downloadable reference materials for each program.

The more you listen, the more you'll learn!

http://fdicmspodcast.com/podcasts/#audio3
www.makingcentspa.org
Pit – the Card Game
Virtual NYSE Field Trip

Take Stock in Your Future

Your All-Access Pass to Financial Literacy

New York Stock Exchange Euronext and Discovery Education salute your continued efforts to support financial literacy in the classroom. The learning tools you’ll find here are designed to provide opportunities to engage students and initiate dialogue and inquiry.

Please continue to watch this site for additional financial literacy tools that will further engage your students in this important topic.

Video to Extend Classroom Learning

- Meet the CEO, Neil Dunson. Visit www.nse.com/about to meet the CEO, Neil Dunson. He welcomes students to Wall Street.
- NYSE Euronext: An inside look at a quick peek inside the world’s largest exchange near more representatives of well-known corporations — and some famous faces — sharing their experience as members of the NYSE Euronext.
- NYSE Stock Exchange Floor Tour: An unsurpassed guided tour of the world’s largest marketplace.

Students travel to the frontlines of finance to experience what it’s like to work on the Floor while learning about IPOs, the technology used to monitor and affect market activity, and much more.

Post Webinar Activity

These activities are intended for educators who participated in the Take Stock in Your Future Virtual Field Trip and are designed to help students extend their learning beyond the webinar experience. Focus areas include personal financial health, investment strategies, stock trading, and stock market terminology. The contents of this guide are intended for grades 9-12 and may be modified to address the specific needs of each audience.

www.makingcentspa.org
Teaching Strategy

Financial Advisors + Student “Shoppers” → Investing Roundtables

www.makingcentspa.org
My Classroom Economy

Plan

Get started

Let it run

Celebrate

Start it, then let it run.

Elementary School
Grades: K-1 2-3 4-5

Middle School
Grades: 6 7-8

High School
Grades: 9-10 11-12 Investing

My Classroom Economy

What if all graduating students knew how to budget, how to save more than they spend, and how to resist impulse buying? What if they truly had the skills to use their money wisely? And what if they began learning these skills in elementary school?

My Classroom Economy enables every educator to teach children financial responsibility through fun, experiential learning. It's a simple classroom economic system based on the idea that students need to earn their own money to run their own desks.

The program is designed to be a part of a classroom curriculum, and connects to many of the Common Core Standards. It is customizable by grade level. Everything needed to build a classroom economy is available on this site—free of charge. Thanks for visiting!

www.makingcentspa.org
Children’s Books about Saving

- A Chair for My Mother by Vera B. Williams
- Pickle Patch Bathtub by Frances Kennedy
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Model Curriculum Update, Professional Information, and Wrap Up

HILARY HUNT
MAKING CENTS PROJECT COORDINATOR
Happy Financial Education Month!

President Barack Obama has proclaimed April Financial Education Month. He issued a proclamation stating that financial education is essential to ensuring that individuals are prepared to manage, plan, and invest wisely in order to become responsible workers, investors, and citizens of the Commonwealth.

The Pennsylvania Department of Banking and Securities, through the Pennsylvania Savings Finance Agency, and the Pennsylvania Department of Labor and Industry will work with educational institutions and financial institutions to promote financial literacy.

Financial education helps individuals make informed decisions about their personal finances and helps them to prepare for retirement. It also promotes responsible borrowing and investing.

Barack Obama

www.makingcentspa.org
T. Rowe Price

7TH ANNUAL PARENTS, KIDS & MONEY SURVEY

Detailed Results / March 2015
Saving Habits

Q38. Which of the following things do you do on a regular basis? (Check all that apply)

- Check my accounts for fraud or unusual activity: 55%
- Save for retirement: 44%
- Save for a family vacation: 42%
- Save throughout the year for holiday shopping: 40%
- Set savings goals: 40%
- Check my credit score/report: 39%
- Contribute to, or maintain, an emergency fund: 38%
- Contribute to charitable causes: 38%
- Compare spending/saving trade-offs b/f making a purchase: 34%
- Ensure my investments are diversified: 25%

More than half of parents do not regularly save for retirement (56%), do not set financial goals (60%), and do not ensure their investments are diversified (75%)

T. Rowe Price Parents, Kids & Money Survey
N=1,000 (Parents: Total respondents)
## Discussing Finances With Kids

Q34. How often do you discuss each of the following topics with your kids?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of saving and spending wisely</td>
<td>42%</td>
<td>45%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>Their future career/occupation</td>
<td>31%</td>
<td>49%</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>Budgeting</td>
<td>25%</td>
<td>48%</td>
<td>18%</td>
<td>9%</td>
</tr>
<tr>
<td>How much their activities cost</td>
<td>21%</td>
<td>50%</td>
<td>20%</td>
<td>8%</td>
</tr>
<tr>
<td>Setting financial goals</td>
<td>22%</td>
<td>46%</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>Saving for college</td>
<td>20%</td>
<td>43%</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>Nontraditional post-secondary education options</td>
<td>15%</td>
<td>38%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>The family finances</td>
<td>14%</td>
<td>37%</td>
<td>33%</td>
<td>16%</td>
</tr>
<tr>
<td>Investment vehicles, such as stocks, bonds, etc.</td>
<td>10%</td>
<td>25%</td>
<td>26%</td>
<td>39%</td>
</tr>
<tr>
<td>Joining the military</td>
<td>8%</td>
<td>20%</td>
<td>22%</td>
<td>51%</td>
</tr>
</tbody>
</table>

- Parents are most likely to have discussions with their kids about the importance of saving and spending wisely.
- Thirty-seven percent of parents rarely/never discuss saving for college with kids.
Emergency Funds

Q21. How long would your current emergency fund last if you needed to use it?

- One month less: 15%
- Two months: 11%
- Three months: 14%
- Four months: 10%
- Five months: 3%
- Six months: 11%
- More than six months: 17%
- I don’t have an emergency fund: 20%

54% have an emergency fund that will last three months or longer

While the majority of parents have a sufficient emergency fund, one in five have nothing set aside for emergencies

T. Rowe Price Parents, Kids & Money Survey
N=1,000 (Parents: Total respondents)
Pathways to Financial Success Grants

http://www.pathwaytofinancialsuccess.org/apply-for-a-grant/
Pennsylvania Learns: iTunes U
iTunes U Team

- Sharon Baillie, Burgettstown Area MHS
- Fred LaPointe, Lebanon Catholic High School
- Cathy Bowen, Penn State University
- Mary Rosenkrans, Financial Education Consultant
- Lisa Golding, Cumberland Valley High School
- Chuck Deal, Neshaminy High School
- Stacy Burkey, Ephrata Area High School
Legislative Activity

- **House Bill 328**
  - Representatives D. Costa, DeLuca, Readshaw, Youngblood, Killion, Davis, Dunbar, Schlossberg, Cohen, Longietti, Thomas, James, Boback, Harkins, Truitt, Deasy, Kortz, Gabler and Watson

- **Senate Bill 101**
  - Williams, Teplitz, Fontana, Wozniak, Costa, Farnese, Smith, Hughes, Aument, Boscola, Yudichak, Rafferty, and Browne

- **Senate Resolution 22**
  - Williams, Teplitz, Fontana, Schwank, Hughes, Farnese, Costa, Smith, Folmer, Aument, Greenleaf, Yudichak, and Kitchen
Model Financial Education Curriculum for Schools

MODEL CURRICULUM – THE “WHAT”
INSTRUCTIONAL FRAMEWORK – THE “HOW”
PK-12 Model Curriculum

FOCUSES ON THE "WHAT"
## A Model Curriculum for Pennsylvania Financial Education Programs

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Essential Questions</th>
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</table>
| 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 Money: Earning capabilities over a lifetime are maximized by career planning, education, and job choices. | - What impacts a person’s earning potential over a lifetime?  
- How do people develop a career plan?  
- What factors do people consider when accepting a job? |
| Borrowing Money: Borrowing money has costs and benefits. | - How do people decide when and how to use credit?  
- What rights and responsibilities do people have when borrowing money?  
- What impacts a person’s creditworthiness? |
| Financial Services: Financial institutions offer services for people to secure, access, 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: Risk management strategies are used to protect against potential loss. | - Why do people choose to limit their risk?  
- How do people protect themselves from financial loss throughout their life?  
- How does insurance work? |
| Saving and Investing: Saving and investing habits influence lifelong opportunities for financial independence. | - 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? |

www.makingcentspa.org
Model PK-12 Financial Education Curriculum

- Big Ideas
  - Money Management
  - Earning
  - Borrowing Money
  - Financial Services
  - Risk Management and Insurance
  - Saving and Investing
# Model PK-12 Financial Education Curriculum

## A Model Curriculum for Pennsylvania Financial Education Programs

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<th>Grade Level</th>
<th>Competencies</th>
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<th>FCS Standards</th>
<th>CEW Standards</th>
<th>BCIT Standards</th>
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<td>Financial goals</td>
<td>9-12</td>
<td>Identify strategies for personal financial management.</td>
<td></td>
<td></td>
<td></td>
<td>15.6.12.G</td>
</tr>
<tr>
<td>Financial goals</td>
<td>6-8</td>
<td>Discuss the importance of developing short, medium-, and long-term personal financial goals.</td>
<td></td>
<td></td>
<td></td>
<td>15.1.8.F 15.6.8.B</td>
</tr>
<tr>
<td>Financial goals</td>
<td>3-5</td>
<td>Classify financial goals as short and long term and develop plans to reach goals.</td>
<td></td>
<td>11.2.3.B</td>
<td></td>
<td></td>
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<tr>
<td>Financial goals</td>
<td>PK-2</td>
<td>Identify goals and determine steps to achieve them.</td>
<td></td>
<td></td>
<td></td>
<td>11.2.3.B</td>
</tr>
<tr>
<td>Decision Making</td>
<td>6-8</td>
<td>Explain how people apply decision-making skills to make financial decisions.</td>
<td>6.1.(6,7,8).A 6.1.(6,7,8).B 6.1.(6,7,8).C 6.1.(6,7,8).D</td>
<td></td>
<td>11.2.6.A</td>
<td>15.6.5.B 15.9.5.E</td>
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[Visit the website](http://www.makingcentspa.org)
Model PK-12 Financial Education Curriculum

This model curriculum is based on the Pennsylvania Academic Standards in Economics; Family and Consumer Science; Career, Education, and Work; and Business, Computer, and Information Technology.

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www.makingcentspa.org
Personal Finance Model Curriculum


- PA Model Personal Finance Curriculum
- Personal Finance Concepts Arranged by Big Ideas
- Personal Finance Long-Term Transfer Goals
PK-12 Instructional Framework

FOCUSES ON THE HOW
PK – 8 Personal Finance Integration

- Importance of integration
  - Math
  - English Language Arts
  - Social Studies
  - Classroom Management
- Clear grade-by-grade delineation
PK – 8 Personal Finance Integration

Grade Bands
- PK-2
- 3-5
- 6-8
- 9-12 (high school course)

PA Financial Education Instruction Framework | Grade Band Summaries

PA Personal Finance Instructional Framework

In accordance with Act 104 of 2010, the Pennsylvania Department of Education has established an instructional framework for personal finance to aid school districts in implementing or enhancing their personal finance instruction. The framework places an emphasis on integrated instruction for Pre-Kindergarten through eighth grade and standalone coursework combined with integrated strategies at the high school level. The following summarizes the instruction at each grade band.

Grade Band Summaries

Grades PK-2
In the initial years of elementary school, children acquire a basic understanding of how people earn and use their money. They understand that people in their community perform jobs to earn money and provide service in the community including those performed by financial institutions. Students can describe ways in which people spend, share, give, and protect their money and provide reasons why people do each. They learn to set goals and develop a plan for achieving them. They learn that there is a difference between things they want and things they need. They learn that choices have consequences and can identify the characteristics of a good borrower. Students can identify items of value to them and determine ways to keep those things safe. Students can identify basic risks and how to reduce them such as wearing a helmet to be safe while riding a bike.

Grades 3-5
In grades 3-5, children develop an understanding of the choices people make regarding the use of their money. They can differentiate between short and long term goals and develop plans to reach each. They know that people have to make decisions about spending their money and this can be influenced by scarcity and advertising. Students develop an appreciation for careers and jobs performed in their community including those by charitable organizations. Students begin to develop a basic understanding of credit including factors that influence a person’s ability to borrow money, paying interest on money borrowed, and the responsibilities of borrowers. Students learn that taxes are paid to the government and can identify ways taxes are used. Students develop a basic understanding of financial institutions and can explain the differences between a checking and saving account. Students learn about saving and investing and can identify reasons people do each. Students learn that it can be costly and dangerous to share personal information online and elsewhere. Students can identify basic risk management strategies.

www.makingcentspa.org
PA Financial Education Instruction Framework | Grade Level Summaries

Grade Level Summaries

Pre-Kindergarten
In Pre-Kindergarten, students are introduced to the concept of money through creative play and literature. Instructional time should focus on two critical areas: (1) developing an understanding that people earn money by working and use the money they earn to buy things and (2) developing an understanding that sometimes people have to wait before they can buy something they want.

Kindergarten
In Kindergarten, students develop an understanding of personal finance through language arts, math, and classroom procedures. Instructional time should focus on four critical areas: (1) understanding that the choices people make have consequences; (2) setting short and long-term goals (first, academically and then connections to saving money); (3) developing an understanding of the characteristics of good borrowers; and (4) making connections between how community helpers provide services and earn money in return.

Grade 1
In Grade 1, students further develop their understanding of personal finance through language arts, math, and classroom procedures. Instructional time should focus on three critical areas: (1) developing an understanding of ways people spend, share, and protect their money; (2) differentiating between things people want and need; and (3) describing things of value to them and determining ways to keep those things safe.

Grade 2
In Grade 2, students further develop their understanding of personal finance through language arts, math, social studies, and classroom procedures. Instructional time should focus on four critical areas: (1) describing the reasons people spend, save, share, give, and protect their money; (2) developing plans to reach short and long-term goals; (3) describing basic risks and how to reduce them such as wearing a helmet to stay safe while riding a bike; and (4) developing an understanding of how people make informed decisions including the

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Model Personal Finance Course

- One semester
- Preference for grades 11-12
- Flexibility with department
Model High School Personal Finance Course

- **Big Ideas = Modules**
  - Money Management
  - Earning
  - Borrowing Money
  - Financial Services
  - Risk Management and Insurance
  - Saving and Investing
Instructional Framework and Model High School Course

A Model Personal Finance Course for Pennsylvania High Schools

Print-formatted PDF available by request or on the Professional Learning Community.

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Model High School Personal Finance Course

- Title
- Big Idea
- Essential Questions
- Overview
- Objectives (with applicable standards noted)
- Focus and Important Standards
- Misconceptions and Proper Conceptions
Model High School Personal Finance Course

- Concepts, Competencies, and Vocabulary
- Assessments
- Elements of Instruction/Suggested Strategies
- Differentiation (struggling and advanced learners)
- Interdisciplinary Connections
- Additional Resources
- Credits
Instructional Framework and Model High School Course

- www.PDESAS.org
- Log in
- Teacher Tools
- Curriculum Mapping
- PA Standards
- Instructional Frameworks: Personal Finance

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Instructional Framework and Model High School Course

Module Overview
In this module, students learn about goal setting, budgeting, consumer decision-making, and financial record-keeping in order to be successful financial managers. Students will set SMART goals, create a budget, make purchasing decisions, and other money management activities.

Module Objectives
At the end of this module, students will be able to independently do the following:
- Analyze the management of financial resources across the lifespan based on a person’s values and stage of life: (1) 11.1.12, 1.1.12, 13.3.12, 13.4.12, 13.5.12, 13.6.12, 13.7.12, 13.8.12, 13.9.12
- Analyze and select financial tools to meet short-, intermediate-, and long-term financial goals: (14.4.12, 14.5.12, 14.6.12, 14.7.12, 14.8.12, 14.9.12)
- Apply effective consumer strategies to select goods and services by comparing advertisements and sources: (16.7.12, 16.8.12, 16.9.12)
- Demonstrate an understanding of statements of net worth, income, and expense statements, and spending plans: (19.1.12, 19.5.12, 19.6.12)
- Calculate interest and investment gains and prepare statements of any income to create an effective savings and spending plan: (11.1.12, 11.2.12, 11.3.12, 11.4.12, 11.5.12, 11.6.12, 11.7.12, 11.8.12, 11.9.12, 11.10.12)

Focus Standards Addressed in this Module

1.1.1.B.1 Identify the origin of resources and analyze the impact on the production of goods and services. Analyze how unlimited wants and limited resources affect decision making.

1.1.1.B.2 Analyze the management of financial resources across the lifespan.

1.1.1.B.3 Analyze the relationship among factors affecting consumer purchasing decisions (e.g., income levels, financial resources, location, legal agreements, take-home responsibilities).

1.1.1.B.4 Calculate and compare the selection of goods and services by applying effective consumer strategies.

13.5.1.D.1 Develop a personal budget based on career plans, such as but not limited to:
- Unemployment insurance
- Food and clothing expenses
- Social services
- Rent, mortgage, and utilities
- Other income
- Savings
- Taxes

12.6.12.A.1 Evaluate the impact of internal and external influences on financial decisions.

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Welcome to PGC SAS. It is our goal to provide you with the latest updates on the Pennsylvania Academic Standards, the best educational resources for teaching and learning, and a complete set of tools to help you manage your communication with students and parents. Our site continues to grow based on feedback from educators like you. We welcome your feedback.

- **My Profile**: Manage your account information.
- **My ePortfolio**: Upload documents, videos, presentations, and more to your online portfolio.
- **My Website**: Build your own professional classroom website.
- **Publish your best!**: Become an instructional leader by creating and publishing your best work in SAS.
- **My Communities**: My professional learning communities.
- **Curriculum Mapping**: Curriculum Mapping.
- **Workshop Evaluation**: Workshop Evaluation.
- **PD Center**: PD Center.

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Financial Education

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Financial Education Learning Community

The purpose of a Professional Learning Community is to share educational ideas, content, and strategies. It does not reflect Pennsylvania Department of Education policies or interpretations of legislative action. Professional Learning Communities that maintain a consistent level of activity will remain open to enrolled users. Communities that exhibit extended periods of inactivity—60 days or more without any posts—will be archived.

Moderator’s Message
Welcome to the Financial Education Learning Community! Please join us in discussing important issues, challenges, and ideas that promote the effective and successful teaching and learning of personal finance concepts K-12.

Latest Activity:

Model K-12 Financial Education Curriculum available for public comment
Panels: General Discussion
Posts in last 3 days: 2

Last post: The Making Cents Project Team - a partnership of PDE and PSU - has developed a Model Financial Education curriculum. The draft is available here in the community as well as online at http://www.makingcentsps.org/curriculum.htm. Please view the document and submit your comments by the end of...

254 days ago by Hilary Hunt

Comparative Advantage
Panels: General Discussion
Posts in last 3 days: 2

Last post: Hello, I’m new to the site and I was wondering if anyone has any good comparative advantage lessons. I’ve used one on oil boom prices, as I think that’s where the two competing states, oil and gas, are being embraced by the students. Thanks for any help.

520 days ago by Joseph Semura

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Questions?

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Thank you for participating!

The Making Cents Project
Evaluation and Act 48 Link

https://www.surveymonkey.com/r/Z96MC5J

Note: Address must include the https in order to work.