

YOUR FINANCIAL ROAD MAP: WHERE DO YOU WANT TO GO?

Financial Education Curriculum Framework

I. Introduction

In 2009, the Nevada Legislature approved Senate Bill 317 (SB317) requiring that Nevada’s public high schools, including charter schools, provide instruction in financial literacy with implementation beginning in 2011. Washoe County School District elected to implement a financial literacy curriculum in the American Government course required by all 12th grade students.

A generous Community Development Grant from Charles Schwab Bank was awarded to WCSD to implement SB 317. The grant provided funding to hire a professional financial consultant, Stephanie Upp from Assets Matter, to develop curriculum and train teachers.

The framework of this curriculum was originally outlined by the SB 317 Committee, composed of American Government teachers from each WCSD high school. This committee determined the length and mapped out a curriculum, which addressed the language in SB 317 and focused on WCSD student needs. In addition, the committee examined and reviewed existing free curricula and determined that the National Endowment for Financial Education (NEFE) High School Financial Planning Program best fit our student needs. It is the framework for “Your Financial Road Map: Where Do You Want to Go?” To further meet the needs of WCSD students, two alternative web-based programs are available as additional resources to implement SB 317; “Ever-Fi” and Wells Fargo “Hands On Banking.”

The development of a WCSD financial literacy curriculum involved many educators and community personnel. We would like to thank the following for their contributions:

SB 317 Committee:

Chad Sawyer: Damonte HS, John Linton: Galena HS, Eian Gilbert: Hug HS, Milton Hyams: Incline HS, Phil Kaiser: McQueen HS, Vanessa Nelson: North Valley HS, Chris McCart: Reno HS, Laura Molini: Spanish Springs HS, David Harper: Sparks HS, Mary Smith: Washoe HS, Tawnya Root: Wooster HS, Sam O’Brien: Rainshadow Charter School.

Stacie Peterson: Career and Technology Education Coordinator

Sue Davis: Social Studies Program Coordinator

Sue Denning: Staff Development Director

Joan Taylor: Region Center for Teaching and Learning Administrator

Community Partners:

Nancy Brown: Charles Schwab Bank

Nancy Hamilton: Wells Fargo Bank

National Partners:

Stephanie Upp: Assets Matter, consulting

Jon Cirome: Ever-Fi

The following components of SB 317 have been correlated to each lesson in the WCSD curriculum, "Your Financial Road Map." The correlation of the law with the curriculum appears on the *recommended curriculum flow*.

Senate Bill 317 Provisions**(a) The skills necessary to develop financial responsibility, including, without limitation:**

- (1) Making reasonable financial decisions by analyzing the alternatives and consequences of those financial decisions;*
- (2) Locating and evaluating financial information from various sources;*
- (3) Developing communication strategies to discuss financial issues;*
- (4) Controlling personal information; and*
- (5) Reviewing and summarizing federal and state consumer protection laws.*

(b) The skills necessary to manage finances, including, without limitation:

- (1) Developing a plan for spending and saving;*
- (2) Developing a system for keeping and using financial records; and*
- (3) Developing a personal financial plan.*

(c) The skills necessary to understand the use of credit and the incurrence of debt, including, without limitation:

- (1) Identifying the costs and benefits of various types of credit;*
- (2) Explaining the purpose of a credit report, including, without limitation, the manner in which a credit report is used by lenders;*
- (3) Describing the rights of a borrower regarding his credit report;*
- (4) Identifying methods to avoid and resolve debt problems; and*
- (5) Reviewing and summarizing federal and state consumer credit protection laws.*

(d) The skills necessary to understand the basic principles of saving and investing, including, without limitation:

- (1) Understanding how saving and investing contribute to financial well-being;*
- (2) Understanding the methods of investing and alternatives to investing;*
- (3) Understanding how to buy and sell investments; and*
- (4) Understanding how the regulation of financial institutions protects investors.*

RECOMMENDED CURRICULUM FLOW

| | Lesson Topic | SB 317 Provisions |
|---------------|---|------------------------------|
| Day 1 | Course Overview: “Your Money, Your Life” PBS Documentary | A.1, A.3, A.4, A.5 |
| Day 2 | Financial Planning: Goal Setting | B.2, B.3 |
| Day 3 | Financial Planning: Spending Plans & Budgets | B.1, B.2, B.3 |
| Day 4 | Financial Planning: Life’s Choices | A.1, A.2, A.3, A.4 |
| Day 5 | Financial Institutions: Banks and Credit Unions | A.2, D.1, D.4 |
| Day 6 | Financial Institutions: Fringe Banking | C.1, C.3, C.4, C.5 |
| Day 7 | Guest speaker(s) from the financial services industry OR , “The Card Game,” PBS Documentary | A.5, D.1, D.2, D.3, D.4 |
| Day 8 | Credit & Debt: The Basics | B.3, C.1, C.4 |
| Day 9 | Credit & Debt: New Rules & Credit Scores | C.2, C.3 |
| Day 10 | Consumer Awareness: Protection | A.4, A.5, C.3, C.4, C.5, D.4 |
| Day 11 | Consumer Awareness: Consumption | B.2, C.4, D.1 |
| Day 12 | Building Wealth: Savings and Investing | D.1, D.2, D.3, D.4 |
| Day 13 | Building Wealth: Savings & Investing | D.1, D.2, D.3, D.4 |
| Day 14 | Investing in Yourself: College & Careers | B.1, B.2, B.3 |
| Day 15 | Building Wealth: Pulling It All Together | All |