

Profile of a Graduate Courses

Personal Finance (Financial Literacy)

David Buller, Mathematics

Catherine Kennedy, Social Studies

David Tommaso, Career & Tech Ed

Independent Project

Jen Aguzzi, World Language

Michael Lajoie, English





Corey Rice, Science

Michael Kiefer, ITS, Computer Science,
Independent Project

Profile of a Graduate

- 1) New Connecticut requirement encouraging holistic learning
- 2) Building skills for Madison's Portrait of a Graduate



Critical Thinking	Creative Thinking	Collaboration / Communication	Self-Direction	Global Thinking
<p>Inquiry Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.</p>	<p>Idea Generation Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. </p>	<p>Collective Intelligence Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p>	<p>Self-Awareness Examining current performance critically to identify steps/strategies to persist. </p>	<p>Citizenship Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>
<p>Analyzing Examining information /data / evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. </p>	<p>Design Engaging in a process to refine a product for an intended audience and purpose.</p>	<p>Product Creation Effectively use a medium to communicate important information.</p>	<p>Decision Making Make responsible decisions, based on potential outcomes. </p>	<p>Alternate Perspectives Interprete or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.</p>

Personal Finance (Financial Literacy)

“I wish they had that when I was in high school.”

Personal Finance Curriculum team: Catherine Kennedy, David Buller, David Tommaso

Historic Total* National Student Loan Debt Balance

(in trillions)



*Totals prior to 2011 do not include private loans

Personal Finance Course

Develop financial literacy skills

Create self-reliant citizens

Identify how current events in world will impact finances

Create conversations at home

Course Overview

01	A Paycheck and a Plan	<ul style="list-style-type: none">• Setting financial goals• Calculating net pay• Filling out a 1040• Creating a budget
02	Smart Choices in Banking	<ul style="list-style-type: none">• Reading the fine print (and avoiding fees!)• Understanding the economics of bank products• Evaluating which bank accounts meet needs
03	The Cost of Credit	<ul style="list-style-type: none">• Identifying how financial behavior impacts credit score• Reading a credit report• Calculating monthly payment and total interest on loans• Responsible use of a credit card (and dangers to avoid)
04	Stock Market Analysis	<ul style="list-style-type: none">• Analyze the key indicators of a stock to make an investment decision• Identify how economic conditions and current events impact the stock market• Differentiating between investing and trading

Financial Literacy K-8:

K-3	<ul style="list-style-type: none">• Day Trip Proposal• Calculating Coins and Dollars with subitizing• What "Day to make the Donuts" has the most profit
4-5	<ul style="list-style-type: none">• Cost of Party at a venue• coins, fractions and decimals• Division through sharing money• Coin models for common denominators/fractions• Cost of flooring various rooms
6-8	<ul style="list-style-type: none">• Use of unit rate to calculate cost in bulk• Tax, tip, percentages, rates• Stock market competition• Career choice, salary, taxes and impact of a raise on taxes

Units, Assessments, Daily Number Corner

the Independent Project Class

A student-led class, to learn nearly anything (but mostly how to learn independently, in a modern world)



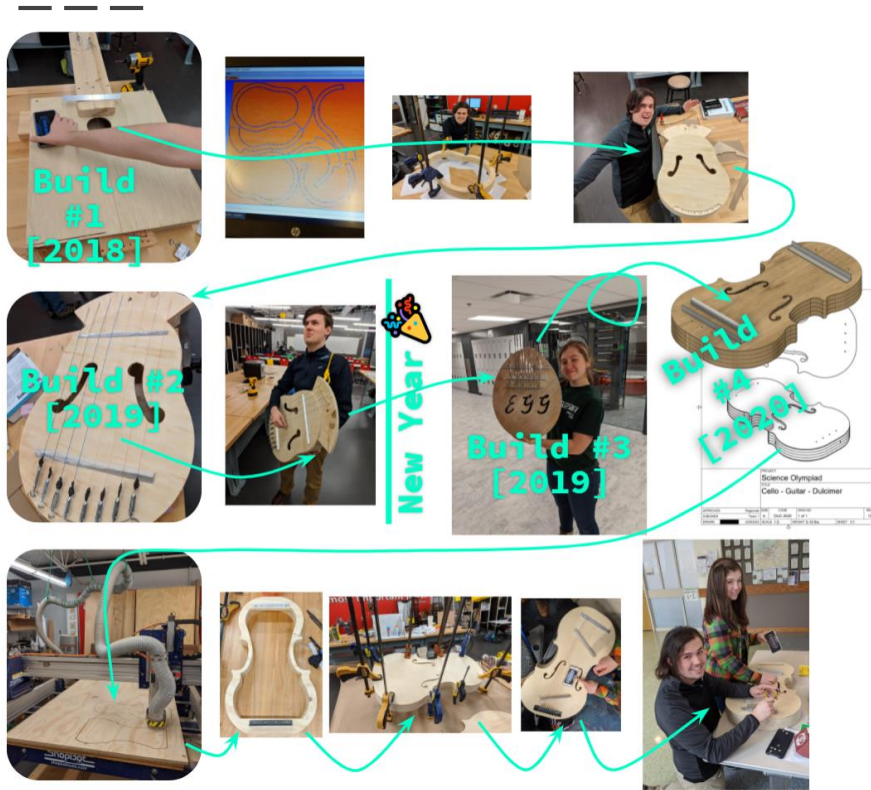
Teacher's Role Changes w/ Phases

In **Phase 1**, the teacher guides instruction and help teach some core concepts of working on large, self-directed projects.

In **Phase 2** -most of the course- the teacher conferences with students to support them in their work and making sure they are always pursuing growth, and don't get stuck.

In **Phase 3**, the teacher helps facilitate the presentations and evaluate student work. This may extend across sections, to ensure students are held to a high standard.

Supporting Students will look different for Every Project



During **Phase 1**, Teachers will help students understand the scope of the projects they should undertake.

In **Phase 2**, Teachers conference with students to monitor their progress and provide guidance.

We've made [a plan](#) for how these conferences could look.

Phase 3, teachers hold students to a high standard for presentations.

Unit 1 is Orientation

— — —

Here we quickly set up the entire premise, and help students find a topic they want to pursue.

This will build up some new vocabulary and introspective skills for students.

Once a topic is known, students can get started learning at their own pace.

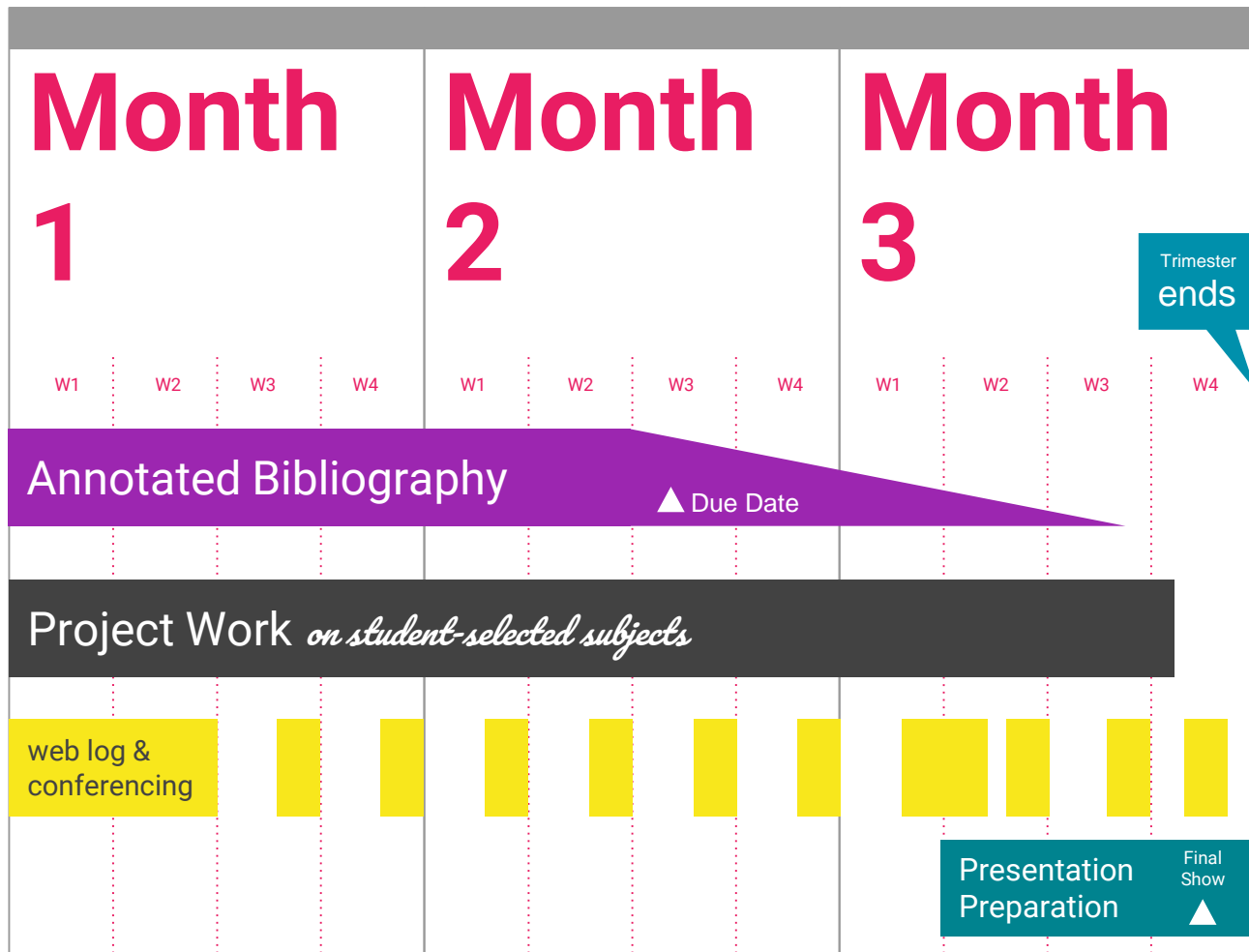


Unit 2:

many things

Simultaneously.

All building to presentations at the end.



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