

**Jefferson County High School
Course Syllabus**

A. Course *Financial Planning*

B. Department *Business*

C. Course Description Financial Planning is the capstone course in the Banking and Finance program of study intended for students interested in advanced analysis of financial decision-making and wealth management. In this course, students will delve into advanced concepts related to saving, investment, taxation, and retirement planning, and will be responsible for compiling original portfolios of investment and retirement options to present to mock prospective clients. In addition, students will learn to critique the financial consultations of others based on ethical and legal considerations. Upon completion of this Approved January 30, 2015 Page 2 course, proficient students will be prepared to pursue advanced study of financial planning, wealth accumulation and management, and market analysis at a postsecondary institution. Standards in this course are aligned with Tennessee State Standards for English Language Arts and Literacy in Technical Subjects and Tennessee State Standards in Mathematics.*

D. Grade Term *One Semester*

E. Grading Scale

<u>Range</u>		<u>Regular</u>
93-100	A	4.0
85-92	B	3.0
75-84	C	2.0
70-74	D	1.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s) *Not Required*

H. Other Required Reading

- a. *Financial and Business Articles*
- b. *Building Wealth Booklet*
- c. *How the Market Works Articles*

I. Other Resources

- a. *Odysseyware*
- b. *Edmodo*
- c. *How the Market Works*
- d. *Warren Buffet Online Series*

J. Major Assignments

- a. *Investing Project*
- b. *Virtual Stock Market Game*
- c. *Mock Interviews*
- d. *Diversified Portfolio Analysis*

K. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Instructor's Website
- c. Email Instructor
- d. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

L. Field Trips

- a. No Field Trips are scheduled

M. Standards & Objectives

- a. I can define financial planning as an activity performed by wage earners and investors, as well as a profession.
- b. I can identify the key components of financial planning and explain why it is critical for future financial stability for individuals and families, in addition to the fact that saving and investing are essential to economic growth.
- c. I can compare and contrast the various types of financial planners and the products and services they provide.
- d. I can identify the skills needed to succeed in the field and detail the future career opportunities.
- e. I can participate in a mock interview as though applying to a financial institution, firm, or local business.
- f. I can prepare for an interview, by researching information on dress and grooming.
- g. I can practice most commonly asked interview questions with my peers.

- h.** I can list the appropriate conduct during an interview, and recommended follow-up procedures.
- i.** I can write a formal thank you letter to the interviewer in a written or email format.
- j.** I can compare and contrast strategies of saving and investing,
- k.** I can investigate and draw conclusions about the saving rate over time for U.S. households.
- l.** I can investigate key trends in U.S. saving compared to spending as a percentage of disposable income.
- m.** I can develop an argument to present to my peers highlighting the importance of saving.
- n.** I can analyze the major categories of investment options and determine the levels of risk and potential return on investment of each.
- o.** I can identify investment websites and documents.
- p.** I can research the past performance of investment categories and create a comparison table.
- q.** I can determine which investments have inverse performance characteristics, and analyze which investments perform best in expansionary and recessionary economic periods.
- r.** I can explain the investment concept of diversification.
- s.** I can create a role play or other communications device to emphasize the benefits and promote the use of diversified portfolios by investors, developing claim(s) and counterclaim(s) with evidence and data.
- t.** I can evaluate the tradeoffs involved in the suggested portfolios of individuals and families for different stages of life (young, raising children, preparing for retirement, retired).
- u.** I can create a project illustrating students in their lives now and in future years, matched with appropriate portfolios for each stage.
- v.** I can develop a plan for personal and family financial security based on investing sufficient funds in order to generate necessary retirement cash flow. The plan must apply financial formulas and functions to project the future value of investments using annual growth rates.
- w.** I can describe how the interest, dividends, and growth of various investments are taxed and how taxation affects investment growth and overall returns.
- x.** I can explain the impact of the capital gains tax on investment decisions.
- y.** I can investigate ways that federal and state laws allow individuals, couples, and families to reduce or defer investment taxes, including gifting and charitable donations.
- z.** I can investigate incentive programs like educational and retirement plans, including 529s, Education Savings Accounts, Individual Retirement Accounts, and 401(k)/403(b) accounts.
- aa.** I can explore the differences between tax-deferred and tax-free investments.
- bb.** I can differentiate between plans which are “pre-tax” and “after tax.”
- cc.** I can create a growth table with accompanying written explanations to demonstrate the net cash flow each will deliver after retirement

- dd.** I can research the Social Security system and create a cash flow diagram to demonstrate how today's employee contributions are necessary to pay today's retirees.
- ee.** I can research current issues associated with the Social Security system and its long-term sustainability, including proposed policy changes to this system.
- ff.** I can write persuasively about the current system or proposed legislation and whether it stands to benefit or hurt individuals and the economy, citing evidence from studies, media commentary, and other analyses.
- gg.** I can determine the options for drawing Social Security retirement funds at various ages.
- hh.** I can assess the consequences of initiating payments at the earliest possible ages, taking into account projected constraints such as cost of living, medical expenses, and inflation rates
- ii.** I can calculate the compound growth of investments and identify the importance of beginning early with an investment plan to cover retirement needs.
- jj.** I can examine various vehicles created for retirement investments, including 401(k) and 403(b) plans, IRA and Roth IRA, and defined benefit pension plans.
- kk.** I can develop and defend a retirement plan for a mock client, including a combination of investment options, and estimate the annual retirement cash flow it may deliver.
- ll.** With peers, I can critique each other's plans on the merits of their coherence, quality of research into investment options, strategies for safeguarding against untenable risk, and accuracy of financial calculations and projections and revise plans to address critiques.
- mm.** I can define and interpret the importance of documents and processes related to the end of life, including wills, living wills, power of attorney, medical power of attorney, probate, and estates.
- nn.** I can compare and contrast the process of dissolving an estate of a person with a will versus one who died intestate (without a will).
- oo.** I can research federal and state laws concerning the taxation of estates and identify situations in which these taxes could present significant challenges to those without proper estate planning.
- pp.** I can analyze the need for strong ethics in the field of financial planning.
- qq.** I can report on the ways consumers can determine the history and reputation of professionals in the financial planning field.
- rr.** I can research case studies and news reports on investment companies engaging in ethically questionable behavior, and describe the significant impact on many individual investors.
- ss.** I can determine the legal protections entitled to individual investors and the processes outlined for seeking restitution.
- tt.** I can describe the practice of insider trading and research recent cases in which violators have been identified and prosecuted.
- uu.** In a persuasive presentation or project, I can explain the benefits of compliance with government taxation authorities, and compare with the consequences associated with illegal buying and selling of investments, tax evasion, and other unethical behaviors.

- vv.** I can develop and refine clear verbal and written communication techniques in order to properly describe and explain key concepts in financial planning.
- ww.** Through small group projects and presentations, I can gain an understanding of the importance of teamwork and leadership.
- xx.** I can conduct reviews of sample portfolios and net worth scenarios and provide an evaluation culminating with a plan of action for adjustments required to maximize overall return and minimize risk in the future.
- yy.** I can present an in-depth review of one such portfolio to the class, explaining how the analyses were conducted and risk/return were calculated.
- zz.** I can prepare a glossary of key terms to help explain the recommendations and procedures.

