



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Personal Finance and Entrepreneurship		
<i>Instructor Info</i>	Name: Jose Losoya	Contact Info: jlosoya@pps.net	
<i>Grade Level(s)</i>	10, 11, 12		
<i>Room # for class</i>	Room: M-106		
<i>Credit</i>	Type of credit: Elective and PCC Dual Credit (optional)	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>	Computer Applications - Recommended		
<i>General Course Description</i>	Explores the role of the consumer in our economy, problems of financing family and individual needs, including budgeting, banking relationships, borrowing, insurance, risk management, real estate, investing, portfolio management, retirement and personal taxes.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	I'm very excited that you've decided to join me in our Personal Finance course. This class is designed to give you an overview of Financial Literacy.		
<i>Course Highlights (topics, themes, areas of study)</i>	<ol style="list-style-type: none"> 1. Ability to plan and budget effectively. 2. Recognize the need to adapt financial planning to changing personal needs as well as changes in the economy and financial environment. 		




	<ol style="list-style-type: none"> 3. Effectively analyze the comparative merits of buying and renting a home; tax implications; buying, selling, and leasing fundamentals. 4. Evaluate various types of credit; understand costs and how to utilize them to the best advantage. 5. Evaluate the various types of insurance and relate this information to personal needs. 6. Examine investment strategies considering asset allocation
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<p><i>Course Connections to PPS Relimagined Vision</i></p>	<p>Students in Personal Finance are asked to think critically, be responsible and accountable, communicate effectively, plan, and self-reflect.</p>
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<h3>Section 3: Student Learning</h3>

<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <ol style="list-style-type: none"> 1. Ability to plan and budget effectively. 2. Recognize the need to adapt financial planning to changing personal needs as well as changes in the economy and financial environment. 3. Effectively analyze the comparative merits of buying and renting a home; tax implications; buying, selling, and leasing fundamentals. 4. Evaluate various types of credit; understand costs and how to utilize them to the best advantage. 5. Evaluate the various types of insurance and relate this information to personal needs. 6. Examine investment strategies considering asset allocation
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<p><i>PPS Graduate Portrait Connections</i></p> <p> 8/27 Work</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inquisitive Critical Thinkers with Deep Knowledge <input type="checkbox"/> Powerful and Effective Communicators <input type="checkbox"/> Positive, Confident, and Connected Sense of Self <input type="checkbox"/> Optimistic Future-Orientated Graduates <input type="checkbox"/> Reflective Empathetic and Empowering Graduates
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	<ul style="list-style-type: none"> <input type="checkbox"/> Influential and Informed Global Stewards <input type="checkbox"/> Resilient and Adaptable Lifelong Learners <input type="checkbox"/> Inclusive and Collaborative Problem Solvers <input type="checkbox"/> Transformative Racial Equity Leaders
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i> Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.</p> <p><i>504 Plans:</i> Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</p> <p><i>English Language Learners:</i> Strategies used in this class to address ELL needs will include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Posting clearly defined objectives <input type="checkbox"/> Emphasizing key vocabulary <input type="checkbox"/> Providing clear expectation of tasks, slower speech, increased wait time, etc <input type="checkbox"/> Scaffolding techniques like think-alouds to support student understanding <input type="checkbox"/> Allowing for frequent opportunities for student interaction (pair-shares, small and large group work) <input type="checkbox"/> Using activities that integrate reading, writing, speaking and listening <input type="checkbox"/> Providing regular feedback <p><i>Talented & Gifted:</i> Strategies used in this class to address TAG needs will include, but are not limited to, the following: Challenge prompts, flexible grouping, independent based learning, honors option.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>Career Related Learning Experience (CRLEs) and Essential Skills:</p> <p>PERSONAL MANAGEMENT Exhibit appropriate work ethic and behaviors in school, community, and the workplace.</p> <p>PROBLEM SOLVING Apply decision-making and problem-solving techniques in school, community, and the workplace.</p> <p>COMMUNICATION Demonstrate effective communication skills to give and receive information in school, community, and workplace.</p> <p>TEAMWORK Demonstrate effective teamwork in school, community, and workplace.</p> <p>EMPLOYMENT FOUNDATIONS Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.</p>



CAREER DEVELOPMENT Demonstrate career development skills in planning for post high school experiences.



8/27 Work

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies

Shared Agreements



Behavioral Expectations:

At Franklin High School, in addition to following all school rules, we expect staff and students to:

Strive to be...

Thoughtful--We put time and effort into our work

Respectful--We respect the diverse learning needs of our peers

Organized--We are present and on time to class

Neighborly--We greet others and interact positively

Generous--We share our resources with each other

I will display our Agreements in the following locations:

On my wall



My plan for ongoing feedback through year on their effectiveness is:

Student Survey


One-on-One Check-ins

Grades/assignment completion



<p><i>Student's Perspective & Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> Get to know students Celebrate students' cultures Be mindful
<p><i>Empowering Students</i></p> 	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> Email Phone Canvas Conferences <p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> Positive Feedback Displaying student work in the classroom <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> Regular check-ins Student Surveys <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> Remind students of expectations and/or rules Talk to students outside the classroom or after class. Compassion and Connection



<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by: Creating space in the classroom</p>
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Section 5: Classroom Specific Procedures

<p><i>Safety issues and requirements (if applicable):</i></p>	<p>Wear a mask at all times Maintain 3 feet of distance between peers and teacher Keep aisles clean of debris</p>
<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: One student out with a pass at a time Return in a timely manner Wear mask at all times Maintain 3 feet of distance in hallways</p>
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way: Canvas</p> <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: Create individualized plan with each student</p>
<p><i>Returning Your Work</i></p>	<p>My plan to return student work is the following: <i>Timeline: ASAP</i> <i>What to look for on your returned work: Check canvas/synergy for points earned, and comments on assignments as why assignment was not graded</i> <i>Revision Opportunities: Unlimited tries on daily work</i></p>
<p><i>Formatting Work (if applicable)</i></p>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: Uploaded to Canvas</p>
<p><i>Attendance</i></p>	<p>If a student is absent, I can help them get caught up by:</p>



Student should review assignments covered in Canvas during class missed

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: Textbook Canvas Materials
<i>Materials Needed</i>	Please have the following materials for this course: Chromebook/iMac/Laptop and Charger Cord Access to @student.pps.net account <i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: Canvas Course Home Page
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: Canvas Course Home Page Email Phone

Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Daily Journal - Informal write-ups Assignments Projects Tests
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Apply skills and reasoning to tests



<p><i>Student Role in Assessment</i></p>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> Assignments Projects Individualized Learning Plans
<p>Section 8: Grades Progress Report Cards & Final Report Cards</p>	
<p><i>Accessing Grades</i></p>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> Canvas Synergy <p>I will update student grades at the following frequency: ASAP</p>
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report:</p> <p><i>Mark: A, B, C, D or F</i> <i>Meaning of the mark: Percentage student received from work completed</i></p> <p><i>Mark: Incomplete</i> <i>Meaning of the mark: Student did not submitted sufficient evidence of learning</i></p> <p><i>Mark: Pass or No Pass</i> <i>Meaning of the mark: Student has/has not submitted evidence of learning or student would like to audit course</i></p>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester: Total points earned (total points earned/total points possible)</p> <p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none"> Assignments - Completion Test - Percentage of points earned



Other Needed info (if applicable)



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