

**ARTICULATION AGREEMENT**

**DATE DRAFTED:** October 30, 2023

**VALID ACADEMIC YEARS:** FA22-SP25

**LMC COURSE:** BUS-160 "Personal Finance"

**HIGH SCHOOL COURSE:** Personal Finance

**School:** Antioch High School

**Address:** 700 W 18th St, Antioch, CA 94509

- A. COLLEGE COURSE DESCRIPTION:** This is an introductory personal finance course designed to help students become financially literate, and to learn decision-making strategies integral in controlling one's financial destiny. The course covers the following topics: steps in building a personal financial plan; goal setting; budgeting; evaluating financial institution services; consumer credit; life's major purchases; insurance types, needs and products; investing basics, equity and debt vehicles; income tax strategies; and retirement and estate planning. May not be repeated. SC LMC: DA TRANSFER: CSU
- B. UNITS:** 3
- C. PRE-REQUISITES:** None
- D. HIGH SCHOOL CLASS DESCRIPTION:** Personal Finance is a year-long course which cultivates decision-making skills, examines real world financial issues and helps students develop good habits they will use in their daily lives. Students will investigate career choices and build budgets appropriate to that income base as well as analyze their personal finance and money management relative to higher education and its costs. Students will research banking, buying cars and homes, renting, taxes and investing their money. Students will also develop an understanding of business, finance, management and marketing for success in those fields. Technology will be used as a tool to facilitate these investigations and to complete most projects. Projects will involve research, reading, writing reports and oral presentations. In addition to projects, the students will use math skills to investigate real world problems and practice math skills that will be used in their daily lives based on Common Core standards. Assessments will be in the form of performance tasks, quizzes, portfolios, and a final exam. Students will develop a deep understanding of the expectations and situations they will face as productive young adults.

**A. REQUIRED CONTENT FOR ARTICULATION:**

**Unit 1: Money Management**

Students will explore how spending, saving and values impact finances. They will discuss the value of planning how money is used; give examples of sensible and unwise spending decisions and behaviors. They will then compare spending priorities. Students will set financial goals that are specific and measurable. They will explore personal goals and how they can achieve those through financial goals. They will explain how to write effective financial goals and discuss how to prioritize actions while working to achieve multiple goals concurrently. Students will apply strategies to be mindful about spending decisions. They will discuss what influences spending decisions, identify tools and strategies to manage spending habits and demonstrate how the decision-making process works. Students will create a spending plan to reach their goals. They will discuss, describe and explain using spending plans to manage spending habits. Students will figure out ways to maintain a positive cash flow. They will list strategies to stick to a spending plan including plugging spending leaks. They will discuss ways to prepare for unexpected financial events.

### **Unit 2: Banking, Savings & Credit**

Students will investigate financial institutions and their services. They will make informed decisions about their personal goals for their money and will learn how to ensure accurate bank transactions. Students will work through scenarios of purchasing both small and large ticket items and will note how interest and taxes impact the final purchase price. Students will graph the difference between compounded and simple interest rates to see the secret of making their money grow. They will investigate the dangers of debt and the consequences of spending more than they make. Finally, students will learn about credit scores and how to protect themselves from identity theft.

### **Unit 3: Earning Power & Taxes**

The students will learn about their responsibility of paying taxes and what taxes are used for at federal, state and local levels. They will also study the relationship between income and tax percentage rates. Students will demonstrate understanding by filling out both state and federal tax forms given a W2 form and writing a paper summarizing the details and what they learned from the project.

### **Unit 4: Large Loans: Cars, Homes (Renting as an Option), and Student Loans**

Students will investigate loans for auto purchases, both new and used, and loans for homes. They will simulate the process of choosing and purchasing a car. They will consider all costs, including taxes, registration, and insurance, and will identify the income necessary to support such a purchase. Students will calculate compounded interest for their car. They will also walk through a trade-in process and explain the difference between dealer trade-ins and private party sales.

Students will simulate a purchase of their first home. They will use a spreadsheet to calculate the amortization schedule for their home loan. Students will research the averages market sales for homes in the location of their choice and will calculate the long-term cost of this home using real interest rates comparing overall cost to the duration of the loan. Finally, the students will look at the realities of renting in their near future. They will investigate when it is more desirable to rent than to buy and will consider what characteristics make a good roommate.

### **Unit 5: Investing Your Money**

This unit introduces students to the world of investing, with opportunities to investigate and analyze the ever-present risks involved. The focus is on strategies for investing for the long term, as part of an overall approach to financial futures. Lessons cover the basics such as the language of financial markets, gathering information on investments, and the maturation of financial institutions in the U.S. economy. There are lessons on stocks, bonds, mutual and index funds as well as a look at the history of the world markets. Students will choose stocks and follow their ups and downs throughout this 10-week unit.

### **Unit 6 - Leadership, Management & Entrepreneurship**

Students will investigate what it takes to open their own business. This project will involve the fundamentals of a making a business plan including defining their market, writing a description of their product and services, creating a marketing plan and managing finances. Students will calculate start-up, personnel, marketing and break-even costs. The culminating project will include an opening day flyer, and a tri-fold brochure of their business. In addition to the written business plan, the students will deliver a power point presentation to the class to request start-up money for their new company. They will explain their financial statements, product growth and projections, terms of repayment and why their product is going to be a success. Students will also learn qualities of successful leaders and understand managerial decision making.

## **B. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:**

Personal Finance is a year-long course which cultivates decision-making skills, examines real world financial issues and helps students develop good habits they will use in their daily lives. Students will investigate career

choices and build budgets appropriate to that income base as well as analyze their personal finance and money management relative to higher education and its costs. Students will research banking, buying cars and homes, renting, taxes and investing their money. Students will also develop an understanding of business, finance, management and marketing for success in those fields. Technology will be used as a tool to facilitate these investigations and to complete most projects. Projects will involve research, reading, writing reports and oral presentations. In addition to projects, the students will use math skills to investigate real world problems and practice math skills that will be used in their daily lives based on Common Core standards. Assessments will be in the form of performance tasks, quizzes, portfolios, and a final exam. Students will develop a deep understanding of the expectations and situations they will face as productive young adults.

**C. METHODS FOR END OF COURSE ASSESSMENT:**

*Grading Policy:*

Grading will be scored on a points system. Assignments will consist of 80% of the grade with participation/social contract making up roughly the other 20%. Check Aeries for updated grades. If there are any discrepancies feel free to contact me in class or by e-mail. If you would like an update on your progress, please e-mail me.

*Grade Scale:*

A+	98+	B	83 - 86.99	C-	70 - 72.99	F	0 - 59.99
A	93 - 97.99	B-	80 - 82.99	D+	60 - 62.99		
A-	90 - 92.99	C+	77 - 79.99	D	63 - 66.99		
B+	87 - 89.99	C	73 - 76.99	D-	60 - 62.99		

**D. TEXTBOOKS OR OTHER SUPPORTING MATERIALS**

Personal Finance Literacy Irvin Tucker, Joan Ryan Cengage 3<sup>rd</sup> Edition www.cengage.com ISBN 13:978-1-337-90407-0

**E. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:**

*(all of the following must be met)*

1. Students **must apply** to Los Medanos College and register in **CATEMA** in order to receive credit recommendations by their high school teacher.
2. Students **must be recommended** for credit by their high school teacher in **CATEMA**. *Teachers recommend credit at their discretion.*
3. Students **must complete** the Personal Finance class at Antioch High School with an overall grade of “B” or better.  
*High school teachers will enter this grade in CATEMA.*
4. Students **must earn** a “B” or better on the agreed upon college/high school final exam procedure.  
*High school teachers will enter this exam grade in CATEMA.*
5. Articulated college credit may only be recommended by the high school teacher and received by the student **within the academic year** in which it was earned.
6. Upon completion of the above, the student will receive on his/her LMC and CCCC (California Community College District) transcript the units of credit for LMC’s **BUS-160 “Personal Finance”** course.
7. College transcripts will reflect the **FINAL EXAM GRADE** earned and will be notated as \*Credit by Exam.

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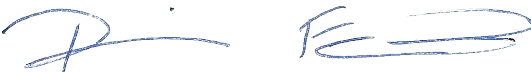
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**COLLEGE SIGNATURES**

**HIGH SCHOOL/ROP/DISTRICT SIGNATURES**


  
Akilah Moore (Dec 4, 2023 08:43 PST)  
Date  
A'kilah Moore Ed.D.  
LMC Vice President of Instruction (Interim)


  
John Jimno (Dec 6, 2023 12:55 PST)  
Date  
John Jimno  
Principal, Antioch High School

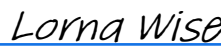
  
Date  
Dennis Franco  
LMC Dean of Instruction, Business

  
Lindsay Wisely (Feb 26, 2024 10:41 PST)  
Date  
Lindsay Wisely  
AUSD Director, Secondary Schools

  
pwilkins225@email.4cd.edu Wilkins (Nov 30, 2023 12:46 PST)  
Date  
Dr. Penny Wilkins  
LMC Business Department Chair

  
Christine Ibarra (Feb 27, 2024 10:35 PST)  
Date  
Christine Ibarra  
AUSD Associate Superintendent

  
Amy Bettencourt (Feb 9, 2024 15:48 PST)  
Date  
Amy Bettencourt  
AUSD Director of Curriculum, Instruction & Assessment

  
Lorna Wise (Jan 26, 2024 10:42 PST)  
Date  
Lorna Wise  
Faculty, Antioch High School












# BUS-160\_AHS\_ARTIC\_FA22-SP25 v.Wise

















Final Audit Report

2024-02-27

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By:	Colleen Grim (cgrim490@email.4cd.edu)
Status:	Signed
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