

Personal and Family Finance Course Description

The high school Family and Consumer Sciences (FACS) course *Personal and Family Finance* builds on the fundamentals of the middle school *Foundations of Work and Family* content standard *Consumer and Resource Management* and High School *Adult Roles and Responsibilities*. The *Personal and Family Finance* course is designed to be an in depth study of the financial needs and skills of the individual and family.

This course can be used to address the New Hampshire State Board of Education Administrative Rule ED 306.38(5)(b)(2) which identifies the need, at the high school level, for course work in the area of Consumer and Resource Management.

Rationale

The New Hampshire high school Family and Consumer Sciences Education (FACS) program is designed to be compatible with local school and district needs. The high school FACS program provides learning experiences that will be necessary for life and careers. The *Personal and Family Finance* course will help students acquire the knowledge and skills necessary for managing their finances and resources throughout their life.

Length of Courses

½ - 1 unit (90 - 180 hours) is recommended for *Personal and Family Finance*.

FCCLA

Family, Careers and Community Leaders of America (FCCLA) is the recognized Career and Technical Student Organization (CTSO) for Family and Consumer Sciences programs. It is an integral part of FACS education and an essential element in a complete FACS classroom. This means chapter projects and activities stem from and enhance Family and Consumer Sciences programs. FCCLA gives FACS students leadership experiences in planning and directing their own activities. These expanded opportunities for leadership training, community involvement, and personal growth provide FACS students with a more meaningful education.

| Identified in this document are suggested National Programs and STAR Events that could be effectively used within the classroom to provide authentic learning activities and assessment of FACS concepts. Initiating FCCLA activities during class time and using FCCLA resources can enrich student learning, involve all FACS students, revitalize teaching and learning, and reduce scheduling and time conflicts for FCCLA members and advisers. The FCCLA planning process guides students to identify their concerns, set a goal, form a plan, and follow up. When this planning occurs within the classroom, the students are given ample opportunity to analyze problems, make decisions, implement a course of action, and evaluate the effectiveness of their actions. With these experiences,

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students are better prepared to manage their lives, take responsibility for their actions, gain employment, and become life-long learners.