



**Maryland State Department of Education**  
**Implementation of Personal Financial Literacy Education**  
**1<sup>st</sup> Annual Update**



**Fall 2012**

# Personal Financial Literacy Education

## Introduction

Maryland leads the nation in providing a quality education for students. As the requirements for the global economy have changed, so have the educational needs of our students. Today, more than ever before, graduates must be financially literate in order to be prepared for college, careers, and responsible living. This is why Maryland stakeholders acted early to ensure that all students have a strong foundation in financial education to make informed decisions and accomplish their goals. For over a decade, Maryland State Department of Education (MSDE) has worked with a variety of partners to support the delivery of personal financial literacy education in public schools, including representatives from non-profit organizations, credit unions, banks, secondary and postsecondary education, and government agencies.

The commitment to deliver personal financial literacy education to students was bolstered as a result of Base Realignment and Closure (BRAC). BRAC brought over 40,000 high-wage, employment opportunities to the state, and these opportunities often require a security clearance, for which having good credit is a necessary component. Thus, the need for more education in personal financial literacy quickly became apparent. As a result, during the summer of 2008, MSDE offered its first statewide teacher professional development on personal financial literacy education.

In the fall of 2008, the *Task Force to Study How to Improve Financial Literacy in the State* was convened by the co-chairs, Delegate Dana M. Stein of Baltimore County and Senator C. Anthony Muse of Prince George's County. At the January 2009 meeting of the State Board of Education, the Task Force presented the following recommendations for secondary education:

1. Develop K-12 personal financial literacy standards
2. Coordinate a design team to create a systemic approach to implementation by providing professional development, curriculum, and resources
3. Consider regulations for a K-12 state curriculum
4. Require reporting from 24 local school systems
5. Develop a way to evaluate local financial literacy programs

Since the report, substantial progress continues to be made at both state and local levels to implement personal financial literacy education. This update provides information on: MSDE efforts to assist with local implementation, local school system responsiveness, and ongoing needs at both the state and local levels.

## MSDE Efforts to Assist with Local Implementation

To assist local school systems in implementing personal financial literacy education, MSDE engaged in three major initiatives: 1) the development and acceptance of a state curriculum in personal financial literacy education, 2) the adoption of regulations requiring local school systems to put in place a program of instruction at the elementary, middle and high school learning levels and 3) the establishment of a professional development model for teachers. **Appendix A** provides a detailed chronology of MSDE's actions regarding personal financial literacy education.

The recommendations that emerged from the Task Force report influenced the work already underway by MSDE. The state superintendent of schools acted immediately to appoint the members of MSDE's Financial Literacy Education Advisory Council and charged it to provide guidance and advice to develop,

implement, monitor, and sustain personal financial literacy education. The membership actively works to leverage resources, gauge local implementation, assist with teacher professional development, review state curriculum, and communicate initiatives to stakeholders.

### State Curriculum

The Maryland State Curriculum for Personal Financial Literacy Education was developed by a design team under the direction and guidance of the MSDE's Financial Literacy Advisory Council. The design team was comprised of teachers and school administrators from local school system as well as representatives from financial organizations. The curriculum was widely disseminated and underwent a national, state and local review prior to its acceptance by the State Board of Education in January 2010.

The curriculum includes standards, indicators and objectives on what students should know and be able to do to be financially literate. The standards-based curriculum is formatted like all other state curricula except that it is organized in grade bands, (3-5, 6-8 and 9-12) rather than grade-by-grade. The six standards are: (1) Make Informed, Financially Responsible Decisions; (2) Relate Careers, Education and Income; (3) Plan and Manage Money; (4) Manage Credit and Debt; (5) Manage Risks and Preserve Wealth; and (6) Create and Build Wealth. Decision-making skills and becoming a critical consumer are incorporated within each standard.

### Regulations Requiring a Program of Instruction

In June 2010, the State Board adopted regulations requiring local school systems to implement a program of instruction in personal financial literacy education for all students at the elementary, middle and high school learning levels effective September 2011 (Code of Maryland Regulations [COMAR] 13A.04.06). According to the regulations, "each local school system shall provide personal financial literacy curriculum documents for the elementary and secondary schools under its jurisdiction that include and align with the State curriculum as developed by the Maryland State Department of Education in collaboration with local school systems." Last fall, local school system superintendents completed the initial certification process to the state superintendent of schools. They are required to repeat the certification process every five years.

### Professional Development

Since 2008, MSDE has provided professional development (PD) to over 350 teachers on personal financial literacy education instruction. Working with staff from Family Economics and Financial Education (FEFE), MSDE has established a PD model that is ongoing and systemic and aligns to the Maryland Teacher Professional Development Standards. Teachers are able to use the FEFE content and the instructional strategies as a stand-alone course or can integrate the lessons and models into existing curriculum at both the middle school and high school levels. School systems are using the FEFE materials in conjunction with a variety of financial literacy instructional resources. In partnership with T. Rowe Price, MSDE co-sponsored a symposium to showcase a variety of providers of financial literacy resources for consideration by local instructional leaders. Included among the providers were: the Maryland Council on Economic Education and Maryland Coalition for Financial Literacy, Junior Achievement, FEFE, Ever Fi, Stocks in the Future and Money-U. Local leaders are using these resources as well as a variety of other tools to implement the required instructional program in grades 3-12.

MSDE established Continuing Professional Development (CPD) credit that teachers can earn toward their recertification. MSDE has also assisted other providers in securing CPD credit for their professional development offerings.

### Leveraged Funding

MSDE's continuing efforts are focused on providing school systems with professional development and resources to implement financial literacy instruction. MSDE staff has applied for and received five grants. Two grants from PNC Bank totaling \$73,000 provided professional development to almost 200 teachers in August 2011 and 2012. MSDE also received a \$75,000 College Access Grant from the Maryland Higher Education Commission (MHEC) in 2011 and anticipates receiving another \$75,000 in the of 2012 to support the following initiatives:

1. Conducting information sessions to guidance counselors, teachers and administrators at the middle and high school levels that specifically address college loans, college debt, Federal Student Aid, the role of the Free Application for Federal Student Aid (FAFSA), and the relationship between creditworthiness and security clearances.
2. Developing and implementing a series of lessons that support a college-going culture that includes a variety of options in financing a college education and providing teachers with the needed professional development to implement the lessons.
3. Partnering with schools to establish and/or improve a career and academic program that emphasizes college readiness, academic preparation and financial literacy. The school system will be selected based on several factors, including the number and percent of students receiving Free and Reduced Meals (FARMS) and the poverty rate of children between the ages of 5-17 within the jurisdiction.
4. Supporting the development of marketing/information materials on early college access. Working with partners from postsecondary organizations, MSDE will develop communication and/or awareness materials for counselors, students and parents on how students can earn college credit while in high school.
5. Marketing and disseminating FAFSA information comparing responses from Maryland seniors completing the Pre-Graduate Survey to information found on the U.S. Department of Education's FAFSA Data Center website that lists FAFSA Completion by High School.
6. Providing face-to-face professional development (PD) to teachers on financial literacy. The resources used in the PD will include those developed from the previous MHEC College Access grant, which are a series of lessons that support a college-going culture including a variety of options in financing a college education.
  - A. Train a cadre of Master Teachers to help deliver the face-to-face PD on financial literacy as well as provide technical assistance to local school systems on implementing career and academic programs that emphasize college readiness, academic preparation and financial literacy.

The Investment Company Institute Education Foundation provided MSDE with a \$25,000 grant. The purpose of this grant is to develop a series of webinars focused on savings and investing. Each webinar will build on the previous in content with increasing depth of knowledge. These webinars will align to Maryland's financial literacy standards and will have four components:

1. Presenters with expertise in savings and investment;
2. Lessons from the FEFE curriculum targeted to savings and investing including pre- and post-tests;
3. Opportunities for participants to speak with Maryland's FEFE Master Teachers on instructional strategies; and
4. Video clips of the master teachers implementing lessons on savings and investing in their respective classrooms.

The first webinar, “*Investing in Your Future*” aired on November 13, 2012 and focused on the first key investment that young people make—a college education. A primary goal of this webinar was to show that financing a college education is an investment strategy—not only as it pertains to a person’s financial resources but also in the selection of a major.

### Monitoring and Evaluation

The Division of Career and College Readiness is also responsible for the development, administration and collection of the Pre-graduate survey. In December 2010, the survey was updated to include questions on students’ perceptions of the personal financial literacy education they received in school as well as questions on financial aid, scholarships and the Free Application for Federal Student Aid (FAFSA). This survey was administered for the first time in the 2010-2011 school-year prior to the September 2011 effective date of the Financial Literacy regulations, known as COMAR. The responses from this survey provide baseline data that will assist in monitoring local implementation of personal financial literacy education over time. The survey was administered at the end of the 2011-2012 school year. **Appendix B** compares the 2011 results with the 2012 results. For the most part, the responses to the majority of questions yield the same percentages as indicated in the baseline data. However, more seniors responded to the questions, and more stated that they received financial literacy instruction.

### **Local School System Responsiveness**

The regulation requiring local school systems to offer a program of instruction in personal financial literacy education at the elementary, middle and high school learning years became effective in September 2011, which meant that school system superintendents needed to certify their program of instruction to the state superintendent of schools. Last year, the State Board of Education granted Charles, Garrett and Montgomery Counties a one-year waiver to allow extra time to ensure that all students receive financial literacy instruction. In September 2012, these three school systems certified their programs of instruction in financial literacy education.

Additionally, the initial certification process included a survey asking central office staff to describe how financial literacy is delivered at the various grade levels and what additional resources are still needed to assist with this initiative. This year, school systems updated their survey responses (**Appendix C**).

Based on the responses, local school systems are implementing personal financial literacy education at the elementary, middle and high school learning levels. At the elementary school level, schools are embedding financial literacy content by using trade books in Reading/English Language Arts classes as well as integrating concepts in social studies classes. Students are engaging in a variety of activities including the Stock Market Game, Junior Achievement’s Biz Town and the Great Piggy Bank Adventure.

At the middle school level financial literacy concepts are integrated in units found in social studies classes as well as Family and Consumer Sciences classes. Like elementary school, students are engaged in activities supporting classroom instruction including the Stock Market Game and Junior Achievement’s Virtual Finance Park.

At the high school level, financial literacy is mostly embedded in required social studies courses. Furthermore, many school systems also offer elective courses in Family and Consumer Sciences and Business Education. This is in addition to the instruction received in the social studies courses. Many students are participating in the Stock Market Game and also have additional opportunities to participate in online activities.

## **Ongoing State and Local Needs**

Based on local school system survey responses, teacher toolkits, curriculum resources and professional development are the areas in which school systems and schools need the most assistance. Resources are most needed at the elementary level. As funds are identified, MSDE will take the following actions:

1. Develop educator toolkits (starting at the elementary level) in cooperation with local school systems that include: clarifications, lesson plans, lesson seeds, sample assessments, prerequisite skills, higher order thinking skills, technology and resources;
2. Develop financial literacy resources including online instruction for students and teachers; and
3. Continue professional development for teachers and practitioners of personal financial literacy instruction

There is no dedicated funding for the Personal Financial Literacy initiative. MSDE has garnered \$248,000 in public/private partnerships to assist with local school system implementation. It will be necessary to expand these partnerships to take this initiative to scale.

### Implementation Timeline for Personal Financial Literacy Education

Timeline	Action
April 2008	The Governor signed the bill establishing the Task Force to Study How to Improve Financial Literacy in the State. The Task Force was co-chaired by Delegate Dana M. Stein and Senator C. Anthony Muse who sponsored the bills.
August 2008	Through a competitive bid process, MSDE sponsored the first statewide professional development on delivering financial literacy instruction. Family Economics and Financial Education (FEFE) was awarded a contract.
January 2009	The Maryland State Board of Education (MSBE) received the K-12 portion of the Task Force's recommendations.
May 2009	The State Superintendent of Schools appointed members to the Financial Literacy Education Advisory Council and the Financial Literacy Education Design Team, and work on a financial literacy state curriculum began.
August 2009	MSDE sponsored the second statewide professional development on delivering financial literacy instruction using the FEFE instructional resources.
January 2010	The MSBE accepted Personal Financial Literacy Education State Curriculum.
April 2010	MSDE sponsored a professional development on the new credit card laws to follow-up the August 2009 workshops.
June 2010	The MSBE adopted regulations (COMAR 13A.04.06) requiring local school systems to provide an instructional program in personal financial literacy in the elementary, middle, and high school learning years effective September 2011.
August 2010	MSDE sponsored statewide professional development on delivering financial literacy instruction using the FEFE instructional resources.
December 2010	MSDE in partnership with T. Rowe Price hosted a symposium showcasing personal financial literacy education resources available at the 3-5, 6-8 and 9-12 grade bands.
December 2010	MSDE revised the Pre-Graduate Survey to include questions regarding financial literacy, financial aid and scholarships – Responses collected provided baseline data regarding students' perceptions of personal financial literacy education
March 2011	MSDE received a \$48,000 grant from PNC Bank for teacher professional development in financial literacy education.
May 2011	MSDE sponsored a webinar to provide teacher professional development on behavioral economics. This was a follow-up to the August 2010 workshops.
June 2011	MSDE began the process for local school systems to certify their financial literacy instructional program at the elementary, middle and high school learning years. As part of the certification process local school systems completed a survey describing their implementation efforts.
August 2011	MSDE and PNC Bank sponsored a statewide professional development on delivering financial literacy instruction using the FEFE instructional resources.

### Implementation Timeline for Personal Financial Literacy Education

August 2011	MSDE received notification of a \$75,000 College Access Challenge Grant Program sub grant from the Maryland Higher Education Commission supporting financial literacy education.
September 2011	Local school systems completed the certification process. The remainder of this report summarizes their implementation of financial literacy education.
January 2012	MSDE received a \$25,000 financial literacy grant from the Investment Company Institute Education Foundation supporting financial literacy education.
January 2012	MSDE published an Update on Implementation of Personal Financial Literacy Education to the MSEB and the Task Force on How to Improve Financial Literacy in the State
January 2012	MSDE expanded the presence of financial literacy education on its website, <a href="http://marylandpublicschools.org">marylandpublicschools.org</a> .
May 2012	MSDE received a \$25,000 grant from PNC Bank for teacher professional development in financial literacy education.
August 2012	MSDE, partnering with PNC Bank and Junior Achievement (JA), sponsored a statewide professional development on delivering financial literacy instruction using the FEFE and JA instructional resources.
Fall 2012	MSDE anticipates receiving notification of a \$75,000 College Access Challenge Grant Program sub grant from the Maryland Higher Education Commission supporting financial literacy education.

**Data: Comparison of Class of 2011 and Class of 2012 Pre-Graduate Survey Responses For Financial Literacy Education and Financial Aid**

**Financial Literacy Education:** The following questions were asked on the pre-graduate survey regarding students' perceptions about financial literacy education—see the below table:

Financial Education	
THROUGHOUT HIGH SCHOOL, did you receive instruction about managing your personal finances:	
<input type="checkbox"/> Yes – <i>then complete below</i>	<input type="checkbox"/> No
As a result, I am better prepared to make informed financial decisions.	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
I have started developing financial goals and a plan to achieve them.	
<input type="checkbox"/> Yes	<input type="checkbox"/> No

SKIP

	Class of 2011	Class of 2012
Financial Literacy Question Responses =	42,410 High School Seniors	43,098 High School Seniors
1. Received Instruction on Managing Personal Finances	19,317 (46%)	19,957 (46%)
2. Better Prepared to Make Informed Financial Decisions	17,727 (92%) out of 19,317	18,360 (92%) out of 19,957
3. Started Developing Financial Goals and Plans to Achieve Them	15,573 (81%) out of 19,317	16,277 (81.5%) out of 19,957

**Financial Aid:** One of the first major financial decisions that young people make is about paying for college. The following questions were asked on the pre-graduation survey regarding students' future plans to attend college and apply for college funding. Please note that different questions have a different number of responses.

	Class of 2011	Class of 2012
1. In the first year following graduation, do you plan on attending college?	43,915 (86%) out of 50,840 total responses	45,267 (87%) out of 51,981 total responses
2. I submitted the Free Application for Federal Student Aid (FAFSA).	27,670 (63%) out of 43,915 students	27,927 (62%) out of 45,267 students
3. I submitted a scholarship application through my college.	12,023 (27%) out of 43,915 students	11,424 (25%) out of 45,267 students
4. I submitted an application for other private scholarships.	13,243 (30%) out of 43,915 students	11,684 (26%) out of 45,267 students
5. I made no application for FAFSA, a college scholarship or a private scholarship.	14,053 (32%) out of the 43,915 students	14,682 (32%) out of 45,267 students

### Local School System Implementation of Personal Financial Literacy Education

School System	Stand-Alone Graduation Requirement	Integrated in a Course Required for Graduation
Allegany	Yes	
Anne Arundel		Yes- Government
Baltimore City		Yes- US History, Government, & World History
Baltimore		Yes- Public Issues & Economics
Calvert	Yes – starting for the 2016 graduating class	Yes- American Government
Caroline		Yes- US History, Government, & World History
Carroll	Yes	
Cecil		Yes- Freshman Seminar
Charles	Yes	
Dorchester		Yes- Government
Frederick	Yes	Yes- students take the stand-alone course or may choose from courses that include FL content
Garrett	Yes	
Harford		Yes- American Government
Howard		Yes- American Government
Kent		Yes- Freshman Seminar
Montgomery		Yes- National, State and Local Government (*full implementation to occur in September of 2012)
Prince George's		Yes - US History and Local, State, National Government
Queen Anne's	Yes	Yes- students take the stand-alone course or may choose from courses that include FL content
St. Mary's		Yes- offered in stand-alone courses and integrated in required Government course
Somerset		Yes- World History
Talbot		Yes – offered in US History and Government for all students; also students are required to take Personal Finance or a 4th year of math
Washington		Yes- Local, State and National Government
Wicomico		Yes- US History, Government, & World History
Worcester		Yes- a unit of study based on Financial Fitness for Life

#### Summary:

- \* At the high school level, all 24 local education agencies (LEAs) are implementing personal financial literacy education in courses required for graduation. Eighteen LEAs embed personal financial literacy education in a course (typically Social Studies/Government) and six LEAs have a stand-alone course in personal financial literacy education.

Please note: Highlighted texts indicate a change or update from last year's survey response.

<b>Allegany County</b>	
3-5	Elementary school grade band (3-5) students are provided instruction through integrated lessons within the core ACPS elementary curriculum.
6-8	Middle school grade band (6-8) students are provided instruction through integrated lessons within the Family and Consumer Sciences, Social Science, and Mathematics curricula. In addition, all eighth grade students are required to participate in a locally developed mini-course (15 day) to supplement curriculum not provided during the integrated lessons.
9-12	High school grade band (9-12) students are provided instruction through a locally developed course. The course is a semester (1/2 credit) and is scheduled during either the junior or senior year. To ensure compliance with COMAR the regulations; the ACPS Board of Education has included successful completion of this course as a local graduation requirement.
<b>Anne Arundel</b>	
3-5	AACPS students in our elementary schools will meet the financial literacy requirements through two specific content areas; Reading and Social Studies. The new Reading series titled "Treasures" has a strong Financial Literacy alignment in the reading selections for grades K – 5. Supportive teacher professional development has been developed to compliment the reading selections. In addition, the social studies content focusing on economics is also aligned with the financial literacy standards. [Meetings were held with EverFi representatives to pilot the new VAULT on line curriculum for elementary students. EverFi projects that Vault was available for schools in March 2012.] Finally, AACPS elementary schools are coordinating dates for students to attend Junior Achievement's Biz Town. A four hour professional development workshop will be conducted on September 8 <sup>th</sup> and September 12 <sup>th</sup> for participating school representatives. AACPS will monitor the financial literacy curriculum in the elementary schools and will conduct a gap analysis implementation at the end of the 2012 – 2013 school year.
6-8	AACPS students in our middle schools will meet the financial literacy requirements through three specific content areas. The English reading selections have supplemented financial literacy. The Social Studies curriculum focuses on economics and historical financial readings and multimedia presentations. The Family and Consumer Science Curriculum modified the FEFE curriculum for middle school students. FACS is a mandatory course for AACPS middle school students. Scripted lessons have been developed for FACS teachers that meet the financial literacy standards. AACPS will monitor the financial literacy curriculum in the middle schools and will conduct a gap analysis implementation at the end of the [2012 – 2013] school year. Also, 8 <sup>th</sup> graders are participating in Junior Achievement's Virtual Finance Park.
9-12	AACPS students in our high schools will meet the financial literacy requirements through three specific content areas. Business Education has developed a course titled "Managing Your Personal Finances" for all high schools. Students in this class will participate in the national Financial Literacy Challenge. Family and Consumer Science will offer a course in all high schools titled "Take Charge of Your Finances". This course has been developed though alignment with the FEFE curriculum. All students will have 10 lessons embedded with the required Government course that will meet all of the financial literacy standards. The Maryland Council on Economic Education / Maryland Coalition for Financial Literacy provided professional development for all government teachers on August 17, 2011.

	[Currently AACPS is partnering with EverFi to have the online financial literacy lessons to support the current Government curriculum.] AACPS will monitor the financial literacy curriculum in the high schools and will conduct a gap analysis implementation at the end of the [2012 – 2013] school year.
<b>Baltimore City</b>	
3-5	Financial Literacy will be incorporated into the Social Studies economics units in grades 1-5. The most emphasis will be in grade 3. [We will be incorporating the use of MCEE lessons and Ever Fi's Understanding Money.]
6-8	Financial Literacy will be incorporated into the Social Studies economics units in grades 6-8. The most emphasis will be in grade 7 where we are incorporating Junior Achievement's Finance Park.
9-12	Financial Literacy will be incorporated into the United States History, Government, and World History where appropriate. The most emphasis will be in Government where we are implementing an entire unit that focuses solely on Personal Finance. [We will be incorporating the use of Ever Fi's Financial Literacy program.]
<b>Baltimore County</b>	
3-5	A gap analysis comparing the elementary grade band of the Maryland State Curriculum for Personal Financial Literacy Education and the BCPS elementary social studies curriculum revealed that many, but not all, of the concepts in the financial literacy curriculum are already addressed in the BCPS curriculum. Those standards not addressed are most aligned to the fourth grade social studies curriculum, which was revised during the summer of 2010. Teaching suggestions that address such concepts as creating a spending plan and choosing a career were included within the first unit of the revised curriculum. These instructional activities were piloted during the 2010-2011 and implemented countywide during the 2011-2012 school year.
6-8	A gap analysis comparing the middle school grade band of the financial literacy curriculum and the BCPS middle school social studies curriculum demonstrated the need to provide minor additions to instruction in grades six, seven, and eight. Since the content of the financial literacy curriculum does not naturally match requirements of the Maryland State Curriculum for Social Studies, these additions were implemented as mini-units. These mini-units utilized materials developed by the National Council on Economic Education and approved by the Maryland State Department of Education. The adoption of pre-existing materials eliminated the need for extensive curriculum development. A focus group of department chairs was formed to determine the most appropriate placement and sequence of these activities and to then modify and pilot activities in the spring of 2011. Full implementation commenced during the 2011-2012 school year.
9-12	A gap analysis comparing the middle school grade band of the financial literacy curriculum and the BCPS middle school social studies curriculum demonstrated the need to provide minor additions to instruction in grades six, seven, and eight. Since the content of the financial literacy curriculum does not naturally match requirements of the Maryland State Curriculum for Social Studies, these additions were implemented as mini-units. These mini-units utilized materials developed by the National Council on Economic Education and approved by the Maryland State Department of Education. The adoption of pre-existing materials eliminated the need for extensive curriculum development. A focus group of department chairs was formed to determine the most appropriate placement and sequence of these activities and to then modify and pilot activities in the spring of 2011. Full implementation

	has commenced during the 2011-2012 school year.
9-12	The adoption of Maryland State Curriculum for Personal Financial Literacy Education coincided with the revision of Economics and Public Issues. The content included in Economics and Public Issues satisfies the Baltimore County Public Schools graduation requirement of .5 credit in economics. A gap analysis revealed the need to expand content addressed within the course. The curriculum guide was revised, piloted in 2010-2011, approved by the Board of Education in August 2011, and fully implemented in 2011-2012. All financial literacy standards are now met in the revised program of study, supported by appropriate online resources.
<b>Calvert County</b>	
3-5	Financial Literacy is integrated into our social studies curriculum in the elementary grades. Economic principles such as scarcity, wants versus needs, opportunity costs, supply and demand, and goods and services are covered in depth. Students also learn the value of savings as well as the importance of prioritizing and making choices; often wants and needs are limitless while supplies and resources have very definite limits. This school year, 2012-2013, we are partnering with Junior Achievement to provide Financial Literacy instruction to our 3 <sup>rd</sup> grade students. Specifically, our high school Academy of Finance students will be trained in order to provide the instruction to our 3 <sup>rd</sup> graders. This is an exciting endeavor for both our high school students and our 3 <sup>rd</sup> graders.
6-8	The Financial Literacy content standards for the middle school band are integrated into our Family and Consumer Science (FACS) program. All students take FACS in sixth grade and some students continue in seventh and eighth grades.
9-12	Calvert County Public Schools provides instruction in Financial Literacy for all high school students during the last quarter of eleventh grade within the American Government course. Additionally, students may elect to enroll in the semester course, Financial Literacy: Money Management. This course is designed to enable students to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. Beginning with the graduating class of 2016, this course is a graduation requirement.
<b>Caroline County</b>	
3-5	Financial Literacy is integrated into the Caroline County Public Schools curriculum for Mathematics and Social Studies for grades 3-5. Teachers have taken the Financial Literacy Standards and have identified appropriate skills to match the standards within our existing curriculum for both subject areas and have written lesson plans to address those areas where the appropriate curricular matches were not found.
6-8	Financial Literacy is integrated into the Caroline County Public Schools Social Studies curriculum Ancient World History, World Geography and United States History at the middle school level. Teachers have taken the Financial Literacy Standards and have identified appropriate skills to match the standards within our existing curriculum for all subject areas and have written lesson plans to address those areas where the appropriate curricular matches were not found.
9-12	Financial Literacy is integrated into the Caroline County Public Schools Social Studies curriculum for our courses in United States History, World History and Government. Teachers have taken the Financial Literacy Standards and have identified appropriate skills to match the standards within our existing curriculum for those subject areas and have written lesson plans to address those areas

	where the appropriate curricular matches were not found. A student who attends Caroline County public School for their entire educational career will have met all the standards for Financial Literacy. We also teach a stand-alone course in Personal Finance that meets the state standards for high school to make sure any student matriculating into our school system with transfer credits in US History, World History and/or Government can take the Personal Finance Course and meet the state's graduation requirement in Financial Literacy.
<b>Carroll County</b>	
3-5	Financial literacy content is embedded throughout the social studies curriculum in grades 3 - 5. There is also integration with the language arts curriculum. The curriculum is provided through literature, performance-based activities, hands-on activities and writing prompts.
6-8	The middle school curriculum in financial literacy is provided through units in grades 6, 7 and 8 in family and consumer sciences and grade 7 in social studies.
9-12	Standards for financial literacy within the grades 9 - 12 grade band are provided through two stand-alone courses. These courses are: Financial Literacy (grades 11 or 12) and Financial Management Using Software Applications (grades 10 and 11). These courses also meet the local Carroll County Public Schools graduation requirement in financial literacy.
<b>Cecil County</b>	
3-5	Financial literacy standards are embedded in the third grade curriculum for Social Studies.
6-8	[Financial literacy standards are embedded in the seventh grade curriculum for Social Studies. Teachers use the Family Economics and Financial Education curriculum to support instructional goals.]
9-12	The Financial Literacy standards are embedded in the Freshman Seminar curriculum, which is a require course for all ninth grade students. [Teachers use the Family Economics and Financial Education curriculum to support instructional goals.]
<b>Charles County</b>	
3-5	At the elementary school level, a curricular crosswalk with all content areas was completed to see where financial literacy objectives were currently met or could be met with minor modifications. Where appropriate, lessons were modified and/or developed to include financial literacy standards within content areas. Financial literacy lessons and activities have also been integrated within technology lessons taught in labs by technology facilitators. [All students in grades 3 – 5 participate in these lab activities. Additional stand-alone financial literacy lessons will be implemented to reinforce embedded concepts and address indicators not embedded within content areas.]
6-8	At the middle school level, a curricular crosswalk with all content areas was completed to see where financial literacy objectives were currently met or could be met with minor modifications. Where appropriate, lessons were modified and/or developed to include financial literacy standards within content areas. [Additional stand-alone financial literacy lessons will be implemented in grades 6 – 8 to reinforce embedded concepts and address indicators not already embedded within content areas.]
9-12	Graduation requirement: Beginning Fall 2011, all students entering 9th grade will be required to pass a one-credit financial literacy course during their junior or senior year. The course covers all standards in depth and provides a wide variety of rich, hands-on learning activities for students. A team of

	business education teachers and their CTE content specialist have spent the past 15 months preparing the required course for implementation. Activities have included: • attendance at professional development activities, including the FEFE 3-day training (August 2010) • review of numerous online and print financial literacy resources • development of a comprehensive personal financial literacy curriculum comprised of locally developed activities and the most appropriate resources selected from other sources Note: FEFE resources were extensively used throughout our curriculum • pilot of FEFE lessons and activities in current elective financial literacy course Charles County Public Schools fully meets COMAR Regulation 13A.04.06.01 for high school students.
<b>Dorchester County</b>	
3-5	Students in grades 3 - 5 will participate in the financial literacy program through read-a-loud books on financial literacy by the teacher and financial literacy activities in the <i>Financial Fitness for Life</i> series for grades 3-5. Students will also use class sets of <i>Managing Your Money</i> (Be A Wise Consumer; Planning Your Budget; and Spend or Save). Each book has a detailed lesson plan that includes the standards and activities.
6-8	Students in grades 6 - 8 will participate in the financial literacy program in their social studies classes using the <i>Financial Fitness for Life</i> series for grades 6-8. Each middle school will have the option of participating in the Stock Market Game and/or participating in Junior Achievement.
9-12	All high school students will participate in the financial literacy program in the required courses of U.S. History and Government using the <i>Financial Fitness for Life</i> series for grades 9-12. Additionally, students may choose to participate in one or more of the elective courses - Consumer Finance; Contemporary Issues; and/or Social Studies Seminar to increase their knowledge of financial literacy. Each high school will have the option of participating in the Stock Market Game and/or Junior Achievement.
<b>Frederick County</b>	
3-5	Personal Financial Literacy indicators are addressed by individual lessons in the existing Elementary Education Social Studies Curriculum and the Elementary Guidance Curriculum. Materials from <i>Financial Fitness for Life</i> , The Council for Economic Education, trade books provided by the Maryland Council for Economic Education and online resources from multiple financial organizations are utilized. [Professional development for new teachers has been planned with the Maryland Council for Economic Education; during the 2011/12 school year teachers were offered the same professional development.]
6-8	Students receive personal financial literacy instruction through various units and/or specific objectives in their required Socials Studies courses in grades 6, 7, and 8. They also receive financial literacy instruction in the grade 6 Life Skills course, which is required for all students.
9-12	Students may choose from a variety of courses or programs of study to receive the financial literacy component. Career Research Development II, <i>Managing Your Personal Finances</i> , or online courses offered through FCPS Flexible Evening High School, etc. are examples. This summer (2012) teachers created a course using the approved curriculum and appropriate MSDE standards entitled "Money, Finance and Economics". This course is now an option for students in grades 10 – 12.
<b>Garrett County</b>	
3-5	At each grade level of PreK-5, our teachers have aligned classroom lessons with the six Financial Literacy Standards. Those activities will be taught in each classroom.

6-8	At each grade level 6-8, our teachers have aligned classroom lessons with the six Financial Literacy Standards. Those activates will be taught in each classroom.
9-12	At the high school level, students are required to pass a Financial Literacy course. Those courses are called Financial Literacy or Economics.
<b>Harford County</b>	
3-5	The Maryland State Curriculum for Personal Financial Literacy Education is taught through the Grades 3, 4, and 5 Social Studies curriculum: • Grade 3 Social Studies, “Harford County: People and Places” • Grade 4 Social Studies, “A Study of Maryland” • Grade 5 Social Studies, “United States History: Pre-Columbian Times to the American Revolution” Standards and indicators have been infused through the existing curriculum learning experiences with an emphasis on vocabulary acquisition, reading for information, and inquiry learning. All elementary school students have Social Studies instruction on a daily basis. Professional development is provided as a part of the regular curriculum evaluation processes established by the Board of Education and through on-going information distribution to teachers via the Office of Social Studies regarding workshops sponsored by organizations affiliated with Personal Finance and Financial Literacy education. The Grade 3 program was revised to update the Financial Literacy resources and teachers were provided Professional Development from the Maryland Council on Economic Education in June 2012. This program is in effect with the 2012-2013 school year. Similar revisions and enhancements are being completed by Mr. Toepfer for the Grade 4 Social Studies program and will be enacted with the 2013-2014 school year.
6-8	The Maryland State Curriculum for Personal Financial Literacy Education is taught through the Grades 6, 7, and 8 Social Studies curriculum and the Grades 6, 7, and 8 Family and Consumer Science curriculum: • Grade 6 Social Studies, “Contemporary World Geography” • Grade 7 Social Studies , “Ancient World History” • Grade 8 Social Studies , “United States History: Revolution to Reconstruction” • Grade 6 Family and Consumer Sciences, “You, the Individual” • Grade 7 Family and Consumer Sciences, “You, and the Family” • Grade 8 Family and Consumer Sciences, “You, the Family and Society” Standards and indicators have been infused through the existing curriculum learning experiences with an emphasis on vocabulary acquisition, hands-on experience, and inquiry learning. All middle school students have Social Studies instruction on a daily basis and Family and Consumer Sciences instruction is offered as a part of the rotation schedule of Unified Arts. Professional development is provided as a part of the regular curriculum evaluation processes established by the Board of Education, through on-going workshops offered in Harford County by the Office of Family and Consumer Sciences and the Office of Social Studies, as well as by information distribution to teachers regarding workshops sponsored by organizations affiliated with Personal Finance and Financial Literacy education.
9-12	The Maryland State Curriculum for Personal Financial Literacy Education is taught through the Grade 9 Social Studies curriculum with additional opportunities of instruction available in Grades 10-12 through courses offered by Family and Consumer Sciences, Business Education, and Social Studies. Students are required to take the Grade 9 Government course which provides instruction involving standards and indicators of the Maryland State Curriculum for Personal Financial Literacy Education. Adjustments to the Grade 9 Government course to replace the standards and indicators covered by the discontinued requirement of Living in a Contemporary World are underway and should be in place by May 2013. Grade 9 Social Studies, “American Government” Standards and indicators have been

	<p>infused through the existing curriculum learning experiences with an emphasis on vocabulary acquisition, real-world applications, and inquiry learning. Additionally, there are elective courses that provide instruction in the standards and indicators associated with the Maryland State Curriculum for Personal Financial Literacy Education. The courses include: Business Education • Financial Management Using Software Applications (Grades 10-12) • Career Research and Development Program of Study (Grades 11-12, 2 courses) Family and Consumer Sciences • Independent and Family Living (Grades 11-12) • Consumer and Resource Management (Grades 9-12) Social Studies • Economics (Grades 11-12) • Law in America (Grades 11-12) Professional development is provided as a part of the regular curriculum evaluation processes established by the Board of Education, through on-going workshops offered in Harford County by the Office of Family and Consumer Sciences, Office of Business Education, and the Office of Social Studies, as well as by information distribution to teachers regarding workshops sponsored by organizations affiliated with Personal Finance and Financial Literacy education.</p>
<b>Howard County</b>	
3-5	The Personal Financial Literacy Standards for Grades 3-5 have been integrated into the elementary Social Studies Curriculum. All elementary students participate in Social Studies, so by the end of fifth grade, all elementary students will participate in the personal financial program as part of the Social Studies program.
6-8	The Personal Financial Literacy Standards for Grades 6-8 have been integrated into the middle school Family and Consumer Science Curriculum. All middle school students will participate in the personal financial program as part of the Family and Consumer Science program. In addition, some aspects of personal financial literacy are integrated into the middle school reading, mathematics, and Social Studies curriculum.
9-12	The Personal Financial Literacy Standards for Grades 9-12 have been integrated into the American Government Social Studies Curriculum. All high school students will participate in the personal financial program as part of the American Government class. In addition, some aspects of personal financial literacy are integrated into the mathematics, business, and Career Research and Development curriculum.
<b>Kent County</b>	
3-5	Elementary school student participate in the Junior Achievement Program and mini-units in personal financial literacy.
6-8	Middle school teachers identified key unit objectives and currently teach the program integrated into the social studies classes. Middle school students are also involved in Junior Achievement.
9-12	High school staff developed a full scope and sequence taught as a stand-alone course that includes key objectives, lessons and assessments. Current documents provide for the diversity of students needs, abilities, and interest.
<b>Montgomery County</b>	
3-5	[Students explore topics of financial literacy in Grade 3 and 5 as part of their social studies instruction. Lessons and resources appropriate to each grade level and aligned to the content standards are provided to teachers through the MCPS Instruction Center, an online curriculum tool.]
6-8	All Grade 6 students participate in volunteer led Junior Achievement: Economics For Success lessons

	that address approximately half of the content standards for Personal Financial Literacy. [In Grade 7, students continue their exploration of financial literacy. Social studies teachers are provided with lessons and resources that address the remaining middle school content standards to be used with all students.]
9-12	The content standards for Personal Financial Literacy are incorporated into the National, State, and Local Government course taken by Grade 10 students. Teachers are provided with lessons and resources to support their instruction of the financial literacy standards. Grade 10 students taking Advanced Placement Government will also engage in these lessons following completion of the AP examination.
<b>Prince George's County</b>	
3-5	In PGCPs, Financial Literacy is integrated into the Social Studies curriculum in Grade 3 within Unit 3: <i>Communities at Work</i> ; in Grade 4 within Unit 7: <i>Living in Maryland</i> ; and Grade 5 within Unit 2: <i>American People American Land</i> , Unit 6: <i>Colonial Life in America</i> , Unit 7: <i>The Road to the American Revolution</i> . Individual lessons integrate personal financial literacy standards with the use of materials and books provided by the Maryland Council for Economic Education. Also, EverFi representatives presented at teacher professional developments to introduce their online curriculum for elementary students in the Spring of 2012.
6-8	In PGCPs, Financial Literacy is integrated into the Social Studies curriculum in Grades 6 through Grade 8. Financial Literacy standards are also incorporated in Mathematics lessons throughout Grade 8 for interdisciplinary integration of the standards. Teachers received professional development and resources from the Maryland Council for Economic Education and Junior Achievement. Select schools were able to participate on a field trip to the JA Finance Park in Virginia where students received a variety of hands-on experiences on personal finance.
9-12	PGCPs uses a hybrid approach to engage students in Financial Literacy Education at the high school level. Integration of Financial Literacy occurs in the Local, State and National Government course as well as several Business Education courses. The integration of those standards in both the Social Studies and Business classes allows students the opportunity to participate in the Stock Market Game and Capital One. Students enrolled in the Financial Literacy for Teens course within Family and Consumer Science Department are taught from the FEFE curriculum and have access to all the materials and resources provided by FEFE.
<b>Queen Anne's County</b>	
3-5	In QACPS, Financial Literacy is incorporated and taught through a variety of ways. Each school has sent representatives of teachers to work together to create an aligned Financial Literacy curriculum that will be incorporated into the math, Language Arts and Social Studies classes. Students will take part in celebrating Personal Finance Month. We have schools participating in school stores, market day and other local or national competitions to demonstrate their skills in personal finance.
6-8	In QACPS, Financial Literacy is incorporated and taught through a variety of ways. Each school has

	<p>sent representatives of teachers to work together to create an aligned Financial Literacy curriculum that will be incorporated into the math, Language Arts and Social Studies classes. Students will take part in celebrating Personal Finance Month. We have schools participating in school stores, market day and other local or national competitions to demonstrate their skills in personal finance. [Middle Schools have been incorporating Financial Literacy while they are teaching MS Excel. Students work on budgets and track their personal spending, as well as want and needs assessments. Teachers are using the Family Economics and Financial Education FEFE series.] Teachers were given the opportunity to attend the MSDE personal finance training during the summer of 2012.</p>
9-12	<p>In QACPS, Financial Literacy is taught in a stand-alone course entitled Personal Finance and is offered at both high schools. Teams of teachers worked together to align the social studies curriculum and opportunities to incorporate personal finance into the daily lessons. Students are encouraged to take elective business courses in Business management and Financial management using software. [Career and Technology Education students are encouraged to take Accounting I and Personal Finance courses in order to plan for owning their own business.] Both of these courses incorporate the financial literacy standards.</p>
<p><b>St. Mary's County</b></p>	
3-5	<p>Instructional seeds are provided and embedded into the curriculum documents for financial literacy. These instructional seeds offer opportunities for exploration and experience for students across all elementary grade bands, and align with the regulations. The instructional activities are distributed and posted for all elementary teachers. In addition, all classrooms implement Everyday Counts - Calendar Math, a program that embeds financial literacy concepts and skills through the math curriculum.</p>
6-8	<p>Instructional seeds are provided and embedded into the curriculum documents for financial literacy. These instructional seeds offer opportunities for exploration and experience for students across all middle school grade bands, and align with the regulations. The instructional activities are distributed and posted for all middle school teachers. In social studies and CTE classes, teachers have been provided specific links to the content. In addition, math classrooms implement Everyday Counts - Calendar Math, a program that embeds financial literacy concepts and skills through the math curriculum.</p>
9-12	<p>Approved via Board Action this past year, Financial Mathematics has been included in the approved Program of Studies and is being offered at the high school level. In addition, instructional activities across graded 9-12 in select classes (e.g., Personal Living, Food and Nutrition Science) are embedded aligned with the Maryland Council on Economic Education Standards, and include Family Economics and Financial Education (FEFE) activities. Further, additional classes such as Government (required for all students), embed units in financial literacy, which are aligned to these standards and the MSC for social studies.</p>
<p><b>Somerset County</b></p>	
3-5	<p>At the Elementary School level, all Personal Financial Literacy standards are integrated into social studies for all students in grades 3 through 5. Some of the standards will be integrated into current Social Studies units, while others will be taught as standalone lessons.</p>
6-8	<p>At the Middle School level, portions of the Personal Financial Literacy standards are integrated into all</p>

	core content areas. In addition, a two week unit is included in all social studies courses. With this in place, every middle school student receives instruction in all the age level appropriate standards of the Maryland State Curriculum for Personal Financial Literacy.
9-12	At the High School level, Personal Financial Literacy standards are included in the World History Course Curriculum. World History is a year-long class with 9 weeks devoted to Financial Literacy. All students complete World History as it is a graduation requirement in Somerset County.
<b>Talbot County</b>	
3-5	At the elementary level in grades 4 and 5, students are exposed to all financial concepts outlined in the MSDE Financial Literacy document and the Talbot County Social Studies curriculum document. Through the use of classroom instructional activities, playing the Stock Market Game, and community-based opportunities, students are provided with the necessary tools for making good financial decisions. Partnerships with the MD Council on Economic Education (MCEE) and Junior Achievement (JA) also allow students in grades 3-5 to participate in a variety of hands-on experiences. JA provides programs and volunteers to each of our schools, as students explore the world of finance and how it pertains to their family, their school and their community. Through the use of trade books provided by the MCEE, students are able to see the connection between social studies, economics and literature. Students also apply their financial knowledge through the MCEE Economics poster contest held each spring. Both groups provide free professional development to elementary teachers in Talbot County. Students in grades 4 and 5 will again be utilizing the "Financial Fitness for Life" program and participating in the "Invest Write" essay competition in conjunction with the Stock Market Game. Other elementary resources include: " <i>Nickels, Dimes, and Dollars</i> " by McGraw Hill Pub. (Grade 5) and "Econ and Me" (Grade 3/MCEE)
6-8	At the middle school level, students continue the process of becoming financially literate. Through the use of the MSDE Financial Literacy document and county curriculum, students in grades 6-8 will engage in a variety of activities in the regular classroom. All social studies classes in grades 6-8 are required to play the Stock Market Game and to utilize lesson plans connected with that program through MCEE. Professional development was provided free to all secondary teachers through MCEE (9/6/12). Partnerships with the MD Council on Economic Education (MCEE) and Junior Achievement also allow students in grades 6-8 to participate in a variety of hands-on experiences. JA provides programs and volunteers to each of our schools, as students explore the world of finance through the "Global Market" program [in grade 7.] Through the use of trade books provided by the MCEE, students are able to see the connection between social studies, economics and literature. Both groups provide free professional development to teachers in Talbot County. Students in grades 7 and 8 will also be utilizing the "Financial Fitness for Life" program including a pre and post test of skills and participating in the "Invest Write" essay competition in conjunction with the Stock Market Game simulation.
9-12	At the high school level, Talbot County has a stand-alone course entitled "Personal Finance", made up of mostly seniors. Students in Talbot are required to take a fourth year of math and/or Personal Finance. Our curriculum covers all concepts stated in the MSDE Financial Literacy document, along with resources that include; Personal Finance textbook/Glencoe, various financial websites, community speakers, and hands-on activities. [Since we provide laptops to all students in grades 9-

	<p>12, it is important to connect the financial concepts to real world events and situations.] Students are also required to complete an end-of-course project on a variety of financial topics. The MD Council on Economic Education assisted in the development of the curriculum and continues to provide free professional development to teachers on an as needed basis. All students in this course participate in the National Financial Capability Challenge each spring. We also have an extensive financial unit of study in all Government classes and [require those students to participate in the Stock Market Game simulation.] Other student resources include: Stock Market Game lessons, "Financial Fitness for Life" program (pre and post test), use of the FEFE program, Federal Reserves Banks of Richmond, Boston and New York, "Building Wealth" program and Virtual Economics. [For the 2012-13 school-year, Talbot schools acquired funding through a Discover Card grant for PD and additional classroom resources. Teachers will be provided numerous opportunities to enhance skills in the areas of finance and economics. Our goal is to take a group of high school PF students to the New York Stock Exchange in the spring of 2013.]</p>
<p><b>Washington County</b></p>	
<p>3-5</p>	<p>A WCPS elementary committee created a teacher resource document in the spring of 2011 to align the Financial Literacy Standards through a text-based approach, which should be integrated during language arts, social studies, or math instruction. This resource document includes the Financial Literacy Standards, literature connections for each standard, lesson plans, glossary, and additional resources, including websites and other materials of instruction. The texts that are included to support the teaching of each standard can be incorporated into a read aloud, to support guided reading, or as independent/group reading material.</p> <p>Teachers in grades 3-5 can access this document on the county-based Wikispace site or can request a hard copy through the Office for Elementary Instruction. Each month, a portion of the teacher resource document and/or Wikispace is highlighted in a newsletter sent to all elementary schools to support teachers in becoming familiar with this document and the standards. During the month of April, which is designated as National Financial Literacy Month, teachers in grades 3-5 will devote the majority of their social studies time to highlight, review, and teach these standards to recognize and celebrate the importance of Financial Literacy.</p>
<p>6-8</p>	<p>The Supervisor of Career Technology Education will work with teachers to use the Family Economics and Financial Education (FEFE) curriculum as a foundation to develop 21 lessons to be provided to students by teachers in Family and Consumer Science, Mathematics, Social Studies, and English classes over the course of the 6-8 grade years. Principals will develop a schedule to provide these lessons and submit their plan to the Director of Secondary Education for review. The curriculum will include, but will not be limited to, units involving career planning, consumer decisions, consumer protection, credit and decision making, using financial calculators, financial institutions, food decisions, housing decisions, types of insurance, financial planning, investing, understanding the paycheck and taxes, saving plans, spending plans, transportation decisions, values, needs and wants, goal setting, and case studies regarding financial issues. The lessons will address all of the middle school standards for Personal Financial Literacy: 1.8A-E; 2. 8A-D; 3. 8A-E; 4.8A-G; 5.8A-E; and 6. 8A-D</p>
<p>9-12</p>	<p>High school students access the financial literacy curriculum in the following disciplines/courses:  <b>Social Studies:</b> Local, State and National Government: topics include economic theory as applied to various economic systems, domestic policy/ fiscal regulations, study of the banking systems, and basic</p>

	<p>macroeconomics. AP Macro- and Micro- Economics offered. The following standards are addressed, but are not limited to: 3.12.E; 4.12F&amp;G; 5.12D&amp;E.</p> <p><b>Life Skills:</b> Personal/Life Fitness, a tenth grade course for <u>all students</u> with curriculum covering employability skills (careers, scholarships, loans, job application credit information, etc.) financial literacy (managing money, developing a budget, federal and state taxes, using credit cards, financing large purchases, etc.), family life planning (medical insurance, life insurance, and family support.) Standards addressed: 1.12A-E; 2.12A-D; 3.12A-D; 4.12A-E; 5.12A-C; 6.12A,C,D.</p> <p><b>Mathematics:</b> Financial Literacy and Applied Consumer Mathematics: Students study consumer decision making, consumer protection skills, credit, types and functions of financial institutions, investment, saving, insurance, paychecks, and taxes, housing costs, and spending plans to accomplish personal financial goals. Standards addressed: (All) 1.12A-E; 2.12A-D; 3.12A-E; 4.12A-G; 5.12A-E; 6.12A-D.</p> <p><b>Business Education:</b> Introduction to Financial Management - Students learn the knowledge and practice they need to make informed financial decisions. Topics include, but are not limited to, revenue, expenses, credit, money management, and risk management. Principles and Applications of Finances, Financial Services, and Business Economics and Ethics - Academy of Finance pathway courses address all of the standards. 1.12A-E; 2.12A-D; 3.12A-E; 4.12A-G; 5.12A-E; 6.12A-D.</p> <p><b>Career Research and Development:</b> Grade 11. As part of this seminar course students will be introduced to advanced concepts of financial literacy to help them manage their personal finances. Critical Thinking regarding financial issues will be emphasized and assessed through case reviews and projects. 1.12.B; 2.12A, C and D; 3.12.A, C, E; 4.12F, G; 5.12B, D and E; 6.112A, D.</p>
<b>Wicomico County</b>	
3-5	Within grades 3-5 students will receive financial literacy instruction within their social studies classes.
6-8	Within grades 6-8 students will receive financial literacy instruction within their social studies and family and consumer science classes.
9-12	Within grades 9-12 students will receive financial literacy instruction within their World History, United States History, Government, and Consumer Economics courses. All students are required to complete World History, United States History and Government for high school graduation.
<b>Worcester County</b>	
3-5	[In addition to areas of current content overlap,] all 5th grade students will participate in a unit of study based on Financial Fitness for Life published by the Council on Economic Education and correlated with the Maryland Financial Literacy Standards. Where standards are not sufficiently addressed by the Financial Literacy for Life curriculum, instruction will be supplemented with materials provided by the Maryland Council on Economic Education and locally developed activities. Financial Literacy content [is] included in the county-wide 5th grade assessment program.
6-8	[In addition to areas of current content overlap in social studies and consumer science classes,] all 7th grade students will participate in a unit of study based on Financial Fitness for Life published by the Council on Economic Education and correlated with the Maryland Financial Literacy Standards. Where standards are not sufficiently addressed by the Financial Literacy for Life curriculum, instruction will

	be supplemented with materials provided by the Maryland Council on Economic Education and locally developed activities. Financial Literacy content [is] included in the county-wide 7th grade assessment program.
9-12	In addition to areas of current content overlap in government, economics, and consumer science classes, all 9th grade students will participate in a unit of study based on Financial Fitness for Life published by the Council on Economic Education and correlated with the Maryland Financial Literacy Standards. Where standards are not sufficiently addressed by the Financial Literacy for Life curriculum, instruction will be supplemented with materials provided by the Maryland Council on Economic Education and locally developed activities. Financial Literacy content [is] included in the county-wide 9th grade assessment program.

## Needs Assessment

In the certification survey, all school systems were asked to reply to the following questions/statements:

1. **Rank order what technical assistance is needed at the 3-5 grade band to help with local implementation?**
  - 1<sup>st</sup> – Professional Development and Teacher Toolkits
  - 2<sup>nd</sup> – Curriculum Resources
  
2. **Rank order what technical assistance is needed at the 6-8 grade band to help with local implementation?**
  - 1<sup>st</sup> – Teacher Toolkits
  - 2<sup>nd</sup> – Curriculum Resources
  - 3<sup>rd</sup> – Professional Development
  
3. **Rank order what technical assistance is needed at the 9-12 grade band to help with local implementation?**
  - 1<sup>st</sup> – Teacher Toolkits
  - 2<sup>nd</sup> – Curriculum Resources
  - 3<sup>rd</sup> – Professional Development
  
4. **Are you currently partnering with any of the following providers of financial literacy instructional materials? If so, please check all that apply at each of the various grade levels.**

Answer Options	Elementary School (3-5)	Middle School (6-8)	High School (9-12)
EverFi online resources	4	2	10
Family Economics and Financial Education (FEFE)	4	15	18
Maryland Council on Economic Education/ Maryland Coalition for Financial Literacy	20	16	19
FoolProof (Aberdeen Proving Ground Federal Credit Union)	1	1	2
The Great Piggy Bank Adventure (T. Rowe Price)	5	2	3
Junior Achievement (JA)	8	13	7
MoneyU online resources	1	1	2
Stocks in the Future	0	1	2
The Stock Market Game	9	9	11
Council for Economic Education (formerly National Council on Economic Education)	13	12	13
Kalidascope	2	1	0
Zooconomy	2	2	0
Other (please specify)			