south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

***CTE Standards Unpacking***
***Investment Planning***

**Course:** Investment Planning
**Course Description:** This course defines and analyzes the investment goals of a client, investment tools used, and investment recommendations prescribed to develop a client investment portfolio. Students will gain an understanding of the concepts of investment regulation, client assessment, investment theory, financial markets, strategies, and modern portfolio theory.
**Career Cluster:** Finance
**Prerequisites:** None
**Program of Study Application:** Investment Planning is a second pathway course in the Finance cluster, Financial Services and Planning pathway. The course would be preceded by Introduction to Financial Services or Banking Services. Completion of Investment Planning would prepare a student to participate in an advanced cluster course or capstone experience.

<table>
<tr><td colspan="3">INDICATOR #INV 1: Describe laws and regulations to manage transactions in the securities and investments industry.</td></tr>
<tr><td colspan="3">SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Explain regulations and ethical practices of the securities and investments industry.</td></tr>
<tr><td colspan="3">SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Describe fundamental concepts of real estate law.</td></tr>
<tr><td colspan="3">SUB-INDICATOR 1.3 (Webb Level: 2 Skill/Concept): Explain the nature and scope of real estate titling.</td></tr>
<tr><td>Knowledge (Factual):<br>-State regulations of securities and investments.<br><br>-South Dakota licensure laws for the real estate industry.<br><br>-Types of zoning and regulations that affect real estate sales.<br><br>-The parts of a real estate sales contract<br><br>-Real estate titles, types and methods of transfer</td><td>Understand (Conceptual):<br>-The role of the National Association of Securities Dealers (NASD) in the regulation of securities and investments<br><br>-The importance of title insurance.<br><br>-The reasoning for the creation of the Securities Investor Protection Corporation.<br><br>-Consequences and impact of unethical behavior in the securities and investment industry</td><td>Do (Application):<br>-Explore the legal and ethical considerations in buying and selling securities.<br><br>-Research laws pertaining to the conveyance of real estate<br><br>-Assess the need for regulation of extensions of credit in the securities industry.<br><br>-Investigate taxation issues that impact securities and investments.</td></tr>
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| -Ethical practices of the investment and securities industry<br><br>-Components of Chartered Financial Analysts (CFA) Institute Code of Ethics and Professional Conduct | | |

**Benchmarks:**
*Students will be assessed on their ability to:*

- Create a timeline showing the need for and impact of changing regulations in the securities industry.
- Apply concepts learned to case studies involving ethical breaches in the securities and investment industry.
- Defend a case involving real estate law.
- Analyze the legality and reliability of a sample real estate title.

***Academic Connections***

| **ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):** | **Sample Performance Task Aligned to the Academic Standard(s):** |
|---|---|
| ELA:<br>9-10.W.2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.<br><br>Social Studies:<br>K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics. | -Write an explanatory paper describing laws and regulations to manage transactions in the securities and investments industry. |

***INDICATOR #INV 2:*** **Manage the use of financial resources to perform key**

<table>
<tr><td colspan="3">duties in the securities and investments industry.</td></tr>
<tr><td colspan="3">SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Describe investment analysis and selection processes.</td></tr>
<tr><td colspan="3">SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Select investments for clients.</td></tr>
<tr><td colspan="3">SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking): Appraise assets to determine their value.</td></tr>
<tr>
<td>Knowledge (Factual):<br>-Types of investments based on client objectives. ·<br><br>-Risk vs. Return<br><br>-The components of a mutual fund prospectus. ·<br><br>-Fundamental and technical analysis used in making investment decisions.<br><br>-Modern Portfolio Theory (MPT)<br><br>-Capital Asset Pricing Model (CAPM).<br><br>-Arbitrage Pricing Theory (APT).</td>
<td>Understand (Conceptual):<br>-Diversification strategies<br><br>-Factors to consider when selecting/recommending investments<br><br>-Financial ratios and their significance</td>
<td>Do (Application):<br>-Analyze financial statements and annual reports<br><br>-Discuss performance measurements for venture capital</td>
</tr>
<tr><td colspan="3">Benchmarks:<br>Students will be assessed on their ability to:
<ul>
<li>Calculate stock-related values (e.g., the value of a constant growth stock, the expected value of future dividends, the expected rate of return, etc.)</li>
<li>Calculate bond-related values (e.g., the price of a bond given its yield to maturity, the coupon interest payment for a bond, the effects of interest rates on the price of a bond, etc.).</li>
<li>Choose investments for fictional clients based on client needs, fundamental and technical analysis, risk tolerance and goals.</li>
</ul></td></tr>
</table>

| *Academic Connections* | |
|---|---|
| **ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):** | **Sample Performance Task Aligned to the Academic Standard(s):** |
| Math:<br>9-12.A.SSE.1 - Interpret expressions that represent a quantity in terms of its context* A.SSE.1a - Interpret parts of an expression, such as terms, factors, and coefficients. A.SSE.1b- Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)^n as the product of P and a factor not depending on P. | -The student could understand how the component parts of the interest formula, for example initial amount, APR, and time, all affect their investing. Given a principal, time and rate, students will be able to find simple interest. |
| ELA:<br>9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | -Create a presentation that analyzes a fictional client's needs, fundamental and technical analysis, risk tolerance and goals, and choose investments for those fictional clients. |

| ***INDICATOR #CE 3:*** **Plan, monitor and manage day-to-day securities and investments operations.** | | |
|---|---|---|
| ***SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking):*** Implement securities and investments operations activities. | | |
| **Knowledge (Factual):**<br>-Accounting ledgers and certificate records.<br><br>-Buy/sell procedures<br><br>-Maintain records<br><br>-Delivery of securities<br><br>-Commission | **Understand (Conceptual):**<br>-Organizational skills needed and platforms available to purchase and monitor securities and investments. | **Do (Application):**<br>-Explore the functions of operations departments in securities and investments.<br><br>-Perform the buy/sell functions of a brokerage<br><br>-Post transaction data to accounting ledgers and certificate records. |

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| | | -Schedule the delivery of customers' securities. ·<br><br>-Calculate commissions |

**Benchmarks:**
*Students will be assessed on their ability to:*
- Participate in a securities and investments simulation.
- Complete a fictional securities/purchase and track changes over time.

| ***Academic Connections*** | |
|---|---|
| **ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):**<br><br>ELA:<br>9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | **Sample Performance Task Aligned to the Academic Standard(s):**<br><br>-Create a presentation that reports participation in a securities and investments simulation. |

***INDICATOR #INV 4:*** **Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop in a securities and investments career.**

***SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept):*** Describe careers in securities, investments, and real estate.

***SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept):*** Explore securities and investments licensing and certification programs.

***SUB-INDICATOR 4.3 (Webb Level: 2 Skill/Concept):*** Describe securities and investments services.

| **Knowledge (Factual):** | **Understand (Conceptual):** | **Do (Application):** |
|---|---|---|
| -Types of securities and investment firms and services.<br><br>-Skills and interests necessary for careers in securities and investments. | -The Series 6 and Series 7 licensing exams required to sell securities and other financial products<br><br>-Soft skill sets and professionalism within the securities and investment industry. | -Appraise considerations in selecting a securities sales agent.<br><br>-Create an infographic |

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| -Professional designations in the securities and investments industry (CFS, CFA, CFP).<br><br>-Career options securities and investments: sales, real estate, entrepreneurs, property managers, title company professionals | | connecting the benefits and necessity of professional designations in securities and investments |

**Benchmarks:**
*Students will be assessed on their ability to:*
- Complete a career interest assessment and compare your results to those necessary for a career in investments and securities.

| ***Academic Connections*** | |
|---|---|
| **ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):**<br><br>ELA:<br>9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | **Sample Performance Task Aligned to the Academic Standard(s):**<br><br>-Create an infographic connecting the benefits and necessity of professional designations in securities and investments and create a presentation describing infographic. |

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| ***INDICATOR #INV 5:*** **Determine client needs and wants to guide purchase decisions and enhance future securities and investments opportunities.** |
| ***SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept):*** Explain securities and investments products and their benefits. |
| ***SUB-INDICATOR 5.2 (Webb Level: 4 Extended Thinking):*** Complete a securities and investments sale. |
| ***SUB-INDICATOR 5.3 (Webb Level: 3 Strategic Thinking):*** Demonstrate knowledge of Investment and Savings Plan. |

| Knowledge (Factual): | Understand (Conceptual): | Do (Application): |
|---|---|---|
| -Economic cycles that affect securities and investments.<br><br>-Terminology including stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate investments, educational savings plans.<br><br>-Simple vs. compound interest<br><br>-Costs and income sources for investments. · | -The rights of stockholders and mutual funds owners<br><br>-How to tailor risk/reward to reach client goals.<br><br>-The obligation to recommend securities and investments based on fairness and good faith<br><br>-How the Social Security System works and it's effect on retirement planning.<br><br>-The scope and variety of retirement plans | -Practice preparing and presenting investment pitches and closing the sale.<br><br>-Explore commons ways to obtain/organize pertinent information from  and interview prospective clients<br><br>-Schedule appointments<br><br>-Complete an order ticket<br><br>-Monitor the client's portfolio |

**Benchmarks:**
*Students will be assessed on their ability to:*
- Conduct lectures, seminars and forums to attract potential clients
- Assess risk, develop potential strategies and present recommend investments to meet client goals

***Academic Connections***

| ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): | Sample Performance Task Aligned to the Academic Standard(s): |
|---|---|
| ELA:<br>9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | -Present mock investment pitches and mock closing the sale pitches. |

**Additional Resources**
National Endowment for Financial Education (NEFE) http://nefe.org/
CTE Online
https://www.cteonline.org/curriculum/browse?st=financial+investing&f%5B_type%5D%5B%5D=curriculum_lessonplan
MBA Research & Curriculum Center www.mbaresearch.org
Finance in the Classroom-http://financeintheclassroom.org
Stock Market Simulation with many teacher resources
https://www.howthemarketworks.com/login?ReturnUrl=%2faccounting%2fopenpositions
National Academy Foundation (Academy of Finance) http://naf.org/
EconEd http://www.econedlink.org/
Stock Market Game -https://www.stockmarketgame.org/
Learn Taxes on Line -https://www.irs.gov/individuals/link-learn-taxes
Business Education Books in PDF Free (Plus More) https://2012books.lardbucket.org/
Financial Educators Council
hhttps://www.financialeducatorscouncil.org/
South Dakota Banking Regulations -http://dlr.sd.gov/banking/default.aspx
Bureau of Labor Statistics-https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm
Securities Exchange Commission-
https://www.sec.gov/fast-answers/answers-series7htm.html
NEA resources for financial literacy
http://www.nea.org/tools/LessonPlans.html
Privacy Rights Clearing House (consumer protection) https://www.privacyrights.org/
Invest Insurance Curriculum-http://www.investprogram.org/
Utah Education Network Lesson Plans
http://www.uen.org/Lessonplan/LPview.cgi?core=8