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CURRICULUM OF THE OPTIONAL SUBJECT FINANCIAL LITERACY (INITIAL LEVEL) FOR SCIENCE AND MATHEMATICS SECONDARY SCHOOLS

A. PURPOSE AND DESCRIPTION OF THE SUBJECT

The optional subject Financial Literacy enables the student to acquire financial literacy and understand broader economic relationships in society. The student acquires knowledge about finances with which he comes into contact every day, potential ways of some future investments, but also financial risk and financial responsibility. The purpose of learning and teaching is to create a framework for the development of students into informed and responsible citizens in the world of finance. The subject encourages the student thinks about responsible consumption and to understand the importance of the difference between wants and needs. Also, the student critically recognizes how economic marketing affects the consumer, thereby preventing the emergence of consumerist behavior. The student is given the opportunity to get to know financial institutions and their functioning, and with the simulation, he gets to know the ways of performing transactions and various financial services. Within this course, students learn about financial mathematics and acquire practical knowledge about the use of mathematics in finance. The student is encouraged to visit and cooperate with various financial institutions and agencies that deal with financial supervision and to become directly acquainted with their roles in the social and financial world. Through practice, he acquires basic information, but also the ability to search for information about finances that interests him. The student develops financial intelligence and critical thinking, but also attitudes towards money and responsibility towards it. He understands market freedom and market competition in national and global frameworks, as well as economic terms used in everyday life. It also acquires skills for the development of personal finance management as a basis for personal and socially responsible behavior. Acquiring knowledge about financial concepts develops financial skills and the ability to make financial decisions for one's own life. In modern transitional societies, despite the generally well-organized and well-designed public education system, there is a need to know the basics of business economics, that is, economic topics related to an economy based on a market economy. Concepts such as financial future planning, tax policy, stock market, risk assessment and even the cryptocurrency market are considered part of general financial literacy in modern times, so the importance of this subject is more pronounced. By implementing mathematical tools in the financial literacy program, the student

acquires additional skills for making financial decisions. In this way, the student is trained to independently develop tools for making financial plans and decisions both in business and in private life. Through the optional subject Financial Literacy, students will be given the opportunity to learn certain money management skills in order to better prepare them for managing personal finances. The student will acquire money management skills in order to become a responsible consumer and a wise investor. The curriculum is adapted to science and mathematics gymnasiums due to the implementation of financial mathematics, however, the Financial Literacy program at the initial level can be used by all secondary schools. The recommended school schedule is two hours per week.

B. EDUCATIONAL OBJECTIVES OF LEARNING AND TEACHING

With the subject Financial Literacy, the student acquires responsibility and competences when making financial decisions when planning and implementing personal finances. Also, this subject should enable every student to:

- acquisition of knowledge about the psychology of money, consumer protection, responsible consumption and protection when shopping online;
- familiarization with the historical and the present one the role of money and its functions, and the distinction between types of accounts and the basis of card operations and payments;
- familiarization with the role of mathematics in finance and its application in practice;
- developing the ability to plan personal finances and financially responsible behavior and create a personal financial plan with control over its implementation;
- familiarization with the basics of entrepreneurship and developing an entrepreneurial initiative through a simulation of creating and developing a plan for an entrepreneurial idea together with marketing competencies;
- acquisition of knowledge about marketing and its importance in entrepreneurship;
- developing the ability to think critically and the ability to research information when facing financial challenges in the personal and social environment;

C. DOMAINS IN THE ORGANIZATION OF THE SUBJECT CURRICULUM

The content of learning and teaching and the outcomes of the optional subject Financial Literacy (initial) consists of 4 domains:

1. **Consumption** (desires, needs, psychology of money, consumer protection)
2. **Money** (financial institutions and financial products, savings, loans and calculation of personal income with financial mathematics)
3. **Personal finance planning**
4. **Entrepreneurship** (entrepreneur, forms of business organization, socially responsible entrepreneurship and marketing)

Domains contribute to a better understanding of the functioning of finances for the purpose of better management in the financial aspect of a person's life. Also, they develop knowledge in order to prevent unwanted consequences of bad financial decisions and strengthen the entrepreneurial spirit. The student actively participates in simulations of specific financial situations and develops critical thinking and financial skills. Strengthens financial self-confidence, learns to use certain information when solving financial problems. In a social sense, the student behaves responsibly towards consumption and thereby contributes to the betterment of society in an economic and ecological sense. The idea of socially responsible business is promoted through the domain of entrepreneurship in order to strengthen awareness of the importance of economic development, which must be in line with sustainable development. The student understands the process of globalization and its impact on national economies and small entrepreneurs.

Domain 1 - Consumption

The student understands the concept of consumption as an economic process in which people consume products and services to satisfy their own needs, and gets to know the participants in that process. By keeping notes of his consumption, he becomes aware, looks at the results and takes a critical look at his actions, and acquires knowledge about responsible consumption. The student understands the procedures for purchasing products and what he must pay attention to in order to avoid possible misunderstandings in the event of a product complaint. Also, when shopping, he understands his right to be informed about the quality of the product by the manufacturer. It analyzes what the wants and needs are and, with the acquired knowledge, makes a rationalized consumption plan for a certain period. He understands what informed consent to purchase is and how he can deal with the psychological and marketing pressure of today's consumerist society. Get acquainted with the concept of consumerism as a lifestyle in which the happiness of an individual depends on the possession of material things. He thinks critically and learns about responsible consumption in order to oppose the prevailing opinion that material things are the only meaning and satisfaction of life. The student learns about the violation of consumer rights through concrete examples and learns ways to take measures to protect them. The student analyzes the "Consumer Protection Act" and presents concrete solutions for simulated situations in the protection of his rights. He gets to know the institutions and organizations he can turn to in the event of a violation of his consumer rights. Ultimately, it connects and analyzes how consumerism and excessive consumption affects the environment and ecology as a whole. From an ecological and economic point of view, it accepts the option of using used products or "second hand" products.

Domain 2 - Money

The student understands the meaning of money and how the need for money arose with the development of human civilization. It makes a difference between what is cash and what is deposit money. Get to know banking institutions and their products and services, especially savings and loans. He distinguishes between a bank account and a current account and learns about their purpose and types, and performs transactions on his own through simulation. The student distinguishes between credit and debit cards and what options each one has. Using financial mathematics, he demonstrates its importance in everyday life. It analyzes what types of savings we have and the terms of each of them. It compares interest rates on savings from different banking companies, comments and demonstrates the potentially best savings conditions. The student independently analyzes different types of loans and their terms and demonstrates and argues the most favorable options. It investigates and recognizes all the ways in which financial fraud can occur and learns about the institutions that warn and protect citizens from suspicious situations and offers on the Internet in the field of finance. The student recognizes what taxes and contributions are and distinguishes between gross and net salary and independently calculates the salary according to the applicable law.

Domain 3. Personal finance planning

The student analyzes and collects data on the number of citizens who have blocked accounts and draws conclusions about the reasons why such situations occur. Recognizes the importance of responsible financial behavior and the importance of planning personal finances. It distinguishes between what are incomes and what are expenses and in what relationship they must be for successful management of personal finances. The student analyzes the data on which are the largest groups of expenses in a household and independently draws conclusions on how some of the household expenses could be reduced. Get acquainted with the concepts of debt and the conditions of responsible borrowing and how to contribute to the stability of the household/personal budget through savings and financial investment. Through the simulation, the student plans his financial goals and analyzes the ways in which he can achieve them. Also, he notes the importance of controlling the set financial plan and sets a time frame in which the control should be performed. The student is introduced to the legal framework for the functioning of student and student work, and is encouraged to be independent and possible to use his time during the school holidays to enter the labor market in order to fulfill some financial goals.

Domain 4. Entrepreneurship

The student understands the concept of entrepreneurship and the concepts of the free market. It distinguishes between the private and public entrepreneurial sectors and their contribution to general social well-being. The student analyzes the important characteristics of an entrepreneur, paying special attention to his creativity, innovation, ability to make decisions quickly and efficiently, but also to his great responsibility. It investigates different forms of organization of entrepreneurship in the economic segment of society and analyzes the

importance of small entrepreneurship for the economic development of society and the state. Creates and develops an entrepreneurial idea and argues its profitability. The student understands the concept of Socially Responsible Business, which is in line with sustainable development and the development of social well-being. It investigates various forms of socially responsible business and its impact on the environment and the social community. Critically reflects on the global influence of multinational companies on world economic trends and individual state economies. Get acquainted with the importance of marketing for entrepreneurship and analyze its segments. The student connects the entrepreneurial idea with marketing and uses digital tools to create a marketing campaign and adapt it to market conditions. The student acquires knowledge and develops the ability to strengthen entrepreneurial initiative and entrepreneurial spirit in general. It increases information literacy and familiarizes itself with the possibilities of the virtual space for entrepreneurial business.

D) EDUCATIONAL GOALS AND LEVELS OF ADOPTION OF GOALS BY DOMAIN

Domain A - CONSUMPTION - GOALS:

FPP A1- The student explains the characteristics of consumption as an economic process in an argumentative manner.

FPP A2- The student evaluates the influence of the consumer society on the individual and applies legal consumer protection.

FPP A3- The student analyzes the challenges of consumption within the framework of sustainable economic development.

Domain B - MONEY - GOALS:

FPP B1- The student analyzes the different functions and forms of money.

FPP B2- The student analyzes and compares financial products by applying financial mathematics.

FPP B3- The student applies transactional skills and promotes forms of protection against financial fraud.

Domain C - PERSONAL FINANCE PLANNING - GOALS:

FPP C1- The student explains the importance of responsible financial behavior and the importance of planning personal finances.

FPP C2- The student constructs and argues a personal finance plan.

FPP C3- The student analyzes the possibilities of participating in the labor market.

Domain D - ENTREPRENEURSHIP - GOALS:

FPP D1- The student defines the concept of entrepreneurship and understands the concepts of the free market.

FPP D2- The student analyzes an entrepreneurial idea and connects it with marketing concepts.

FPP D3- The student analyzes and logically explains the importance of socially responsible business.

Elaboration of goals:

Educational outcomes and knowledge levels are equally defined for all high school education programs in accordance with the number of hours planned in the curriculum. In high school curricula where more than one hour of teaching per week is planned, the teacher can, depending on the interests of the students, expand learning and teaching with recommendations for achieving educational outcomes. In the tables, the educational outcomes of learning and teaching Financial Literacy (initial level) are marked with the three-letter abbreviation FPP, followed by the domain code, for example A, and the numerical code of the outcome within a specific domain.

Domain A: Consumption

Goals:	Elaboration of goals:	Educational outcomes at the middle level of knowledge:
FPP A1- The student explains the characteristics of consumption as an economic process;	<ul style="list-style-type: none"> - the student interprets the terms consumption and consumer; - the student recognizes the difference between wants and needs; - the student explains the functioning of the connection between income and expenditure; 	The student learns the difference between need and desire, knows ways to make an informed purchase decision;
FPP A2- The student learns about the influence of the consumer society on the individual and applies the legal protection of consumers.	<ul style="list-style-type: none"> - the student recognizes and analyzes the concept of consumerism; - the student studies consumer protection law and acquires the skills to stand up for his legal rights; 	The student explains ways to make an informed purchase decision and recognizes and understands the procedures for protecting his consumer rights.
FPP A3- The student analyzes the challenges of consumption within the limits of sustainable economic development.	<ul style="list-style-type: none"> - the student recognizes errors in his personal consumption; - the student investigates the ecological consequences of consumerism and irresponsible consumption; - the student stands up for responsible consumption; 	The student analyzes and explains the connection between too much consumption and environmental problems today.

Recommendations for achieving the stated goals from domain A:

It is recommended to use various activities, techniques and forms of work of modern teaching methods that encourage independence in work, research spirit, creativity, development of communication skills, critical thinking and that have a motivating effect on active reflection and participation in spending planning, for example, independent research on given or chosen topics, writing statistics and reports, creating posters, computer presentations and multimedia/digital content, mini-research, discussions, debates, lectures, interviews, simulations, project work (individual and group), student folders, film, field teaching etc. It is recommended to use adapted methods in relation to the student's abilities and previous experience in finance.

Contents for achieving educational goals:

Outcomes will be achieved through content from available and relevant sources of knowledge about finance such as professional literature, original texts such as laws, regulations and documents valid for the home country, educational brochures of financial institutions, professional works, newspaper articles, prescribed textbooks, methodological manuals and digital educational content.

Domain B- Money

Goals:	Elaboration of goals:	Educational outcomes at the middle level of knowledge
FPP B1- The student analyzes the different functions and forms of money.	<ul style="list-style-type: none">- the student distinguishes between cash and deposit money;- the student explains what money is, how money was created - a historical overview and functions of money;	The student describes the types and functions of money and distinguishes types of exchange;
FPP B2- The student analyzes and compares financial products using financial mathematics.	<ul style="list-style-type: none">- the student recognizes money on bills and distinguishes bills:- the student distinguishes between credit and debit cards:- the student researches cryptocurrencies and investment funds;- the student analyzes the concept of convertibility and compares changes in exchange rates and inflation with the help of financial mathematics;	The student examines the types of banking and financial products by implementing them in the needs of everyday life.

<p>FPP B3- The student applies transactional skills and investigates forms of financial fraud and ways to protect against them.</p>	<ul style="list-style-type: none"> - in the simulation exercise, the student conducts monetary transactions via payment slips and internet banking; - the student investigates types of financial fraud, studies and finds ways to protect against financial fraud; 	<p>The student conducts transactions and describes the possibilities and protections against financial fraud.</p>
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Recommendations for achieving the goals from domain B:

It is recommended to use different activities, techniques and forms of work and modern teaching methods that encourage active learning, the spirit of inquiry, creativity, independence, development of communication skills, critical thinking and that have a motivating effect on active thinking and participation in the disposal of money, for example, independent research on given topics, writing reports, creating posters, computer presentations and multimedia/digital content, mini-research, discussions, debates, lectures, interviews, simulations, project work (individual and group), student folders, film, field teaching in financial institutions, etc. It is recommended to use adapted methods in relation to the student's abilities and previous experience in finance.

Contents for achieving educational goals:

Outcomes will be achieved through content from available and relevant sources of knowledge about finance such as professional literature, original texts such as laws, regulations and documents valid for the home country, professional papers, prescribed textbooks, methodological manuals and digital educational content.

Domena C- Personal finance planning

Goals:	Elaboration of goals:	Educational outcomes at the middle level of knowledge:
FPP C1- The student explains the importance of responsible financial behavior and the importance of planning personal finances.	<ul style="list-style-type: none"> - the student summarizes the current personal financial situation; - the student sets his financial goals; 	The student explains the details of responsible financial behavior;
FPP C2- The student constructs and argues a personal finance plan.	<ul style="list-style-type: none"> - the student starts planning his personal savings and creates his own plan personal finance; 	The student describes how to create a personal finance plan.
FPP C3- The student analyzes the possibilities of participating in the labor market.	<ul style="list-style-type: none"> - the student explores ways of registering in student services for work; - the student analyzes the offer of student jobs on the labor market; 	The student knows ways to participate in the labor market.

Recommendations for achieving the stated goals from domain C:

It is recommended to use different activities, techniques and forms of work and modern teaching methods that encourage the spirit of inquiry, creativity, independence, development of communication skills, critical reflection and that have a motivating effect on active reflection and participation in the disposal of money, for example, independent research on given or chosen topics, writing statistics and reports, creating posters, computer presentations and multimedia/digital content, mini-researches, discussions, debates, lectures, interviews, simulations, project work (individual and group), student folders, film, field teaching in financial institutions, etc. It is recommended to use adapted methods in relation to the student's abilities and previous experience in finance.

Contents for achieving educational goals:

Outcomes will be achieved through content from available and relevant sources of knowledge about finance such as professional literature, original texts such as laws, regulations and documents valid for the home country, professional papers, prescribed textbooks, methodological manuals and digital educational content.

Domain D- Entrepreneurship

Goals:	Elaboration of goals:	Educational outcomes at the middle level of knowledge:
FPP D1- The student defines the concept of entrepreneurship and understands the concepts of the free market.	<ul style="list-style-type: none"> - the student describes the entrepreneur and his characteristics; - the student researches the types of economies and the meaning of the free market within the framework of the modern economy; - 	The student compares and explains economic systems and the importance of the free market in the modern economy.
FPP D2- The student analyzes an entrepreneurial idea and connects it with marketing concepts.	<ul style="list-style-type: none"> - the student analyzes the concept of an entrepreneurial idea; - the student creates his own entrepreneurial idea; - the student creates a marketing plan for his business idea; 	The student describes an entrepreneurial idea, analyzes its constituent parts and observes the importance of marketing in its public presentation.
FPP D3- The student analyzes and logically explains the importance of socially responsible business.	<ul style="list-style-type: none"> - the student understands the concept of socially responsible business; - the student analyzes the challenges of today's economy; - the student investigates examples from the practice of Social Responsible Business; 	The student describes the importance of Socially Responsible Business in the challenges of the modern economy.

Recommendations for achieving goals from domain D:

It is recommended to use different activities, techniques and forms of work and modern teaching methods that encourage the spirit of inquiry, creativity, independence, development of communication skills, critical reflection and that have a motivating effect on active reflection and participation in the disposal of money, for example, independent research on given or chosen topics, writing statistics and reports, creating posters, computer presentations and multimedia/digital content, mini-researches, discussions, debates, lectures, interviews, simulations, project work (individual and group), student folders, film, field teaching in financial institutions, etc. It is recommended to use adapted methods in relation to the student's abilities and previous experience in finance. Students should be encouraged to participate in extracurricular, extracurricular and project activities to acquire practical knowledge and skills.

Contents for achieving educational goals:

Outcomes will be achieved through content from available and relevant sources of knowledge about finance such as professional literature, original texts such as laws, regulations and documents valid for the home country, professional papers, prescribed textbooks, methodological manuals and digital educational content.

E. CONNECTION WITH OTHER SUBJECTS AND INTER CURRICULUM TOPICS

The optional subject of Financial Literacy connects with other subjects through common expected outcomes. The curriculum of the optional subject Financial Literacy is aimed at developing financial competences and strengthening financial literacy among students in secondary education.

The connection with the mathematical field is realized by the application of financial mathematics in the field of banking products: loans, savings, interest and risk assessment. Also, in the field of insurance, shares and investment funds, there may be a correlation with financial mathematics.

The optional subject Financial Literacy (initial level) cooperates with the language and communication field through the development and expression of critical thinking, through reading and writing. By participating in various contests where the emphasis is on video and various promotional materials that encourage the development of media culture. The subject is related to the technical and IT field through familiarization and assessment of the impact of technology on economic and social development.

Also, in the third and fourth grades, the results overlap with the subject Politics and economy, especially in the field of economy and socially responsible business.

All cross-curricular topics contribute to the successful achievement of learning and teaching outcomes of Financial Literacy (initial level), especially the topics of Civic Education and Entrepreneurship, by creating conditions for potential entrepreneurial initiatives and for the development of a responsible citizen who participates in society in general.

In the cross-curricular topics of Sustainable Development, there is a connection with Financial Literacy, especially in the topics of responsible consumption and socially responsible business with an emphasis on the positive corporate impact on society and ecology.

By continuously learning about financial topics, students are not just passive observers but become active participants in their social environment. They incorporate learning and knowledge into their value system and connect them with their own role as competent and responsible citizens in the financial field. The given example shows the connection with the cross-curricular topics Personal and Social Development and Learning How to Learn.

By means of learning and teaching and by choosing forms and methods of work, the student develops the ability to use different sources, which contributes to his information and digital literacy, which is becoming one of the basic areas in modern society.

F. LEARNING AND TEACHING THE SUBJECT

Learning experiences, the purpose and goals of learning and teaching Financial Literacy (initial level) are achieved with the help of four domains and twelve educational learning outcomes. Through learning, the student is directed towards current social and economic topics in the social community. Also, he is encouraged to independently find information from different sources, think critically, discuss and direct him to build personal attitudes.

Teaching is achieved through collaborative learning in which every student is involved in the learning and teaching process. In order to achieve the learning outcomes, students collaborate with different members of the local and wider community, for example different financial institutions, business entities, non-governmental organizations that promote financial literacy and with other schools and higher education institutions in the country and abroad.

Through various project collaborations with financial institutions, experiential learning and an individualized teaching approach are enabled. Active learning enables the student to recognize and name problems, research, think critically and check solutions in joint activities.

Achieving the stated goals requires a well-designed and structured learning process that leads to the personal development of students. In order for learning to be a challenge, it should be facilitated for the student to formulate his own learning goals and plan their achievement by choosing the strategies that best suit his learning style. Students should be encouraged to apply

different ways of evaluating, correcting and adjusting their work, so they will take responsibility for their own learning and will get a foundation for lifelong learning.

For students with special educational needs (students with disabilities and gifted students), teachers plan a curriculum adapted to the student. In accordance with the student's situation, the methods, outcomes and level of achievement of the educational outcome are adjusted, as well as adapted ways of evaluating the achieved achievements.

By applying different methods of collaborative, experiential learning and teaching, basic critical thinking skills, problem solving skills and adaptation to certain unpredictable financial situations are improved.

The role of the teacher

The role of the teacher is to organize and direct the teaching and learning process in which the student is the creator of his knowledge. It also suggests activities, tailors learning experiences, refers to resources and appropriate materials for learning about financial content, phenomena and processes and, where possible, involves the student in the selection process. It motivates, encourages and encourages the student in the process of developing financial literacy. Creates plans and conditions for learning, chooses approaches that ensure respect for the diversity of students and their learning styles. Through his actions, the teacher encourages a sense of community in the classroom where every student feels included and accepted.

At the center of the teaching process is the student, and the teacher designs and organizes ways of working that provide the most appropriate conditions for learning and teaching. The teacher supports the student and encourages the creative and efficient acquisition of knowledge, critical thinking and the development of the student's metacognitive abilities. It plans collaborative learning and development of communication skills, supports students, devises new methods and ensures sufficient opportunities for learning. It also supports the student in reaching high levels of achievement and developing competencies. By promoting discussions, comparing points of view and encouraging constructive expression of feelings, it helps the student to form and express his opinion and ideas about the topic he is studying. The teacher encourages intellectual activity, the ability to think abstractly and develops the student's financial skills for an independent life.

Materials and sources

Learning materials and resources are tools that enable the learning and teaching process. They are carriers and mediators of data, means of communication, and objects and incentives for learning. The teacher determines how to correctly select them, adapt them and in which part of the learning and teaching process to apply them. It is recommended to use a combination of sources and materials for learning and different media, as this encourages students to interact

in the teaching process. The materials must be adapted to the students and their cognitive abilities. In addition to textbooks, these include, for example, magazines, photographs, films, audio materials and digital sources, and the choice of materials should be adapted to the achievement of educational outcomes and the needs of students. In order to strengthen the student's competencies, it is desirable to refer students to the use of other sources of information besides formal textbooks. To achieve certain outcomes, it is possible to invite expert guest lecturers and conduct extracurricular classes.

Environment

The process of learning and teaching should be maintained in a safe, pleasant and stimulating environment in which students and teachers can realize their potential and learn and teach successfully and with motivation. Learning and teaching is carried out in a stimulating and safe environment that allows the student to focus on acquiring knowledge, developing skills, developing independence and responsibility, forming attitudes, while following his interests, needs and abilities. Through open communication of all participants in the learning and teaching process, mutual trust and respect for the students' personality, a sense of security and community develops. The process of learning and teaching is carried out in school, extracurricular and virtual environments with an emphasis on their responsible use.

In schools, it is carried out in classrooms and/or in other didactically equipped spaces (school libraries, classrooms) that meet the technical conditions for the performance of various activities and possess appropriate IT technology. A pleasant and stimulating school atmosphere enables successful work and learning, mutual respect and support of students and teachers. Extracurricular activities are carefully planned and implemented in cooperation with financial and economic entities at all levels of society, which enables the student to learn experientially.

A time of learning and teaching

In the optional subject Financial Literacy (beginning level), its domains of consumption, Money, Personal Finance and Entrepreneurship intertwine throughout the entire learning and teaching process. The teacher has autonomy in planning the time needed to achieve the educational outcomes of a particular domain, while respecting the interests, needs and possibilities of the students. When planning the learning and teaching process, it is necessary to foresee time for the realization of potential extracurricular teaching, which is definitely recommended in the mentioned process. The content of the Financial Literacy curriculum (initial level) can be realized in 35 or 70 hours per year, depending on the school's possibilities.

Grouping of students

By planning the learning process in order to achieve certain educational outcomes and more successful development of competencies, students can be divided into different groups,

whereby the teacher has autonomy in the organization of classes. Grouping is performed on the basis of students' different interests, abilities and special educational needs, regardless of the number of students in the group. Grouping criteria are primarily motivated by the achievement of learning goals and the highest possible development of student potential student's interest in the mentioned optional course.

G. EVALUATION OF EDUCATIONAL OUTCOMES

Evaluation is an integral part of the teaching and learning process to which the student and the teacher contribute in order to improve learning and student progress. The fundamental starting point for achieving this purpose is the coordinated linking of educational learning outcomes, planned student activities, teaching methods and methods of evaluation and assessment. Evaluation procedures should follow the possibilities, interests and needs of students. In the evaluation process, the student actively participates by constantly reflecting on his own contribution, activities and opportunities to improve the quality of learning. Unambiguous rules and clear assessment criteria help students to understand the aspects of learning that are being assessed, to understand what constitutes successful performance, and to focus learning on what is important to know and be able to do.

The assessment of achievements shows the level of adoption of educational learning outcomes. The teacher systematically and regularly monitors and evaluates the student's achievements.

The evaluation elements are: 1. acquired knowledge 2. development of skills

The aforementioned evaluation elements are equivalent when determining the final grade, which represents a summary assessment of the adoption of educational outcomes after one year of learning and teaching the subject. The defined levels of acceptance of the outcome serve as a general guideline when determining the final grade.

In addition to the usual oral and written tests of student achievements, which are adapted to their individual capabilities and needs, understanding, application of knowledge, analysis, research, communication skills and expression of attitudes are monitored. To evaluate such complex ways of working, the student investigates the given topic, processes it in the context of the expected knowledge and formed attitudes, and presents conclusions in some form. Recommended ways of working to evaluate the student's achievement are: creating posters, computer presentations and multimedia/digital content, discussion, debate, interview, simulations, project work, student folders, etc.

Achievements according to outcomes are evaluated with a numerical rating (insufficient – 1, sufficient – 2, good – 3, very good – 4, excellent – 5), and general educational achievements are evaluated with assessment lists.

List of assessments: 1. responsibility: Fulfills all obligations and performs tasks, tasks and works in accordance with the agreement; respects deadlines; takes responsibility for his own learning and behavior in the school environment; invests effort and perseveres in learning and working. 2. independence and self-initiative: Learns independently, solves tasks and performs activities; fulfills obligations with the teacher's minimal incentives; actively works and learns in class, plans, monitors and regulates his own learning. 3. communication and cooperation: Successfully communicates and cooperates with other students and the teacher; An assessment list and a three-point scale are used: support needed, good, exceptional.

At the end of the year, the teacher gives a final grade. The final grade represents a summary assessment of the adoption of learning and teaching outcomes. The final numerical evaluation and assessment of the development of competences are duly documented with a certificate.

An example of the implementation curriculum for the school year:

Curriculum units:	Elaboration of the curriculum unit - teaching unit:
1. Consumption	<ul style="list-style-type: none"> - the psychology of money - consumption and consumers - wants and needs - media power and consumerism - responsible consumption - consumption plan
2. Money	<ul style="list-style-type: none"> - What is money and how was it created? - historical review; - functions of money; - deposit money - current and giro accounts; - payment by credit, debit and prepaid cards; - savings and types of savings (in addition to financial mathematics); - loans (with financial mathematics); - cryptocurrencies; - investment funds; - convertibility, exchange rate changes and inflation; - financial scams and how to protect yourself - green finance
3. Personal finance planning	<ul style="list-style-type: none"> - analysis of the current financial situation; - What are incomes and what are expenses? - How are debts created? - setting financial goals; - creation of a financial plan; - risks in personal finance (financial mathematics)
4. Entrepreneurship	<ul style="list-style-type: none"> - Who is an entrepreneur and what are his characteristics? - types of business organizations and ways of registering business organizations; - stocks (financial mathematics) - marketing - practical marketing exercise on given products or services; - starting an entrepreneurial project - examples of student entrepreneurial projects - practical exercise;

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