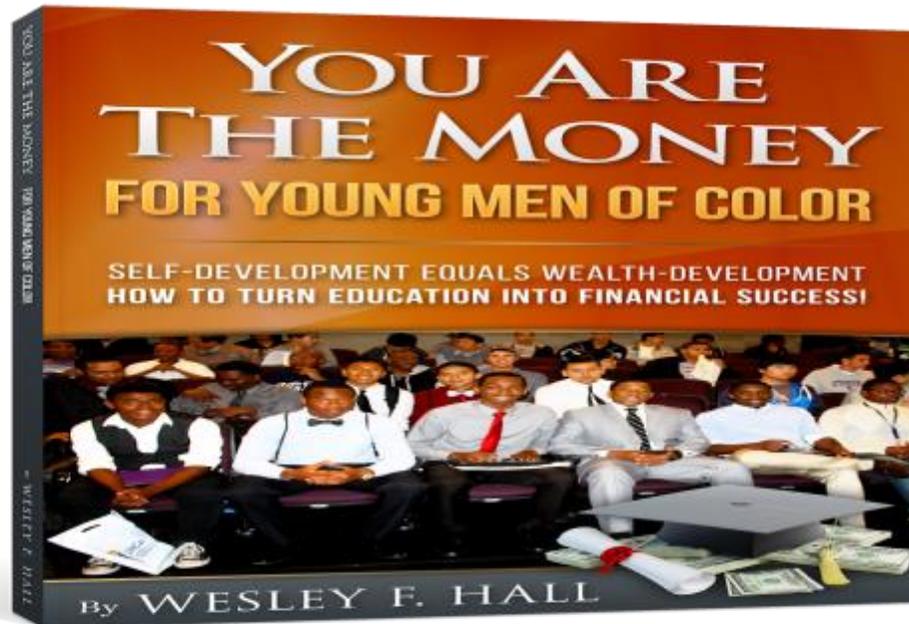


COURSE NAME: YOU ARE THE MONEY FOR YOUNG MEN OF COLOR

# CURRICULUM SYNOPSIS



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**DEVELOPED BY:**  
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**A TRANS-THEORETICAL MODEL FOR STUDENT CHANGE AND EMPOWERMENT**

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## **You Are the Money for Young Men of Color**

### **\*Curriculum Synopsis**

#### **Essential Questions:**

Do students who emanate from economically challenged environments struggle to connect a quality education to their future financial well-being? Is it realistic to expect a student to vigorously participate in a process that he has no vested interest or attributes no positive life-impacting value? How well are we doing as a system at helping economically challenged students connect an A on their report card to food or money? And, upon identifying a deficiency in understanding the necessity and value of education, what corrective information or constructs have we put in place to ensure every child is equipped with the rudimentary knowledge of how to “Play the Game,” (and the inherent benefits, power, and control that are built into the mastery, thereof)?

**\*What is obviously missing is the backward design teaching methods and lesson plans necessary to facilitate this course. We provide those upon serious inquiry and purchasing of the complete course, respectfully.**

## **Big Picture: Our Story**

A 10-year ongoing independent research project currently being conducted by the Institute for Student Empowerment, seeks to measure the attitudes and behaviors of students who emanate from economically challenged environments related to their cognitive wherewithal and basic inclination to connect a quality education to their future financial well-being.

Since 2007, the Institute for Student Empowerment has conducted one of the most extensive ongoing research projects to-date, examining the cultural dynamics contributed to academic disengagement currently being experienced by students emanating from economically challenged environments. The Institute's leadership and staff, sought to measure the attitudes of economically challenged students and their cognitive wherewithal pertaining to connecting a quality education to their future financial well-being. Put in context, the Institute determined to study challenges associated with students who grow up in challenged communities and their natural inclination to view education as a means to future financial independence.

**District Support and Partnership:** Through a partnership with Omaha Public Schools, the Institute was granted access to classrooms throughout the district. The purpose of the partnership was to identify existing challenges contributing to student disengagement, truancy, disciplinary problems, and student dropout. Institute representatives worked side-by-side, during the school day, with certified teachers and were allowed to observe, and share-in classroom instruction. The Institute was also granted its own classroom comprised of 25 students, to-which, they could provide life-skill training.

**Data Supported Evidence:** After three years of working directly with students and side-by-side with certified teachers, in the classroom, Institute representatives identified recurring patterns of behavior that supported the organization's early \*assumptions. Although representatives came to the same conclusions related to student behavior and overall lack of academic intentionality, representatives sought empirical data to support their assertions. A survey was created designed to elicit direct responses from the students, (each question was shaped from direct interaction with the students experienced over the course of a three-year time frame). The survey was provided to 2000 students, of-which, 1445 completed. The process took place during the student's home room and was overseen by the classroom teacher. The findings were consistent and the data confirmed that the students surveyed (each enrolled in the free/reduced lunch program) exhibited challenges around connecting a quality education to their future financial well-being.

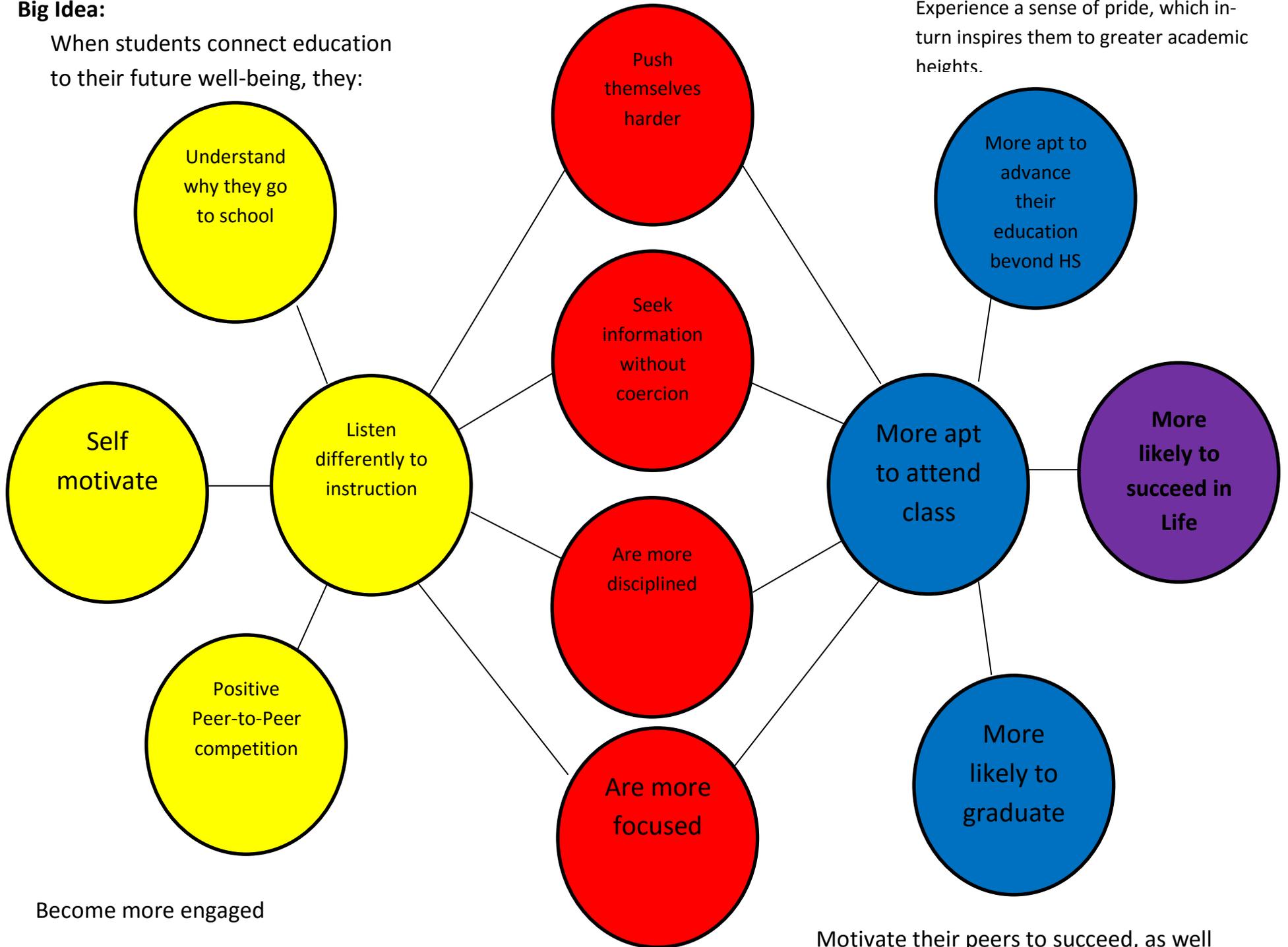
\*Representatives consistently reported a lack of understanding displayed on the part of the students, regarding education and its level of importance and impact on their future well-being. Representatives attributed that lack of connectedness to many of the challenges students were experiencing in the classroom, i.e. behavior, tardiness, and attendance.

The Institute's team went to work creating a specialized curriculum that would help students make the connection. Using our many years working with the study group, the curriculum brought together strategies, key references, behavior modification triggers, real-life examples of education and finances, and critical strategic reward placement, that combined, spoke a language of reward, power, control, personal accomplishment, and future financial independence – all, very appealing to children who come from impoverished communities.

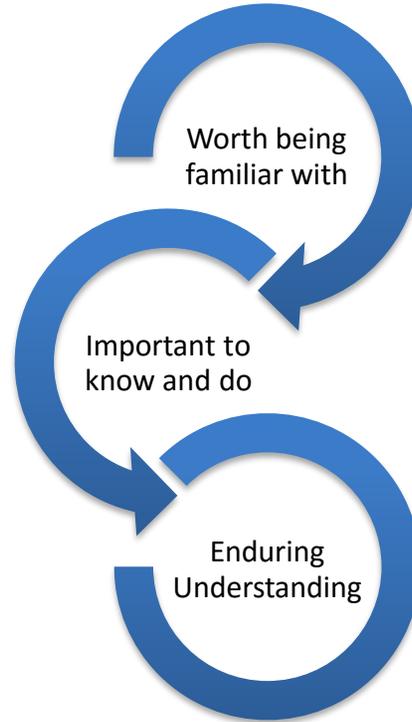
**Big Idea:**

When students connect education to their future well-being, they:

Experience a sense of pride, which in-turn inspires them to greater academic heights.



# Essential Curriculum Priorities



- Education can be quantified
- Information can be monetized and used to attract wealth and power
- Self-Development equals Wealth-Development - You are in control

**Education can be quantified:**

An A on a student's report card has a quantitative value, though most students do not understand that value or view education through those lenses. When a student persists in getting A's on their assignments, the likelihood of getting an A in that class increases. Over the course of time, those A's add up and make for a high GPA. That high GPA, increases the opportunities and possibilities for obtaining high monetary value-based scholarships and pave the way for entry into the top colleges in the world. What do A's on a report card and millions of dollars have in common? They both can gain you entrance into Harvard.

**Information can be monetized:**

*"Information is the new currency," Warren Buffett, Stock Guru.*

We currently live in the "information and Technology," era, yet many of our young people do not understand how to use information and technology to attract wealth and better their lives. The Institute sought empirical data to measure the depth of that assertion and the results bore-out our assumptions. Of the 1445 students surveyed, an alarming 68% did not make the critical connection between education/information and money.

An algorithm is comprised of programming data or information. In the case of Facebook, an algorithm eventually turned into 50 billion dollars in value. Information can be monetized. In the rap industry, our young people understand the value of words. What starts out as words on a notebook pad can become a platinum record. That platinum record can yield millions of dollar. Information equals money. Rappers, therefore, seek out words without coercion because they associate a "Reward," or value with their efforts. It is our aim to assist students in experiencing the same revelation and money-association to education/information.

**Self-Development Equals Wealth-Development:**

For the child who grows up in abstract poverty, food and money are constantly on his/her mind. Couple that with an anti-education environment, where acting smart or displaying a desire to achieve academically can be met with negative consequences and it is not hard to understand why many of our students do not vigorously participate in their own educational process.

The development of “Self” is requisite to achievement in every aspect of life, yet for many students their “External” pursuit of wealth and abundance far exceeds their understanding of the need to invest in their internal development. Through a process of cognitive reshaping, backward design, real-life association of education to money, and strategic money reward placement techniques – students gain a deeper understanding of how education can be used as viable means to empower their lives and positively impact their future financial well-being.

**What the Curriculum is about:**

The curriculum is about helping students who emanate from economically challenged environments gain a deeper understanding of the value of a quality education and how that value can be transmuted into future financial independence. Through a process of influencing mental triggers associated with money and power, we seek to affect the resistance to education experienced by many youth who grow up in impoverished communities and replace that resistance with a renewed understanding of how education and information combine to create personal and profession power, and control over lives.

**The curriculum and the student survey:**

Through years of observation, direct student interaction, and surveys, institute representatives identified 5 critical areas of under-development believed to contribute to low academic performance. In designing the curriculum, we developed specific modules designed to address those trouble areas. Those five areas act as the “Pillars,” that make up the foundation of the design.

**Pillar #1**

An Academic Architectural Design (The Power of an End-Game)

**Pillar #2**

Focus

**Pillar #3**

Financial literacy

**Pillar #4**

Seeking Information on Your Own

**Pillar #5**

College and Career Readiness

## **The Textbook**

The textbook was developed based on years of student observation, interaction, and direct responses to survey questions. The textbook's 17 chapters are designed to strengthen the critical thinking/problem solving skills, requisite to connect a quality education to upward mobility and a student's future financial well-being. Overall, the textbook was designed to help students who possess a neutral or negative outlook on education, reassess the process and recognize its inherent value. Our research and results prove that when students who previously under-performed or disengaged from their academic process, were introduced to corrective information that clearly illustrated the direct connection between education and money, those students re-engaged, recovered credits, attended class regularly, and graduated.



### **What overarching understandings are desired?**

Education and information can be used as a means to gain personal and professional control over your life.

- Education is quantifiable
- Information can be monetized
- The life you want to live is in your hands

### **What will students understand?**

Students will understand the “Era,” in-which they live – “Technology/Information.”

Students will understand that information and technology can be used to attract wealth and position.

Students will understand that they control the amount of information they acquire

Students will learn that by increasing their knowledge and mastery of technology they can increase their possibilities for success.

Students will understand that A’s on their report card have a real value outside of the immediate classroom.

Students will learn that college is not just “More School,” but an opportunity for them to build successful relationships, as well.

**What evidence will show that students understand the course: “You Are the Money?”**

- Students will create, An “Education Equals Money,” positive education campaign, consisting of posters and flyers to be placed throughout the school
- Students will compete to determine ways that education and information can be turned into their monetary equivalent.
- Each student will create his/her own short, mid and long-term academic architectural design, (End-Game).

**Quizzes and Test:**

Students will receive a pre-test at the beginning of the course and a post-test upon completion.

**Quiz 1**

Turning Education and Information Into Money

**Quiz 2**

Education Equals Personal and Professional Power

**Prompt:**

Describe how education can lead to future financial independence, and share some of the ways that the absence of a quality education can lead to negative outcomes.

### **AH-HA MOMENT – The authentic epiphany!**

What we seek is the ah-ha moment, the authentic epiphany! We intend to inspire and educe students beyond motivation into an actualization consciousness, pertaining to education and its enormous positive impact on their future well-being. We believe such a consciousness pre-exist within the student, yet by-way of negative environmental conditioning and the lack of academic success modeling, many of our students have capitulated to dysfunctional attitudes and behaviors attributed to education. Our curriculum is design to tap into that hidden well of pre-existing intelligence, best identified as the, “Growth Mindset,” and present students with stimuli and real-life imagery that draws-out their natural curiosities and impress upon that intelligence, cognitive reshaping that will cause dynamic alertness, and a heightened sense of hope, and possibility.

## **SUPPORTING MATERIALS**

JACK AND THE SLY FOX

AUTHOR: WES HALL

AS A MAN THINKETH

AUTHOR: JAMES ALLEN

SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE

AUTHOR: STEPHEN COVEY

THE AUDACITY OF HOPE

AUTHOR: BARRACK OBAMA

THE ART OF WAR

AUTHOR: SUN TZU

48 LAWS OF POWER

AUTHOR: ROBERT GREENE

HOPE INDEX

GALLUP ORGANIZATION

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