

PERSONAL FINANCIAL RESPONSIBILITY

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

- DOE Code: 4540
- Recommended Grade Level: Grade 9 and above
- Recommended Prerequisites: None
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the courses specified in the sequence of courses for all Career Clusters and all of Indiana's College and Career Pathway Plans

Personal Financial Responsibility: Academic Standards Checklist

Standard 1 - Financial Responsibility and Decision Making

1.0 Demonstrate management of individual and family finances by applying reliable information and systematic decision making.

- ___ PFR-1.1 Demonstrate taking responsibility for personal financial decisions.
- ___ PFR-1.1.1 **Explain how individuals demonstrate responsibility for financial well-being over a lifetime.**
- ___ PFR-1.1.2 Analyze ways financial responsibility is different for individuals with and without dependents.
- ___ PFR-1.2 Analyze financial information from a variety of reliable and questionable sources.
- ___ PFR-1.2.1 **Analyze financial information for objectivity, accuracy, relevancy to given needs, and currency.**
- ___ PFR-1.2.2 **Investigate current types of consumer fraud, including online scams.**
- ___ PFR-1.3 Utilize consumer protection laws and resources.
- ___ PFR-1.3.1 Describe services of Indiana's consumer protection agency and its benefits to consumers.
- ___ PFR-1.3.2 **Analyze consumer protection laws for the issues they address and the safeguards they provide.**
- ___ PFR-1.3.3 Demonstrate steps for resolving a consumer complaint.
- ___ PFR-1.4 Make financial decisions by systematically considering alternatives and consequences.
- ___ PFR-1.4.1 **Set measurable short-term, medium-term, and long-term financial goals.**
- ___ PFR-1.4.2 **Evaluate the results of financial decisions.**
- ___ PFR-1.4.3 **Apply systematic decision making to long-term goals.**
- ___ PFR-1.5 Demonstrate communication strategies for discussing financial issues.
- ___ PFR-1.5.1 Compare and contrast the benefits of sharing financial goals and personal finance

information with a potential partner before forming a partnership.

- ___ PFR-1.5.2 Describe essential elements of a contract between individuals and between individuals and businesses.
- ___ PFR-1.6 Demonstrate strategies to control personal information.
- ___ PFR-1.6.1 **Describe the actions a victim of identity theft can take to restore personal security.**

Standard 2 - Relating Income and Careers

2.0 Analyze how education, income, career, and life choices relate to achieving financial goals.

- ___ PFR-2.1 Describe how personal factors, career choices, and economic conditions affect income.
- ___ PFR-2.1.1 **Analyze ways economic, social, cultural, education and political conditions can affect income and career potential.**
- ___ PFR-2.1.2 Analyze the financial risks and benefits of entrepreneurship as a career choice.
- ___ PFR-2.2 Identify sources of personal income.
- ___ PFR-2.2.1 **Compare and contrast wage, gift, rent, interest, dividend, capital gain, tip, commission, and business profit as sources of personal income.**
- ___ PFR-2.2.2 Analyze the advantages and disadvantages of participation in government assistance programs.
- ___ PFR-2.3 Explain how taxes and employee benefits relate to disposable income.
- ___ PFR-2.3.1 **Analyze typical employee benefits and explain why they are a form of compensation.**
- ___ PFR-2.3.2 Describe benefits of employer sponsored savings plans and other personal options for shifting current income to the future.

Standard 3 - Planning and Managing Money

3.0 Manage money effectively by developing financial goals and budgets.

- ___ PFR-3.1 Develop a personal financial plan to demonstrate the ability to use money management skills and strategies.
- ___ PFR-3.1.1 **Create a basic budget with categories for income, taxes, planned savings, and fixed and variable expenses.**
- ___ PFR-3.1.2 **Analyze and adjust budget categories to manage spending and achieve financial goals.**
- ___ PFR-3.1.3 **Develop a personal financial plan that shows allocation of income, spending, saving, investing and sharing/giving over a year-long time span.**
- ___ PFR-3.1.4 **Analyze a plan to secure funding for a financial goal (such as college, major consumer purchases, etc.)**
- ___ PFR-3.2 Develop a system for keeping and using financial records.
- ___ PFR-3.2.1 **Utilize a system to record income and spending for categories such as purchases, services, and taxes.**
- ___ PFR-3.2.2 **Demonstrate recordkeeping that utilizes digital financial management systems.**
- ___ PFR-3.3 Analyze services of financial institutions.
- ___ PFR-3.331 **Evaluate different payment methods, including cash, checks, stored-value cards, debit cards, credit cards, and electronic or online payment systems.**
- ___ PFR-3.3.2 **Demonstrate skill in basic financial tasks (such as bill payments, check writing, reconciling checking and debit account statements, and monitoring printed and online account statements for accuracy).**
- ___ PFR-3.3.3 **Investigate and demonstrate ability to apply for financial assistance (such as FAFSA, 21st Century Scholars, scholarships, grants, and aid from colleges and universities).for post-secondary education.**
- ___ PFR-3.4 Apply consumer skills to purchase decisions.

- ___ PFR-3.4.1 **Evaluate impact of external factors (such as marketing, advertising and the economy) on spending decisions.**
- ___ PFR-3.4.2 **Justify consumer buying decisions by evaluating external factors.**
- ___ PFR-3.4.3 Evaluate opportunity costs (such as owning versus renting a house, purchasing or leasing an auto).
- ___ PFR-3.4.4 **Recognize potential threats (such as identity fraud, scams, theft, phishing, spam, unethical internet practices) to sound financial decisions.**
- ___ PFR-3.5 Connect the role of charitable giving, volunteer service, and philanthropy to community development and quality of life.
- ___ PFR-3.5.1 **Demonstrate budgeting financial and other resources to make contributions to a charitable organization.**
- ___ PFR-3.6 Examine the purpose and value of estate planning.
- ___ PFR-3.6.1 Contrast wills, "living wills," trusts and other ways estates can be transferred.
- ___ PFR-3.6.2 Evaluate estate planning tools (such as pensions, retirements, social security, trusts, and annuities).

Standard 4 - Managing Credit and Debt

4.0 Manage credit and debt to remain both creditworthy and financially secure.

- ___ PFR-4.1 Analyze the costs and benefits of using various types of credit such as student loans, home and automotive loans, and credit cards.
- ___ PFR-4.1.1 **Evaluate the cost of borrowing a set amount of money using various types of credit.**
- ___ PFR-4.1.2 **Explain how grace periods, methods of calculating interest, and fees affect borrowing costs.**
- ___ PFR-4.1.3 **Apply systematic decision making to identify the most cost-effective option for making a purchase.**
- ___ PFR-4.2 Analyze factors that influence establishing and maintaining a good credit rating.
- ___ PFR-4.2.1 Analyze the effect of positive and negative credit reports on credit worthiness.
- ___ PFR-4.2.2 **Illustrate steps to overcome a negative credit report and improve a personal financial future.**
- ___ PFR-4.3 Analyze methods and benefits of avoiding or correcting credit and debt problems.
- ___ PFR-4.3.1 **Evaluate the effect of living beyond one's financial resources.**
- ___ PFR-4.3.2 **Analyze actions that a consumer can take to reduce or better manage excessive debt.**
- ___ PFR-4.4 Analyze major consumer credit laws and the changing nature of these laws.
- ___ PFR-4.4.1 Analyze online and printed resources for up-to-date information about consumer credit rights.
- ___ PFR-4.4.2 Describe debtors' and creditors' rights related to debt that is not paid.

Standard 5 - Risk Management and Insurance

5.0 Analyze the features of insurance, its role in balancing risk and benefits in financial planning.

- ___ PFR-5.1 Examine various types of financial risk and risk management strategies.

- ___ PFR-5.1.1 Describe ways people can manage risk through avoidance, reduction, retention, assumption, and transfer of risk.
- ___ PFR-5.2 Examine the purposes, types, and costs associated with insurance.
- ___ PFR-5.2.1 **Analyze the types and amounts of coverage, and features needed, for various stages of life for health, property, life, disability, and liability insurance.**
- ___ PFR-5.2.2 Analyze factors that can reduce or increase the amount and type of insurance coverage needed.
- ___ PFR-5.2.3 Analyze factors that affect cost of insurance for various types of insurance.

Standard 6 - Saving and Investing

6.0 Analyze saving and investing to build long-term financial security and wealth.

- ___ PFR-6.1 Evaluate how saving contributes to financial wellbeing.
- ___ PFR-6.1.1 **Analyze effect of saving strategies, including "pay yourself first," payroll deduction, automatic savings options, and reflective spending practices on financial well being.**
- ___ PFR-6.1.2 **Compare the interest generated by simple and compound interest at various rates.**
- ___ PFR-6.2 Apply strategies for creating wealth and building assets.
- ___ PFR-6.2.1 Compare various investing strategies for their potential to build wealth.
- ___ PFR-6.2.2 Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.
- ___ PFR-6.2.3 **Calculate the end value of lump sum and periodic investments.**
- ___ PFR-6.3 Compare saving and investment alternatives.
- ___ PFR-6.3.1 **Analyze the characteristics (such as earnings, risks, liquidity) and benefits of various saving and investment options in the current economy.**
- ___ PFR-6.3.2 Analyze investment alternatives utilizing principles of inflation and other economic factors.
- ___ PFR-6.4 Describe how to buy and sell investments.
- ___ PFR-6.4.1 Compare advantages and disadvantages of buying and selling investments through various channels, including financial advisors, investment clubs, and online brokers.
- ___ PFR-6.4.2 **Compare the investment objectives and historical rates of return of various Investment options.**
- ___ PFR-6.5 Analyze factors that affect the rate of return on investments.
- ___ PFR-6.5.1 **Analyze the rate of return on investments using time value of money and economic conditions as factors.**
- ___ PFR-6.5.2 Calculate the amount of taxes on investments and income tax-free earnings.
- ___ PFR-6.6 Analyze how agencies that regulate financial markets protect investors.
- ___ PFR-6.6.1 Explain how federal and state financial regulatory agencies decrease savings and investing risks.
- ___ PFR-6.6.2 Identify additional services and benefits of the Indiana Securities Division and other federal and state regulators.

Common Core Literacy for Technical Subjects Standards Checklist

Reading Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- ___ 9-10.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations or descriptions.
- ___ 9-10.RT.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- ___ 9-10.RT.3 Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

- ___ 9-10.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 9-10 texts and topics*.
- ___ 9-10.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
- ___ 9-10.RT.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Idea

- ___ 9-10.RT.7 Translate technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- ___ 9-10.RT.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a technical problem.
- ___ 9-10.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

- ___ 9-10.RT.10 By the end of grade 10, read and comprehend science texts in the grades 9-10 text complexity band independently and proficiently

Writing Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- ___ 9-10.WT.1 Write arguments focused on *discipline-specific content*.
- ___ 9-10.WT.2 Write informative/explanatory texts, including technical processes.
- ___ 9-10.WT.3 Students must be able to write precise enough descriptions of the step-by-step

procedures they use in their technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

- ___ 9-10.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ___ 9-10.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- ___ 9-10.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Integration of Knowledge and Idea

- ___ 9-10.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ___ 9-10.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- ___ 9-10.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Reading and Level of Text Complexity

- ___ 9-10.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.