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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Joel Coleman
Interim Chief Executive Officer

DATE: November 7, 2014

ACTION: General Financial Literacy Curriculum Standards

Background:

S.B. 40 *Financial and Economic Literacy Amendments*, passed by the 2014 Utah Legislature, requires that “the State Board of Education shall adopt revised course standards and objectives for the course of instruction in general financial literacy.” The Board gave preliminary approval to the revised standards during its October meeting.

USOE staff have gathered public comments and input from educators for consideration in creating the final version.

Key Points:

In addition to previously required content, the revised standards address attending college, student loans, scholarships, the Free Application for Federal Student Aid, and technology that relates to banking, savings, and financial products.

Anticipated Action:

The Law and Licensing Committee will consider approving the final version of the General Financial Literacy Standards. If approved, the standards will be considered for approval by the full Board.

Contact: Thalea Longhurst, 801-538-7889
Dawn Stevenson, 801-538-7851

General Financial Literacy

Levels: Grades 11-12

Units of Credit: 0.50

Core Code: 01-00-00-00-100

Prerequisite: None

Skill Test:

COURSE DESCRIPTION

The General Financial Literacy Core is designed for junior and senior students and represents those standards of learning that are essential to the development of basic financial literacy. Students will be enabled to implement those basic decision-making skills to become more aware as consumers, savers, investors, borrowers, money managers, citizens, and members of a global workforce.

CORE STANDARDS, OBJECTIVES AND INDICATORS

Standard 1 – Students will understand the process of identifying financial priorities based on personal values and financial goals.

Objective 1: Analyze the role of cultural, social, and emotional influences on financial behavior.

- a. Evaluate the role of emotions, attitudes and behavior in making financial decisions.
- b. Recognize that individuals are responsible for their own financial transactions and subsequent positive and negative consequences.
- c. Relate instant satisfaction and delayed gratification to impulse buying and planned expenditures.
- d. Describe the influence of social pressure as it relates to purchasing decisions (e.g., fashion, social acceptance, advertising, sales strategies, “keeping up with the Joneses,” delayed payment, entitlement).
- e. Explain how scarcity of financial resources affects wants and needs.

Objective 2: Define a rational decision-making process and the steps of financial planning.

- a. Define *opportunity cost* (tradeoffs) and their role in decision making.
- b. Present a rational decision-making process (e.g., Identify problem, **Gather information**, Brainstorm solutions, List pros and cons, Make decision, Take action, Evaluate results).
- c. Define the elements of a financial plan (e.g., net worth statement, **budget**, cash flow statement, statement of goals and priorities)
- d. ~~Identify the process of creating a financial plan personally or with a financial planner. (e.g., explore the pros and cons of a client/planner relationship; define goals, objectives, facts and data; analyze and evaluate current financial status; develop recommendations including alternatives, implement and monitor recommendations).~~

Commented [SD1]: Accommodation for public comment

Commented [SD2]: Clarification

Commented [SD3]: Is this really a necessary discussion for high school students?

Objective 3: Explain how setting goals affects personal financial planning.

- a. Identify spending habits and their connection to personal values.
- b. Identify and create short and long term financial goals (e.g., “SMART”: Specific, Measurable, Attainable, Result-oriented, Time-based).

Standard 2: Students will understand sources of income and the relationship between career preparation and lifetime earning power.

Objective 1: Identify sources of income and specific employability skills.

- a. Identify sources of income such as wages, commissions, investments, benefits, inheritance, and gifts.
- b. Evaluate and compare career opportunities based on individual interests, skills, and educational requirements, value of work to society, income potential, and the supply and demand of the workforce including unemployment.
- c. Compare risks and rewards of entrepreneurship/self-employment.
- d. Compare income to the cost-of-living in various geographical areas and the impact it has on purchasing power.
- e. Understand the effects of state, local, and federal taxes on income.

Objective 2: Understand and begin preparation for career and post high school training.

- a. Recognize and explore the correlation between education and potential lifetime income.
- b. Calculate the costs of post high school training options www.utahfutures.org and analyze the return on investment (ROI) based on career choices.
- c. Identify sources of funding to assist in post high school education opportunities (e.g., scholarships, employment, tuition reimbursement, student loans, work study, and other state and federal aid) and cost of repayment.
- d. Utilize the FAFSA 4caster to explore the FAFSA process.
<https://fafsa.ed.gov/FAFSA/app/f4cForm?execution=e1s1> Seek guidance from school counselors.
- e. Identify components to be included on a resume and/or electronic professional profile such as appropriate contact information; educational, work, and volunteer experience; skills; certificates obtained; accomplishments; interests; and references.
- f. Understand the use and advantages of 529 plans and the benefit of planning early for paying for the cost of post-secondary education and training.

Standard 3: Students will understand principles of personal money management including budgeting, managing accounts, and the role of credit and impacts on personal finance.

Objective 1: Identify and explain the process of budgeting based on calculated income.

- a. Develop a budget.
- b. Identify and prioritize fixed, fixed variable and variable budget categories.
- c. Emphasize the importance of proactive budget priorities such as pay yourself first, emergency/opportunity fund, and charitable or other voluntary contributions.
- d. Identify the rights and responsibilities relating to renting, leasing, and purchasing a home.
- e. Identify the rights and responsibilities relating to renting, leasing, and purchasing a vehicle.
- f. Discuss and compare the similarities and differences between “principal” and “interest” on an amortization schedule.
- g. Explain the purpose of co-signers and collateral when applying for a loan.
- h. Compare tools for tracking of a budget and expenditures such as envelope system, paper tracking, and online or software options.

Objective 2: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.

- a. Explain the role of the Federal Reserve.
- b. Compare the roles of financial institutions and their services such as banks, credit unions, investment or brokerage firms, insurance companies, loan agencies.
- c. Demonstrate how to manage checking/debit and saving accounts, both manually and/or electronically, including reconciliation.
- d. Utilize technology that relates to banking, savings, and financial products such as electronic deposits, apps, and on-line payments and bill pay.

Objective 3: Describe and discuss the impact of credit and debt on personal money management.

- a. Discuss the purpose and role of credit and explain the value of building and maintaining a healthy credit rating.
- b. Describe the risks and responsibilities associated with using credit such as late fees, finance charges, default rates, interest, and closing costs.
- c. Calculate how long it takes to repay debt making minimum payments on installment loans and revolving accounts.
- d. Locate and use on-line calculators to determine principal and interest aggregate monthly for long-term debt such as mortgages, vehicles, personal loans and credit cards.
- ~~e. Understand the Rule of 72 and the negative impact on borrowed sums.~~
- f.e. Describe the personal and societal effects of bankruptcy and identify circumstances that lead to bankruptcy such as uninsured medical costs, family break-up, or loss of job.

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Objective 4: Explain and understand credit reports and scores.

- a. Explore and discuss the pros and cons of basic types of credit such as unsecured vs. secured credit, credit cards, installment loans, revolving credit, student loans, and predatory lenders.
- b. Identify the three major credit bureaus.
- c. Understand the legal right to a free annual credit report (AnnualCreditReport.com).
- d. Evaluate and identify components of a credit report; including derogatory remarks, and the warning signs of credit abuse such as late fees, missed payments, collection notices and bounced checks.
- e. Evaluate the costs and risks of Pay Day and Predatory Lending

Standard 4 –Students will evaluate monetary saving methods and investment strategies.

Objective 1: Discuss the dynamics of saving and investing.

- a. Explain how Paying Yourself First (PYF) early and often influences positive progress towards long-term, financial goals.
- b. Identify and understand basic saving options such as savings account, mutual funds, and Certificate of Deposit.
- c. Identify types of long-term retirement investments and reasons to invest (e.g., IRA, Roth IRA, 401(k), and 403(b)).
- d. Understand the impact on income through federal, state, and local taxes.
- e. Demonstrate time value of money (TVM) principles by using the rule of 72 and by manipulating the five variables used in basic TVM calculations.
- f. Discuss the long term investment potential associated with the stock market focusing on fundamentals (e.g., diversification, risk/reward, investor behavior).

- g. Identify and define the types of financial risks (e.g., business risk, political risk, inflation risk, interest rate (re-investment) risk, market price risk (short term-volatility), fraud risk, consumer/investor behavior risk).

Objective 2: Discuss personal and societal impacts of charitable giving.

- a. Discuss the pros and cons of charitable giving.
- b. List ways and examples of charitable giving

Standard 5 – Students will understand general consumer safeguards and methods of risk management.

Objective 1: Students will understand the role of Government in protecting the consumer.

- a. Define purpose of Federal Deposit Insurance Corporation and National Credit Union Association.
- b. Explain the purposes and features of select consumer protection agencies and laws such as Federal Trade Commission (FTC), Better Business Bureau (BBB), US Food and Drug Administration, and Consumer Product Safety Commission (CPSC).
- c. Identify and explore Federal and State entities that exist to protect consumers from forms of fraud and abuse such as FINRA.org, State Division of Securities, State Departments of Insurance, Securities Investor Protection Corporation.

Objective 2: Define rights and responsibilities of consumers.

- a. Understand financial contracts tied to consumer purchases such as cell phone, cable or satellite plans and membership fees.
- b. Discuss the negative impacts of predatory and pay-day lending practices.
- c. Identify ways to avoid “identity theft” and fraud such as securing sensitive financial data, online commerce, phishing, pharming, and the disposal of sensitive documents.
- d. Understand how to recover from Fraud and Identity theft
- e. Discuss ways to avoid financial schemes such pyramid schemes, multi-level marketing, and other questionable and illegal practices.
- f. Describe the negative consequences of gambling and playing the lottery.
- g. Identify the pros and cons of online commerce, including how to conduct transactions safely.

Objective 3: Discuss the purposes of insurance/risk management.

- a. Define common insurance options and their purposes such as automobile, health, home owner/renters, whole/term life, long-term care and disability.
- b. Define terms of a basic insurance policy such as contract, limits of coverage, deductible, premium, grace period, and life time limit.
- c. Discuss insurance needs at different stages of life.
- d. Understand identification and designation of beneficiaries.

GFL Comparison—SB 40, New Standards, Old Standards		
SB 40 Requirement	New Standards	Old Standards
	Standard 1 – Students will understand the process of identifying financial priorities based on personal values and financial goals.	STANDARD 1 Students will use a rational decision-making process to set and implement financial goals.
	Objective 1: Analyze the role of cultural, social, and emotional influences on financial behavior.	Objective 1: Explain how goals, decision-making, and planning affect personal financial choices and behaviors.
	a. Evaluate the role of emotions, attitudes and behavior in making financial decisions.	a. Discuss personal values that affect financial choices (e.g., home ownership, work ethic, charity, civic virtue).
	b. Recognize that individuals are responsible for their own financial transactions and subsequent positive and negative consequences.	b. Explain the components of a financial plan (e.g., goals, net worth statement, budget, income and expense record, an insurance plan, a saving and investing plan).
	c. Relate instant satisfaction and delayed gratification to impulse buying and planned expenditures.	c. Compare short-term and long-term financial goals.
	d. Describe the influence of social pressure as it relates to purchasing decisions (e.g., fashion, social acceptance, advertising, sales strategies, “keeping up with the Joneses,” delayed payment, entitlement).	d. Design a plan to reach a specific financial goal.
SB 40 line 100, line 101, line 105	e. Explain how scarcity of financial resources affects wants and needs.	e. List advantages of designing and following a personal financial plan.
	Objective 2: Define a rational decision-making process and the steps of financial planning.	Objective 2: Analyze the role of cultural, social, and emotional influences on financial behavior.
SB 40 line 101, line 106	a. Define <i>opportunity cost</i> (tradeoffs) and their role in decision making.	a. Explain how limited financial resources affect the choices people make.
	b. Present a rational decision-making process (e.g., Identify problem, <u>Gather information</u> /Brainstorm solutions, List pros and cons, Make decision, Take action, Evaluate results).	b. Describe the influence of peer pressure as it relates to purchasing decisions (e.g., fashion, acceptance from others, and need for latest gadget).
SB 40 line 84	c. Define the elements of a financial plan (e.g., net worth statement, <u>budget</u> /cash flow statement, statement of goals and priorities)	c. Explain how scarcity relates to needs and wants.
	d. Identify the process of creating a financial plan personally or with a financial planner. (e.g., explore the pros and cons of a client/planner relationship; define goals, objectives, facts and data; analyze and evaluate current financial status; develop recommendations including alternatives, implement and monitor recommendations).	d. Analyze the impact of marketing, advertising, and sales strategies/techniques on purchasing decisions (e.g., impulse buying, delayed payment).
	Objective 3: Explain how setting goals affects personal financial planning.	Objective 3: Relate financial decisions to personal and societal consequences.
	a. Identify spending habits and their connection to personal values.	a. Recognize that individuals are responsible for their finances.

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	b. Identify and create short and long term financial goals (e.g., "SMART": Specific, Measurable, Attainable, Result-oriented, Time-based).	b. Describe consequences of excessive debt (e.g., increased consumer costs, inflation, and family instability). c. Describe the social and economic consequences of bankruptcy.
	Standard 2: Students will understand sources of income and the relationship between career preparation and lifetime earning power.	STANDARD 2 Students will understand sources of income and the relationship between income and career preparation.
	Objective 1: Identify sources of income and specific employability skills.	Objective 1: Identify various forms of income and analyze factors that affect income.
	a. Identify sources of income such as wages, commissions, investments, benefits, inheritance, and gifts.	a. Identify sources of income (e.g., wages, investments, self-employment).
SB 40 line 88 SB 40 line 101	b. Evaluate and compare career opportunities based on individual interests, skills, and educational requirements, value of work to society, income potential, and the <u>supply and demand of the workforce</u> including unemployment.	b. Compare common employee benefits (e.g., insurance, leave, retirement).
SB 40 line 108	c. Compare risks and rewards of entrepreneurship/self-employment.	c. Compare income to the cost-of-living in various geographical areas.
	d. Compare income to the cost-of-living in various geographical areas and the impact it has on purchasing power.	d. Analyze how economic conditions affect income.
SB 40 line 94	e. Understand the effects of state, local, and federal taxes on income.	
	Objective 2: Understand and begin preparation for career and post high school training.	Objective 2: Identify and understand required income withholdings.
SB 40 line 88	a. Recognize and explore the correlation between education and potential lifetime income.	a. List the reasons for taxation and uses of tax revenues.
SB 40 lines 71-72	b. Calculate the costs of post high school training options www.utahfutures.org and analyze the return on investment (ROI) based on career choices.	b. Describe the purposes of Social Security and Medicare.
SB 40 line 91	c. Identify sources of funding to assist in post high school education opportunities (e.g., scholarships, employment, tuition reimbursement, student loans, work study, and other state and federal aid) and cost of repayment.	c. Calculate net income from an employee payroll record.
SB 40 lines 71-72	d. Utilize the FAFSA 4caster to explore the FAFSA process. https://fafsa.ed.gov/FAFSA/app/f4cForm?execution=e1s1 Seek guidance from school counselors.	d. Demonstrate how to complete personal state and federal income tax forms.
SB 40 line 97	e. Identify components to be included on a resume and/or electronic professional profile such as appropriate contact information; educational, work, and volunteer experience; skills; certificates obtained; accomplishments; interests; and references.	Objective 3: Analyze criteria for selecting a career and the impact of career choices on income and financial stability. a. Describe the correlation between income and a worker's skills, education, the value of the work to society, condition of the economy, and the supply and demand for workers.

	f. Understand the use and advantages of 529 plans and the benefit of planning early for paying for the cost of post-secondary education and training.	b. Develop career plan(s) that include educational requirements, skill development, and income potential. c. Analyze the costs and benefits of developing new skills for the workplace. d. Identify the risks and rewards of entrepreneurship/self-employment.
	Standard 3: Students will understand principles of personal money management including budgeting, managing accounts, and the role of credit and impacts on personal finance.	STANDARD 3 Students will understand principles of money management.
	Objective 1: Identify and explain the process of budgeting based on calculated income.	Objective 1: Describe the role of planning and maintaining a balanced budget.
SB 40 line 84	a. Develop a budget.	a. Develop, monitor, and evaluate a personal budget.
	b. Identify and prioritize fixed, fixed variable and variable budget categories.	b. Discuss opportunity costs and trade-offs in budget implementation.
SB 40 line 90, line 95	c. Emphasize the importance of proactive budget priorities such as pay yourself first, emergency/opportunity fund, and charitable or other voluntary contributions.	c. Identify and discuss the social and personal consequences of not following a budget.
SB 40 line 89	d. Identify the rights and responsibilities relating to renting, leasing, and purchasing a home.	d. Compare and evaluate various tools available for keeping track of budgets (e.g., envelope systems, computer programs, and paper tracking).
	e. Identify the rights and responsibilities relating to renting, leasing, and purchasing a vehicle.	e. Demonstrate knowledge of financial transactions, checking and savings accounts, and associated financial services.
SB 40 lines 90 – 91	f. Discuss and compare the similarities and differences between “principal” and “interest” on an amortization schedule.	f. Demonstrate how to manage a checking account.
	g. Explain the purpose of co-signers and collateral when applying for a loan.	g. Evaluate the impact of major purchases on budgeting (e.g., automobile, housing).
SB 40 line 84	h. Compare tools for tracking of a budget and expenditures such as envelope system, paper tracking, and online or software options.	Objective 2: Understand credit uses and costs.
	Objective 2: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.	a. Discuss the history and role of credit.
SB 40 line 102	a. Explain the role of the Federal Reserve.	b. List basic types of credit (e.g., credit cards, installment loans, service credit, revolving credit, student loans).
SB 40 line 102	b. Compare the roles of financial institutions and their services such as banks, credit unions, investment or brokerage firms, insurance companies, loan agencies.	c. Describe the risks and responsibilities associated with using credit.
SB 40 line 73, lines 86 - 87	c. Demonstrate how to manage checking/debit and saving accounts, both manually and/or electronically, including reconciliation.	d. Identify methods of establishing and maintaining a good credit rating.

SB 40 line 73, lines 86 - 87	d. Utilize technology that relates to banking, savings, and financial products such as electronic deposits, apps, and on-line payments and bill pay.	e. Explain the purpose of co-signers and collateral when applying for a loan.
	Objective 3: Describe and discuss the impact of credit and debt on personal money management.	f. Identify warning signs of credit abuse (e.g., late fees, missed payments, collection notices, bounced checks) and ways to correct credit problems.
	a. Discuss the purpose and role of credit and explain the value of building and maintaining a healthy credit rating.	g. Calculate and compare costs associated with the use of credit (e.g., finance charges, interest, late fees, default rates, closing costs).
SB 40 line 91	b. Describe the risks and responsibilities associated with using credit such as late fees, finance charges, default rates, interest, and closing costs.	h. Calculate how long it takes to repay debt and the total costs when a borrower makes minimum payments.
SB 40 line 91	c. Calculate how long it takes to repay debt making minimum payments on installment loans and revolving accounts.	
SB 40 line 91	d. Locate and use on-line calculators to determine principal and interest aggregate monthly for long-term debt such as mortgages, vehicles, personal loans and credit cards.	Objective 3: Describe the impact of credit on money management.
	e. Understand the Rule of 72 and the negative impact on borrowed sums.	a. Compare the advantages and disadvantages of different payment methods.
SB 40 line 99	f. Describe the personal and societal effects of bankruptcy and identify circumstances that lead to bankruptcy such as uninsured medical costs, family break-up, or loss of job.	b. Compare the services of various types of financial institution (e.g., banks, credit unions, investment brokers, loan agencies) and identify advantages of comparison shopping before selecting financial services.
	Objective 4: Explain and understand credit reports and scores.	c. Describe the relationship between a credit rating, the cost of credit, and factors that affect credit worthiness.
SB 40 lines 91 – 92	a. Explore and discuss the pros and cons of basic types of credit such as unsecured vs. secured credit, credit cards, installment loans, revolving credit, student loans, and predatory lenders.	d. Explain the value of credit reports and scores to borrowers and lenders.
	b. Identify the three major credit bureaus.	
SB 40 line 73	c. Understand the legal right to a free annual credit report (AnnualCreditReport.com).	Objective 4: Describe the rights and responsibilities of buyers and sellers under consumer protection laws.
SB 40 line 73	d. Evaluate and identify components of a credit report; including derogatory remarks, and the warning signs of credit abuse such as late fees, missed payments, collection notices and bounced checks.	a. Explain the purposes and features of consumer protection laws, agencies, and sources of assistance.
SB 40 line 91 – 92	e. Evaluate the costs and risks of Pay Day and Predatory Lending	b. Describe ways to avoid “identity theft” and fraud (e.g., keep Social Security numbers secure, properly dispose of outdated documents).
		c. Explain the importance of understanding financial contracts (e.g., disclosure information, grace period, payment penalties, method of interest calculation).

Commented [SD2]: This is included in Standard 4.1.4

		<ul style="list-style-type: none"> d. List possible actions a consumer can take in response to excessive debt and collection practices (e.g., sell assets, negotiate a repayment schedule). e. Describe ways to avoid financial scams and schemes designed to defraud consumers (e.g., Ponzi and pyramid schemes, affinity fraud). <p>Objective 5: Discuss the purposes of insurance and risk management.</p> <ul style="list-style-type: none"> a. Identify common types of insurance (e.g., automobile, health, homeowner's, renter's, life, long-term disability) and their terminology (e.g., term, whole life, deductible, premium, grace period). b. Describe how insurance and other risk-management strategies protect against financial loss. c. Discuss insurance needs at various life stages. d. Identify the importance of estate planning (e.g., wills, trusts). e. Discuss the consequences of being under-insured.
	Standard 4 –Students will evaluate monetary saving methods and investment strategies.	<p>STANDARD 4 Students will understand saving, investing, and retirement planning.</p> <p>Objective 1: Describe the value of saving in the financial planning process.</p> <ul style="list-style-type: none"> a. Identify ways to save (e.g., payroll deduction). b. Analyze reasons to save. c. Explain how government regulations protect savers. <p>Objective 2: Describe the value of investing and types of investments in the financial planning process.</p> <ul style="list-style-type: none"> a. Identify and explain types of investment vehicles (e.g., stocks, bonds, real estate, hard assets). b. Identify strategies for investing (e.g., diversification, dollar-cost averaging).
	Objective 1: Discuss the dynamics of saving and investing.	
	a. Explain how Paying Yourself First (PYF) early and often influences positive progress towards long-term, financial goals.	
	b. Identify and understand basic saving options such as savings account, mutual funds, and Certificate of Deposit.	
SB 40 line 90	c. Identify types of long-term retirement investments and reasons to invest (e.g., IRA, Roth IRA, 401(k), and 403(b)).	
SB 40 line 94	d. Understand the impact on income through federal, state, and local taxes.	
SB 40 line 90	e. Demonstrate time value of money (TVM) principles by using the rule of 72 and by manipulating the five variables used in basic TVM calculations.	
SB 40 line 90	f. Discuss the long term investment potential associated with the stock market focusing on fundamentals (e.g., diversification, risk/reward, investor behavior).	

	g. Identify and define the types of financial risks (e.g., business risk, political risk, inflation risk, interest rate (re-investment) risk, market price risk (short term-volatility), fraud risk, consumer/investor behavior risk).	c. Compare long-term and short-term investments. d. Explain how government regulations can protect investors. e. Compare various sources of investment information (e.g., prospectuses, annual reports, financial publications, online information) and ways to buy/sell investments (e.g., full service and discount brokers, investment advisors, online brokers).
SB 40 line 95	Objective 2: Discuss personal and societal impacts of charitable giving.	
	a. Discuss the pros and cons of charitable giving.	
	b. List ways and examples of charitable giving	Objective 3: Compare savings and investments. a. Compare the risk, return, liquidity, and costs for savings and investments. b. Explain the effects of inflation on savings and investments. c. Describe the concept of the time value of money. d. Analyze the relationship between risk and return. e. Describe appropriate financial products for different financial goals (e.g., savings accounts, stocks). Objective 4: Analyze financial preparation for retirement. a. Relate financial resources needed for specific retirement activities and lifestyles. b. Compare the characteristics of retirement plans (e.g., individual, employer-sponsored, Social Security). c. Evaluate the role of individual responsibility in planning for retirement. d. Analyze the power of compound interest and the importance of starting early in implementing a financial plan for retirement.
	Standard 5 – Students will understand general consumer safeguards and methods of risk management.	
SB 40 line 102	Objective 1: Students will understand the role of Government in protecting the consumer	
	a. Define purpose of Federal Deposit Insurance Corporation and National Credit Union Association.	

	b.	Explain the purposes and features of select consumer protection agencies and laws such as Federal Trade Commission (FTC), Better Business Bureau (BBB), US Food and Drug Administration, and Consumer Product Safety Commission (CPSC).
	c.	Identify and explore Federal and State entities that exist to protect consumers from forms of fraud and abuse such as FINRA.org, State Division of Securities, State Departments of Insurance, Securities Investor Protection Corporation.
SB 40 line 102	Objective 2: Define rights and responsibilities of consumers.	
	a.	Understand financial contracts tied to consumer purchases such as cell phone, cable or satellite plans and membership fees.
SB 40 lines 91 – 92	b.	Discuss the negative impacts of predatory and pay-day lending practices.
SB 40 line 97	c.	Identify ways to avoid “identity theft” and fraud such as securing sensitive financial data, online commerce, phishing, pharming, and the disposal of sensitive documents.
SB 40 line 97	d. e.	Understand how to recover from Fraud and Identity theft Discuss ways to avoid financial schemes such pyramid schemes, multi-level marketing, and other questionable and illegal practices.
SB 40 line 98	f.	Describe the negative consequences of gambling and playing the lottery.
	g.	Identify the pros and cons of online commerce, including how to conduct transactions safely.
	Objective 3: Discuss the purposes of insurance/risk management.	
	a.	Define common insurance options and their purposes such as automobile, health, home owner/renters, whole/term life, long-term care and disability.
	b.	Define terms of a basic insurance policy such as contract, limits of coverage, deductible, premium, grace period, and life time limit.
	c.	Discuss insurance needs at different stages of life.
	d.	Understand identification and designation of beneficiaries