

FoolProof
Connecticut Academic Personal
Finance Standards 2010



Module # 1 When It Hits The Fan!
Core message: Your credit will rule your life.

1. Understanding You and your money	1a. Basic fundamentals of money and decision making	1b. Identify the role of money in your life	1c. Explore the common mistakes made with money	1d. Identify the consequences of being irresponsible with money, including the impact on job prospects.	1e. Examine the real-life scary look at financial scams aimed at young people	1f. Identify the real-life potential dangers of poor decision-making regarding money
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Family and Consumer Science, [FCS]

FCS.2.17 Demonstrate an understanding of management processes of individual and family resources.	X	X	X	X	X	X	X
FCS.2.19 Identify policies that support consumer rights and responsibilities.	X	X	X	X	X	X	X
FCS.2.20 Utilize technology for individual and family resources.	X	X	X	X	X	X	X
FCS.2.21 Describe interrelationships between the economic system and consumer actions.							
FCS.2.22 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.							
FCS.2.23 Identify factors that impact consumer advocacy.	X	X	X	X	X	X	X
FCS.2.24 Analyze factors in developing a long-term financial management plan.							

Social Studies: Economics [SS]

SS.13 Demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.							
SS.14 Demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.							
SS.15 Demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and how trade results in change.							

English Language Arts, [LA]

LA.1 Read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.	X	X	X	X	X	X	X
LA.3 Produce written, oral and visual texts to express, develop and substantiate ideas and experiences.							
LA.4 Apply the conventions of standard English in oral, written and visual communication.	X	X	X	X	X	X	X

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Module # 3 Kick Some Buck!
Core message: Smart consumers critically evaluate marketing and advertising messages rather than simply accepting them.

3. Demonstrate personal responsibility when it comes to credit	3a. Identify the components of a credit score	3b. Separate the fact from opinion when it you evaluate products and service	3c. Critically evaluate fine print in marketing, advertising and promotion	3d. Identify predatory lending and how it may affect you now and in your future	3e. Explain consumerism and differentiate between your well-being and the corporate well-being
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Episode One: Burning Money

Core Message: Burning money introduces the concept that money is a limited and perishable resource: we spend our lives trying to have enough of it, and once we've spent it, it's gone.

6. Learning to accept responsibility for every spending decision.	6a. How to determine if an expense is a fixed or a variable expense.	6b. Recognizing "good" from "bad" money burns.	6c. The importance of record-keeping in the budgeting and saving process.	6d. How to easily keep detailed records of income and expenses.	6e. Illustrate why savings plans are worthless if they don't work hand-in-hand with a budget.
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Episode Three: Work Less! Make More!

Core Message: Incorporates a student's individual seven-day spending record to illustrate the "work less, make more" principle and to help each student understand key money management principles. The episode also emphasizes the importance of savings in maintaining a budget.

8. If you don't have savings, how do you pay for unexpected expenses?

8a. Demonstrate in an interactive exercise the differences between "wants" versus "needs," and then evaluate each of their own expenses to determine which were "wants" rather than "needs."

8b. Students work through an interactive exercise on fixed and variable costs, and then determine which of their expenses were fixed or variable.

8c. Identify in an exercise which illustrates the ease in which many variable expenses can be lowered.

8d. Show an understanding of impulse buying, and then determine which of their expenditures were "impulse" expenses.

8e. Students will navigate an interactive exercise which illustrates the impact of unexpected expenses on our quality of life. The exercise requires each student to list his or her own unexpected expenses during the past months.

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Episode 5 "Reality Day"

Core Message: Students develop a personal short-term and long-term budget.

10. Students develop a short and long-term savings and investing plan.

10a. Allows a student to develop a useable savings and budgeting plan based on the number of months until an individual is on their own and on the short and long-term financial needs of that individual.

10b. Provides long-term online financial tools to allow an individual to monitor daily expenses and savings activity.

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