

FoolProof Washington Academic Standards Personal Finance 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							

Writing [W]

W.1 The student understands and uses a writing process.							
W.2 The student writes in a variety of forms for different audiences and purposes.							
W.3 The student writes clearly and effectively.							

Communications [C]

C.1 The student uses listening and observation skills and strategies to gain understanding.	X	X	X	X	X	X	X
C.2 The student uses communication skills and strategies to interact/work effectively with others.							
C.3 The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.							

FoolProof Washington Academic Standards Personal Finance 2010



Module # 2 Breathing Without Air!

Core message: You are the only person who determines your credit.

2. Identify what a bad decision is using examples based on teenagers' common mistakes

2a. Explain what credit is

2b. Identify the role of credit in your life

2c. Identify what mistakes can be made with poor credit decisions

2d. Explain the importance of paying on time

2e. Explain the dangers of minimum payments

2f. Identify what a credit score is and identify the five factors that control credit score

2g. Identify and comprehend risk-based lending

Writing [W]

W.1 The student understands and uses a writing process.									
W.2 The student writes in a variety of forms for different audiences and purposes.									
W.3 The student writes clearly and effectively.									

Communications [C]

C.1 The student uses listening and observation skills and strategies to gain understanding.	X	X	X	X	X	X	X	X	X
C.2 The student uses communication skills and strategies to interact/work effectively with others.									
C.3 The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.									

FoolProof Washington Academic Standards Personal Finance 2010



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.

Writing [W]

W.1 The student understands and uses a writing process.						
W.2 The student writes in a variety of forms for different audiences and purposes.						
W.3 The student writes clearly and effectively.						

Communications [C]

C.1 The student uses listening and observation skills and strategies to gain understanding.	X	X	X	X	X	X
C.2 The student uses communication skills and strategies to interact/work effectively with others.						
C.3 The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.						

FoolProof Washington Academic Standards Personal Finance 2010



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 or our quality of life. The exercise requires each student to list his or her own unexpecte						

Writing [W]

W.1 The student understands and uses a writing process.						
W.2 The student writes in a variety of forms for different audiences and purposes.						
W.3 The student writes clearly and effectively.						

Communications [C]

C.1 The student uses listening and observation skills and strategies to gain understanding.	X	X	X	X	X	X
C.2 The student uses communication skills and strategies to interact/work effectively with others.						
C.3 The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.						

FoolProof Washington Academic Standards Personal Finance 2010



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.

Writing [W]

W.1 The student understands and uses a writing process.			
W.2 The student writes in a variety of forms for different audiences and purposes.			
W.3 The student writes clearly and effectively.			

Communications [C]

C.1 The student uses listening and observation skills and strategies to gain understanding.	X	X	X
C.2 The student uses communication skills and strategies to interact/work effectively with others.			
C.3 The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.			