



TENNESSEE DEPARTMENT OF

EDUCATION

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Personal Finance

Primary Career Cluster:	Business Management & Administration
Consultant:	Joy Smith, (615)532-6248, Joy.Smith@tn.gov
Course Code(s):	5901, 3767, 3496
Prerequisite(s):	None
Credit:	½
Grade Level:	9 - 12
Graduation Requirements:	Personal Finance is required for graduation. Successful completion of three years of JROTC substitutes for ½ credit of Personal Finance.
Programs of Study and Sequence:	This is the second course in the <i>Banking and Finance</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	DECA: www.decatn.org FBLA: www.fblatn.org Sarah Williams, (615) 532-2829, Sarah.G.Williams@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. For more information, please visit http://tennessee.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are currently dual credit opportunities available for this course at specific Tennessee Community Colleges. Reach out to a local postsecondary institution for more information.
Teacher Endorsement(s):	Per Fin 5901 BUS 030, 031, 032, 033, 034, 035, 036, 037, 038, 039, 041, 050, 051, 052, 054, 055, 056, 057, 201, 202, 203, 204, 311, 430, 431, 432, 433, 434, 435, 436, 450, 471, 472, 474, 475, 476 OR any CTE Professional license with state approved training
Required Teacher Certifications/Training:	Teachers licensed to teach Economics, Business, Marketing, and Family and Consumer Sciences meet the employment standards and may be exempted from further training. Teachers holding other endorsements must complete a minimum of fourteen clock hours training provided by the department or a state-approved facility.
Teacher Resources:	www.state.tn.us/education/cte/

Course Description

Personal Finance is a foundational course designed to inform students how individual choices directly influence occupational goals, future earning potential, and long term financial well-being. The standards in this course cover decision-making skills related to goal setting, earning potential, budgeting, saving, borrowing, managing risk, and investing. The course helps students meet the growing complexities of personal financial management and consumer decision making. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee Common Core State Standards for Mathematics, as well as Tennessee Economics standards.*

Program of Study Application

This course is a foundational course in the *Banking and Finance* program of study. For more information on the benefits and requirements of implementing this program in full, please see the program of study description documents found on the Finance website at <http://www.state.tn.us/education/cte/Finance.shtml>. Personal Finance is a required course for graduation for all Tennessee high school students.

Course Standards

Financial Responsibility and Personal Decision Making

- 1) Define the concept of personal finance and explain the importance of personal financial planning using instructional materials and news articles. (TN CCSS Reading 1, 4)
- 2) Write long-term (over 5 years), mid-term (1 – 5 years), and short-term (a year or less) personal financial goals, defining desired earning milestones and purchasing plans. Evaluate factors that may influence the goals, including family responsibilities, individual values, and economic conditions. (TN CCSS Reading 4; TN CCSS Writing 4; TN Economics)

Education, Careers, and Income

- 3) Develop a chart or table to compare characteristics of various careers, such as alignment to personal interest and aptitude, education requirements, available positions, salaries, potential lifetime earnings, and employer benefits. Research multiple viewpoints that support or question the use of student loan debt in paying for postsecondary education. Assess the extent to which the reasoning and evidence presented support the author's claim. Citing specific textual evidence, craft an argumentative essay that either supports or opposes the use of student loan debt, developing both claim(s) and counterclaim(s) fairly. (TN CCSS Reading 6, 7, 9; TN CCSS Writing 1, 4, 7, 8, 9)
- 4) Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education financial aid by completing an application. Research and report (orally or in an explanatory text) the requirements for admission to a specific postsecondary institution. (TN CCSS Reading 2, 3; TN CCSS Writing 2)



- 5) Create a personal balance sheet. Determine assets and liabilities and calculate net worth. Complete a 1040EZ, 1040A, W-4 form, and W-2 wage earner statement for federal and state income tax purposes. (TN CCSS Reading 3)

Planning and Money Management

- 6) Using research from local sources (such as newspapers, chambers of commerce, and local government and company websites), create a monthly personal budget. Cite specific textual evidence from findings when calculating earnings of a selected occupation and including accurately estimated household living expenses, taxes, potential savings, and an emergency fund. (TN CCSS Reading 1, 7; TN CCSS Writing 4, 7)
- 7) Investigate the availability and reliability of resources to assist consumers in making buying decisions (include both national and local resources). Analyze factors associated with the purchase of an automobile and defend a specific buying decision, including:
 - a. Define and understand factors most often included in negotiations (such as cash vs. financing, inclusion of trade-in, etc.),
 - b. Be able to evaluate costs and benefits of different service contract/warranty options,
 - c. Compare and contrast available financing options based on consumer characteristics and size of down payment.(TN CCSS Reading 8)
- 8) Compare and contrast services available from commercial banks, savings and loans, payday loan vendors, and credit unions. Identify the services that best support the personal financial goals identified in Standard 2. Craft an argumentative essay that makes a claim about the type of service most appropriate for a specific stage of life, depending on borrowing capacity and employment status. (TN CCSS Reading 9; TN CCSS Writing 1, 4, 9)

Credit and Debt

- 9) Distinguish between low-risk and high-risk forms of borrowing and compare and contrast the various sources and types of consumer credit. Identify the types of credit best suited for various categories of goods and services, defending claims with specific textual evidence. (TN CCSS Reading 1, 5, 9; TN CCSS Writing 4)
- 10) Citing information from the three main credit reporting agencies, describe credit ratings and credit reports. Describe the importance of both credit ratings and credit reports to consumers, citing specific textual evidence from research. Create a checklist of credit report components and demonstrate how the relationships between the components are used to calculate a credit score. Summarize specific activities used to protect credit ratings. (TN CCSS Reading 1, 2, 5; TN CCSS Writing 4, 7, 9)
- 11) Citing evidence found in actual loan applications, compare and contrast various types of loans and explain factors that can affect the approval process associated with each type. Identify typical information and procedures required in the loan application process. (TN CCSS Reading 2, 3, 4, 9; TN CCSS Writing 9)



- 12) Identify strategies for effective debt management and recognize the warning signs of impending debt problems. Identify the long-term consequences of accumulating unpaid debt and of filing for bankruptcy. Formulate a plan to retire debt over an extended period of time, citing specific textual evidence to defend elements of plan. (TN CCSS Writing 4, 8, 9)

Risk Management

- 13) Differentiate the benefits and costs associated with various types of insurance, including health, life, property, auto, and long-term care. Describe risks associated with a lack of appropriate coverage in specific situations. Determine the role of insurance in financial planning to preserve and build wealth. (TN CCSS Reading 4, 5)
- 14) Outline specific steps to prevent identity theft. Conduct assessments of different populations that may be at risk because of age, socioeconomic status, and occupation. Design and present a plan to significantly lower risks and protect each population. Determine steps that should be taken by a victim of identity theft to report the incident and re-establish identity. (TN CCSS Writing 4, 9)

Saving and Investing

- 15) Compare savings and investment strategies, including savings accounts, payroll deduction options, stocks, certificates of deposits, bonds, real estate, mutual funds, precious metals, and company retirement plans. Design a diversified savings and investment plan that includes two strategies compatible with personal goals. Include time value of money in analysis. (TN CCSS Reading 4, 5; TN CCSS Writing 4, TN CCSS Mathematics S IC1)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 6, 8, and 10 at the conclusion of the course.
- TN CCSS Writing: [Tennessee Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5 and 10 at the conclusion of the course.
- TN Economics: Tennessee Department of Education Curriculum Standards, Secondary 9-12 Social Studies, [Economics 9-12](#).
 - Note: The standards in this course are not meant to teach economics concepts. However, the concepts referenced above may provide teachers with opportunities to



collaborate with economics educators to design project based activities or collaborate on lesson planning.

- TN CCSS Math: [Tennessee Common Core State Standards for Mathematics](#); Math Standards for High School: Numbers and Quantity, Interpreting Functions, Statistics and Probability.
 - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project based activities or collaborate on lesson planning. Students that are engaging in activities listed above should be able to demonstrate quantitative and functional reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

