

Colorado

STATE STANDARD OR BENCHMARK:	CORRELATES WITH:
Personal Financial Literacy	
Design, analyze, and apply a financial plan based on short- and long-term financial goals	Unit 1, 2, 3, 4
a. Develop a financial plan including a budget based on short- and long-term goals	Unit 1, 2, 3, 4
b. Analyze financial information for accuracy, relevance, and steps for identity protection	Unit 1, Ch. 2 Unit 2, Ch. 4 Unit 3, Ch. 8, 9
c. Describe factors affecting take-home pay	Unit 3, Ch. 8 Unit 4, Ch. 11
d. Identify sources of personal income and likely deductions and expenditures as a basis for a financial plan	Unit 3, Ch. 8 Unit 4, Ch. 11
e. Describe legal and ethical responsibilities regarding tax liabilities	Unit 4, Ch. 11
Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth	Unit 1, Ch. 2, 3 Unit 2, Ch. 4, 6 Unit 3, Ch. 7, 8
a. Compare and contrast the variety of investments available for a diversified portfolio	Unit 3, Ch. 8
b. Evaluate factors to consider when managing savings and investment accounts	Unit 1, Ch. 2, 3 Unit 3, Ch. 8
c. Explain how economic cycles affect personal financial decisions	Unit 1, Ch. 1, 2 Unit 2, Ch. 6 Unit 3, Ch. 8
d. Describe the appropriate types of investments to achieve the objectives of liquidity, income and growth	Unit 1, Ch. 2 Unit 3, Ch. 8
The components of personal credit to manage credit and debt	Unit 2, Ch. 4, 5
a. Analyze various lending sources, services, and financial institutions	Unit 2, Ch. 4, 5

The information herein is accurate upon date gathered, but is not intended to be used as an authoritative reference. Please consult the appropriate agency in each state to confirm specific standards and benchmarks.

State Standards and Benchmarks Chart

Foundations in Personal Finance

b. Investigate legal and personal responsibilities affecting lenders and borrowers	Unit 2, Ch. 4, 5
c. Make connections between building and maintaining a credit history and its impact on lifestyle	Unit 2, Ch. 4
Identify, develop, and evaluate risk-management strategies	Unit 3, Ch. 9
a. Differentiate between types of insurance	Unit 3, Ch. 9
b. Explain the function and purpose of insurance	Unit 3, Ch. 9
c. Select and evaluate strategies to mitigate risk	Unit 3, Ch. 9
Quantitative reasoning is used to make sense of quantities and their relationships in problem situations	Unit 1, 2, 3, 4
iv. Describe factors affecting take-home pay and calculate the impact	Unit 4, Ch. 11
v. Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future	Unit 1, 2, 3, 4
Functions model situations where one quantity determines another and can be represented algebraically, graphically, and using tables	Unit 1, Ch. 2 Unit 3, Ch. 8
Quantitative relationships in the real world can be modeled and solved using functions	Unit 1, Ch. 2 Unit 2, Ch. 4, 5 Unit 3, Ch. 8
Model personal financial situations <ul style="list-style-type: none"> i. Analyze the impact of interest rates on a personal financial plan ii. Evaluate the costs and benefits of credit iii. Analyze various lending sources, services, and financial institutions 	Unit 1, Ch. 2 Unit 2, Ch. 4, 5 Unit 3, Ch. 8
Probability models outcomes for situations in which there is inherent randomness	Unit 3, Ch. 9
Analyze the cost of insurance as a method to offset the risk of a situation	Unit 3, Ch. 9
Social Studies: Economics	

The information herein is accurate upon date gathered, but is not intended to be used as an authoritative reference. Please consult the appropriate agency in each state to confirm specific standards and benchmarks.

State Standards and Benchmarks Chart
Foundations in Personal Finance

Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)	
Evidence Outcomes	
a. Develop a financial plan including a budget based on short- and long-term goals	Unit 1, Ch. 2, 3 Unit 2, Ch. 4, 5 Unit 3, Ch. 8
b. Analyze financial information for accuracy, relevance, and steps for identity protection	Unit 1, Ch. 2, 3 Unit 2, Ch. 4, 5, 6 Unit 3, Ch. 8, 9 Unit 4, Ch. 11
c. Describe factors affecting take home pay	Unit 4, Ch. 11
d. Identify sources of personal income and likely deductions and expenditures as a basis for a financial plan	Unit 4, Ch. 11
e. Describe legal and ethical responsibilities regarding tax liabilities	Unit 4, Ch. 11
21st Century Skills and Readiness Competencies	
1. Individuals create long- and short-term financial plans that include predictions about education, costs; potential to achieve financial goals; projected income; likely expenditures, savings and interest; credit or loans; and investment decisions including diversification.	Unit 1, Ch. 2, 3 Unit 2, Ch. 4, 5 Unit 3, Ch. 8 Unit 4, Ch. 11
2. Individuals are able use the appropriate contracts and identify each party's basic rights and responsibilities to protect financial well-being.	
3. Technology allows individuals to research and track information regarding personal finances using such tools as online banking and brokerage accounts.	Unit 1, Ch. 3 Unit 2, Ch. 4, 5 Unit 3, Ch. 8 Unit 4, Ch. 11
Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)	
Evidence Outcomes	

The information herein is accurate upon date gathered, but is not intended to be used as an authoritative reference. Please consult the appropriate agency in each state to confirm specific standards and benchmarks.

State Standards and Benchmarks Chart

Foundations in Personal Finance

a. Compare and contrast the variety of investments available for a diversified portfolio	Unit 3, Ch. 8
b. Evaluate factors to consider when managing savings and investment accounts	Unit 1, Ch. 2, 3 Unit 3, Ch. 8
c. Explain how economic cycles affect personal financial decisions	
d. Describe the appropriate types of investments to achieve the objectives of liquidity, income and growth	Unit 3, Ch. 8
21st Century Skills and Readiness Competencies	
1. Investigation of different investment strategies helps to identify which strategies are appropriate for different life stages such as early adulthood through to retirement.	Unit 3, Ch. 8, 9
2. The creation of a plan to diversify a portfolio of investments balances risks and returns and prepares for a solid financial future.	Unit 3, Ch. 8
3. A personal career plan includes educational requirements, costs, and analysis of the potential job demand to achieve financial well-being.	Unit 2, Ch. 4, 5
The components of personal credit to manage credit and debt (PFL)	
Evidence Outcomes	
a. Analyze various lending sources, services, and financial institutions	Unit 1, Ch. 3
b. Investigate legal and personal responsibilities affecting lenders and borrowers	Unit 1, Ch. 3 Unit 2, Ch. 4
c. Make connections between building and maintaining a credit history and its impact on lifestyle	Unit 1, Ch. 1, 2, 3 Unit 2, Ch. 4, 5
21st Century Skills and Readiness Competencies	
1. The understanding of the components of personal credit allows for the management of credit and debt. For example, individuals can use an amortization schedule to examine how mortgages differ, check a credit history, know the uses of and meaning of a credit score, and use technology to compare costs of revolving credit and personal loans.	Unit 2, Ch. 4

The information herein is accurate upon date gathered, but is not intended to be used as an authoritative reference. Please consult the appropriate agency in each state to confirm specific standards and benchmarks.

State Standards and Benchmarks Chart
Foundations in Personal Finance

2. Knowledge of the penalties that accompany bad credit, such as the inability to qualify for loans, leads to good financial planning.	Unit 1, Ch. 2, 3 Unit 2, Ch. 4
Identify, develop, and evaluate risk-management strategies (PFL)	
Evidence Outcomes	
a. Differentiate between types of insurance	Unit 3, Ch. 9
b. Explain the function and purpose of insurance	Unit 3, Ch. 9
c. Select and evaluate strategies to mitigate risk	Unit 3, Ch. 9
21st Century Skills and Readiness Competencies	
1. The knowledge of how to evaluate, develop, revise, and implement risk management strategies allow individuals to be prepared for the future. For example, a plan for insurance may change over the course of life depending on changing circumstances.	Unit 3, Ch. 9
2. Individuals seek advice and counsel from insurance companies, financial planners, and other businesses on risk management.	Unit 3, Ch. 9
Mathematics: Number Sense, Properties, and Operations	
Quantitative reasoning is used to make sense of quantities and their relationships in problem situations	
a. Reason quantitatively and use units to solve problems (CCSS: N-Q)	Unit 1, 2, 3, 4
<ul style="list-style-type: none"> i. Use units as a way to understand problems and to guide the solution of multi-step problems. (CCSS: NQ.1) <ul style="list-style-type: none"> 1. Choose and interpret units consistently in formulas. (CCSS: N-Q.1) 2. Choose and interpret the scale and the origin in graphs and data displays. (CCSS: N-Q.1) 	Unit 1, 2, 3, 4
<ul style="list-style-type: none"> ii. Define appropriate quantities for the purpose of descriptive modeling. (CCSS: N-Q.2) 	

The information herein is accurate upon date gathered, but is not intended to be used as an authoritative reference. Please consult the appropriate agency in each state to confirm specific standards and benchmarks.

State Standards and Benchmarks Chart
Foundations in Personal Finance

iii. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (CCSS: N-Q.3)	
iv. Describe factors affecting take-home pay and calculate the impact (PFL)	Unit 4, Ch. 11
v. Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)	Unit 1, Ch. 2, 3 Unit 2, Ch. 4, 5 Unit 4, Ch. 11
21st Century Skills and Readiness Competencies	
1. The choice of the appropriate measurement tool meets the precision requirements of the measurement task. For example, using a caliper for the manufacture of brake discs or a tape measure for pant size.	
2. The reading, interpreting, and writing of numbers in scientific notation with and without technology is used extensively in the natural sciences such as representing large or small quantities such as speed of light, distance to other planets, distance between stars, the diameter of a cell, and size of a micro-organism.	Unit 1, Ch. 2, 3 Unit 3, Ch. 8,
3. Fluency with computation and estimation allows individuals to analyze aspects of personal finance, such as calculating a monthly budget, estimating the amount left in a checking account, making informed purchase decisions, and computing a probable paycheck given a wage (or salary), tax tables, and other deduction schedules.	Unit 1, 2, 3, 4
Mathematics: Patterns, Functions, and Algebraic Structures	
Functions model situations where one quantity determines another and can be represented algebraically, graphically, and using tables	
a. Formulate the concept of a function and use function notation. (CCSS: F-IF)	
i. Explain that a function is a correspondence from one set (called the domain) to another set (called the range) that assigns to each element of the domain exactly one element of the range.1 (CCSS: F-IF.1)	

The information herein is accurate upon date gathered, but is not intended to be used as an authoritative reference. Please consult the appropriate agency in each state to confirm specific standards and benchmarks.

State Standards and Benchmarks Chart
Foundations in Personal Finance

ii. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (CCSS: F-IF.2)	
iii. Demonstrate that sequences are functions, ² sometimes defined recursively, whose domain is a subset of the integers. (CCSS: F-IF.3)	
b. Interpret functions that arise in applications in terms of the context. (CCSS: F-IF)	
i. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features ³ given a verbal description of the relationship. ★ (CCSS: F-IF.4)	
ii. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. ⁴ ★ (CCSS: F-IF.5)	
iii. Calculate and interpret the average rate of change of a function over a specified interval. Estimate the rate of change from a graph. ★ (CCSS: F-IF.6)	
d. Build a function that models a relationship between two quantities. (CCSS: F-BF)	
i. Write a function that describes a relationship between two quantities. ★ (CCSS: F-BF.1)	
1. Determine an explicit expression, a recursive process, or steps for calculation from a context. (CCSS: F-BF.1a)	
2. Combine standard function types using arithmetic operations. ⁸ (CCSS: FBF.1b)	
ii. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. ★ (CCSS: F-BF.2)	
21st Century Skills and Readiness Competencies	
1. Knowledge of how to interpret rate of change of a function allows	Unit 3, Ch. 8

The information herein is accurate upon date gathered, but is not intended to be used as an authoritative reference. Please consult the appropriate agency in each state to confirm specific standards and benchmarks.

State Standards and Benchmarks Chart

Foundations in Personal Finance

investigation of rate of return and time on the value of investments. (PFL)	
2. Comprehension of rate of change of a function is important preparation for the study of calculus.	
3. The ability to analyze a function for the intercepts, asymptotes, domain, range, and local and global behavior provides insights into the situations modeled by the function. For example, epidemiologists could compare the rate of flu infection among people who received flu shots to the rate of flu infection among people who did not receive a flu shot to gain insight into the effectiveness of the flu shot.	
4. The exploration of multiple representations of functions develops a deeper understanding of the relationship between the variables in the function.	
5. The understanding of the relationship between variables in a function allows people to use functions to model relationships in the real world such as compound interest, population growth and decay, projectile motion, or payment plans.	Unit 1, Ch. 2, 3 Unit 3, Ch. 8
6. Comprehension of slope, intercepts, and common forms of linear equations allows easy retrieval of information from linear models such as rate of growth or decrease, an initial charge for services, speed of an object, or the beginning balance of an account.	
Quantitative relationships in the real world can be modeled and solved using functions	
d. Model personal financial situations	Unit 1, Ch. 2, 3 Unit 2, Ch. 4, 5, 6 Unit 3, Ch. 7, 8, 9
i. Analyze the impact of interest rates on a personal financial plan (PFL)	Unit 1, Ch. 3 Unit 3, Ch. 8
ii. Evaluate the costs and benefits of credit (PFL)	Unit 2, Ch. 4, 5
iii. Analyze various lending sources, services, and financial institutions (PFL)	Unit 1, Ch. 3
21st Century Skills and Readiness Competencies	

The information herein is accurate upon date gathered, but is not intended to be used as an authoritative reference. Please consult the appropriate agency in each state to confirm specific standards and benchmarks.

State Standards and Benchmarks Chart

Foundations in Personal Finance

1. The understanding of the qualitative behavior of functions allows interpretation of the qualitative behavior of systems modeled by functions such as time-distance, population growth, decay, heat transfer, and temperature of the ocean versus depth.

2. The knowledge of how functions model real-world phenomena allows exploration and improved understanding of complex systems such as how population growth may affect the environment , how interest rates or inflation affect a personal budget, how stopping distance is related to reaction time and velocity, and how volume and temperature of a gas are related.

Unit 1, Ch. 2, 3
Unit 2, Ch. 4, 5
Unit 3, Ch. 8, 9

The information herein is accurate upon date gathered, but is not intended to be used as an authoritative reference. Please consult the appropriate agency in each state to confirm specific standards and benchmarks.