Financial Services provides instruction in finance and business fundamentals as they relate to financial institutions, financial planning, business and personal financial services, investment and securities, risk management, and corporate finance. Students are provided opportunities to develop attitudes and apply skills and knowledge in the area of finance.

- **DOE Code:** 5258
- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisites:** Accounting or Principles of Business Management
- **Credits:** 1-3 credits per semester, maximum of 2 semesters, maximum of 6 credits
- **Counts as:** A Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with:** Postsecondary courses for Dual Credit:
  - **Ivy Tech**
    - ACCT 101 Financial Accounting (Must take both Accounting and Financial Services to be eligible for this dual credit.) (Proposed)
    - ACCT 118 – Financial Concepts

**Dual Credit**

This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

**Application of Content and Multiple Hour Offerings**

Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

**Career and Technical Student Organizations (CTSOs)**

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in Business Professional of America, DECA, or Future Business Leaders of America, the CTSOs for this area.

**Content Standards**

**Domain – Fundamentals of Finance**

**Core Standard 1** Students analyze the components of finance for personal or business use in a global economy.

**Standards**

- **FS-1.1** Discuss historical, current, and future financial trends
- **FS-1.2** Discuss significance of finance for individuals, businesses, and governments
- **FS-1.3** Discuss ethical standards for financial management
Domain – Banking and Other Financial Institutions

Core Standard 2 Students evaluate the history, future and roles of the banking industry in local, national and global economies.

Standards
FS-2.1 Investigate historical development of banking industry in the United States
FS-2.2 Describe the role of regulatory organizations, such as but not limited too the Federal Reserve System, Federal Depository Insurance Corporation (FDIC), and Office of Controller of Currency (OCC)
FS-2.3 Analyze banking legislation that affects the operation of business firms
FS-2.4 Evaluate the impact of electronic banking on the industry
FS-2.5 Describe common services offered by banks and other financial institutions for consumers and businesses
FS-2.6 Analyze the competitive environment of the banking industry
FS-2.7 Evaluate how financial institutions affect personal and corporate financial planning

Core Standard 3 Students apply and adapt learned concepts to international banking.

Standards
FS-3.1 Explain how international monetary exchanges work
FS-3.2 Assess the value of a country’s currency on imports and exports and international travel
FS-3.3 Explain the role of international banks in the global economy
FS-3.4 Identify agencies that assist companies in reducing global financial risk

Domain – Investments and Securities

Core Standard 4 Students evaluate concepts of the securities industry.

Standards
FS-4.1 Describe the history and purpose of securities and securities markets
FS-4.2 Differentiate among stocks, bonds, and other securities
FS-4.4 Explain the role of initial public offerings (IPOs) in raising capital for corporations
FS-4.5 Review the use and impact of technology in the brokerage industry
FS-4.6 Describe the role of regulatory organizations, such as but not limited to Securities and Exchange Commission, and their impact on business financing

Core Standard 5 Students outline the impact of securities markets on individuals, business and the economy.

Standards
FS-5.1 Explain the role of stock exchanges and brokers in securities transactions
FS-5.2 Evaluate the risks and rewards of trading
FS-5.3 Analyze mutual funds, stocks and bonds as an investment opportunity
FS-5.4 Appraise the investment needs of clients, both consumers and businesses

Core Standard 6 Students assess sources of securities information in order to make informed investment decisions.

Standards
FS-6.1 Critique informational sources for buying/selling decisions
FS-6.2 Identify the components and purposes of a bond table, stock table and mutual fund
FS-6.3 Identify the components and purposes of quote found on a bond table, stock table and mutual fund
FS-6.5 Evaluate a business plan from an investor’s standpoint as an investment option

Core Standard 7 Students analyze the concepts of financial management planning.

Standards
FS-7.1 Compute the effect of the time value of money
FS-7.2 Critique factors to consider when deciding on the form of dividend distribution
FS-7.3 Compare and contrast the advantages and disadvantages of a cash dividend and a stock split
FS-7.4 Generate motives for a company to repurchase stock
FS-7.5 Evaluate a company portfolio for diversification
FS-7.6 Examine benefits and costs of investments
FS-7.7 Investigate employee retirement plans
FS-7.8 Analyze the role of stockholders within a corporate structure
FS-7.9 Evaluate the components of corporate governance
FS-7.10 Identify the standard components of an annual report

Domain – Risk Management
Core Standard 8 Students synthesize risk management as a method of financial planning.

Standards
FS-8.1 Evaluate the concepts of risk management
FS-8.2 Analyze the elements of the insurance industry
FS-8.3 Examine the process of underwriting an insurance policy
FS-8.4 Assess liability insurance for individuals and business
FS-8.5 Evaluate automobile insurance
FS-8.6 Evaluate personal and commercial property insurance
FS-8.7 Analyze components of health and long-term care insurance
FS-8.8 Analyze government supported health insurance programs
FS-8.9 Assess government supported employment insurance programs
FS-8.10 Differentiate among components of life insurance

Domain - Financial Planning
Core Standard 9 Students apply and analyze client financial planning basics.

Standards
FS-9.1 Explain the components of a financial plan
FS-9.2 Examine and assess strategies for effective debt management by individuals and corporations through either short-term or long-term financing options
FS-9.3 Identify steps to be used by financial planners for developing a personal budget
FS-9.4 Explain qualifications needed by an individual or business firm to obtain credit
FS-9.5 Compare and contrast terms and conditions of various sources of credit
FS-9.6 Assess and recommend credit options available for financial plans
FS-9.7 Evaluate the implications of bankruptcy for consumers and for businesses
FS-9.8 Analyze the impact of economic conditions on financial plans
FS-9.9 Identify tax planning strategies that may be recommended by financial planners
FS-9.10 Develop, analyze and update a financial plan for an individual and/or company

Core Standard 10 Students investigate tools for long-term financial and estate planning.

Standards
FS-10.1 Distinguish among trust services provided for individuals and corporations
FS-10.2 Compare and contrast investment options for a monetary inheritance
FS-10.3 Evaluate types and purposes of estate planning tools
FS-10.4 Define and analyze tax planning strategies for long-term financial assets
FS-10.5 Describe the impact of gift tax on a person’s income

Domain – Topics in Accounting
Core Standard 11 Students use Generally Accepted Accounting Principles (GAAP) to determine the value of assets, liabilities, stockholder’s equity, revenues, and expenses and use managerial accounting concepts.

Standards
FS-11.1 Demonstrate both manual and computerized accounting systems
FS-11.2 Execute the closing process by journalizing and posting the closing entries and preparing the post-closing trial balance
FS-11.3 Create, evaluate and analyze financial statements and describe the way each interrelates with the others
FS-11.4 Identify and report reversing entries
FS-11.5 Define intangible assets and account for their acquisition, amortization, and disposal
FS-11.6 Define and identify short-term and long-term investments and the accounting concepts related to them
FS-11.7 Compare and contrast the cost basis and fair market value of assets
FS-11.8 Explain the effect of changes in foreign exchange rates on the value of liabilities
FS-11.9 Define contingent liabilities
FS-11.10 Use straight-line and effective interest amortization methods to compute for bond premiums and discounts
FS-11.11 Create, interpret, and analyze end-of-fiscal-period activities and financial statements for corporations
FS-11.12 Discuss the importance of integrity, confidentiality, and high ethical standards in the preparation of financial statements
FS-11.13 Produce horizontal and vertical analyses and compute appropriate ratios to evaluate solvency and earning power
FS-11.14 Discuss and analyze the inherent limitations of the historical cost accounting model when interpreting financial statements prepared during periods of changing prices
FS-11.15 Apply appropriate accounting principles to various forms of ownership, payroll, income taxation, international accounting, and managerial accounting systems
FS-11.16 Explain the role of managerial accounting in the management process
FS-11.17 Interpret and explain the costs and accounts that are unique to the manufacturing process
FS-11.18 Discuss the cost flow concepts followed by a manufacturing business
FS-11.19 Apply job order costing procedures to compute the cost of manufactured products
FS-11.20 Prepare a schedule of cost of goods manufactured and explain its relationship to the income statement
FS-11.21 Describe the types of products and apply appropriate accounting concepts and procedures for job order and process costing systems

Core Standard 12 Students use management accounting techniques to plan and evaluate the performance of an organization.

Standards
FS-12.1 Compare and contrast fixed, variable, and mixed costs
FS-12.2 Use cost-volume-profit and contribution margin analysis to plan operations
FS-12.3 Analyze a budget for planning purposes
FS-12.4 Discuss auditing procedures for different types of business
FS-12.5 Analyze company performance by applying standard costing and variance analysis
FS-12.6 Apply present value concepts to evaluate capital investment opportunities

Domain Career Exploration
Core Standard 13 Students perform independent studies as a means to explore various careers in accounting/financial pathways and learn about the educational and experience requirements of each.

Standards
FS-13.1 Research the employment opportunities in the financial services sector
FS-13.2 Investigate and understand the state and national educational and licensing requirements for careers in the business and finance professions

Process Standards
Common Core Literacy Standards for Technical Subjects

Reading Standards for Literacy in Technical Subjects 11-12
The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details
11-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
11-12.RT.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Follow precisely a complex multistep procedure when performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to grades 11-12 texts and topics.

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Idea

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Evaluate the hypotheses, data, analysis, and conclusions in a technical subject, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

By the end of grade 12, read and comprehend technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

Write arguments focused on discipline-specific content.

Write informative/explanatory texts, including technical processes.

Students will not write narratives in technical subjects. Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting,
or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

11-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

11-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

11-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.