



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for DOLLARS.

ABOUT THE EXAM

The examination for Dollars and Sense consists of 112 questions, including multiple choice, matching, and short answer questions. The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. All TEKS are assessed. It is important to prepare adequately. Since questions are not taken from any one course, you can prepare by reviewing any of the state-adopted textbooks that are used at your school.

Good luck on your examination!

Texas Essential Knowledge and Skills DOLLARS – Dollars and Sense

§130.243. Dollars and Sense (One-Half to One Credit).

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services.

(b) Introduction. Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in career and technical student organizations and other leadership organizations.

(c) Knowledge and skills.

(1) The student demonstrates management of individual and family resources such as finances, food, clothing, shelter, health care, recreation, transportation, time, and human capital. The student is expected to:

(A) analyze the economic rights and responsibilities of individuals as consumers;

(B) apply management, planning skills, and processes to organize tasks and responsibilities;

(C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants;

(D) analyze the consequences of an economic decision made by an individual consumer such as the decisions to provide safe and nutritious foods, clothing, housing, health care, recreation, and transportation; and

(E) analyze the impact of media and technological advances on family and consumer decisions.

(2) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:

(A) evaluate the need for personal and family financial planning, including budgeting, expense records, and maintaining economic self-sufficiency;

(B) compare types of loans available to consumers and distinguish criteria for becoming a low-risk borrower;

(C) connect mathematics to the understanding of interest, including avoiding and eliminating credit card debt;

(D) collect evidence and data related to implementing a savings program, the time value of money, and retirement planning;

(E) explore how to be a prudent investor in the stock market and other investment options;

(F) investigate the benefits of charitable giving;

(G) compare types of bank accounts available to consumers and the benefits of maintaining a bank account;

(H) demonstrate the ability to balance a check book;

(I) investigate bankruptcy laws, including ways to avoid bankruptcy;

(J) apply management principles to decisions about insurance for individuals and families;

(K) evaluate personal and legal documents related to managing individual and family finances such as birth certificates, medical records, social security cards, financial records, and property records; and

(L) demonstrate the ability to use calculators, spreadsheets, computers, and software in data analysis relating to finance.

(3) The student demonstrates effective consumer skills related to housing needs. The student is expected to:

(A) explain consumer rights and responsibilities associated with renting or buying a home;

(B) analyze legal and financial aspects of purchasing and leasing housing; and

(C) propose money-management skills necessary to make the transition from renting to home ownership.

(4) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:

(A) analyze individual and family responsibilities in relation to environmental trends and issues;

(B) summarize environmental trends and issues affecting families and future generations;

(C) demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment; and

(D) explain government regulations for conserving natural resources.

(5) The student analyzes relationships between the economic system and consumer actions. The student is expected to:

(A) analyze economic effects of laws and regulations that pertain to consumers and providers of services; and

(B) identify types of taxes at the local, state, and national levels and the economic importance of each.

- (6) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:
- (A) explain the roles and functions of individuals engaged in consumer services careers;
 - (B) analyze opportunities for employment and entrepreneurial endeavors;
 - (C) summarize education and training requirements for consumer services careers; and
 - (D) investigate professional organizations for consumer services.

Source: The provisions of this §130.243 adopted to be effective August 23, 2010, 34 TexReg 5929.