



PERSONAL FINANCE

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STANDARDS	PAGE REFERENCES
I. EARNING A LIVING	
Indicator 1: Identify various forms of income and analyze factors that affect income.	
Bloom's Taxonomy Level: Analysis	
P1.1 Students will be able to analyze how career choices, education, skills, and economic conditions affect income. <i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> Identify various ways people earn a living. 	<p>Student Edition: 39, 257-258, 294 <i>Academic Connection</i> 34 <i>Careers in Finance</i> 11, 49, 69, 109, 124, 167, 213, 252, 289, 329, 359, 390, 428, 458, 483 <i>Get a Financial Life</i> 116-117</p> <p>Teacher Annotated Edition: E 422; R 35, 394</p>
<ul style="list-style-type: none"> Analyze how career choices can be affected by economic conditions. 	<p>Student Edition: 32, 33, 37, 38</p>

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<ul style="list-style-type: none"> • Research, using availability of jobs, salary, cost of living expenses, and standard of living, similar occupations in different locations and how this affects personal decision making. 	<p>Student Edition: 37, 39</p> <p><i>Careers in Finance</i> 11, 49, 69, 109, 124, 167, 213, 252, 289, 329, 359, 390, 428, 458, 483</p> <p><i>Common Cents</i> 37</p> <p>Teacher Annotated Edition: R 35</p>
<p>Bloom's Taxonomy Level: Analysis</p>	
<p>P1.2 Students will be able to explain how taxes, government transfer payments, and employee benefits impact disposable income.</p>	
<p><i>For example, to meet this standard students may:</i></p>	
<ul style="list-style-type: none"> • Calculate gross earnings including benefit packages. 	<p>Student Edition: 49-50, 383</p>
<ul style="list-style-type: none"> • Calculate net earning. 	<p>Student Edition: 70-71, 162, 382</p> <p>Teacher Annotated Edition: TA 382</p>
<ul style="list-style-type: none"> • Prepare a federal income tax return and other tax forms. 	<p>Student Edition: 261, 383-388, 389-400, 407</p> <p><i>Document Detective</i> 404</p> <p><i>Your Financial Portfolio</i> 409</p> <p>Teacher Annotated Edition: D 341; E 386; S 389; TA 391, 405</p>

STANDARDS	PAGE REFERENCES
II. Money Management	
Indicator 2: Explain the processes involved in managing your personal finances.	
Bloom's Taxonomy Level: Comprehension	
P2.1 Students will be able to explain the importance of taking responsibility for personal financial decisions.	
<i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> List specific ways that young people can demonstrate that they are financially responsible. 	<p>Student Edition: 74-83, 91-103, 131, 238-241, 255-256 <i>Common Cents</i> 10, 82, 169 <i>Savvy Saver</i> 14, 95</p> <p>Teacher Annotated Edition: CT 92; E 90; MS 91</p>
Bloom's Taxonomy Level: Evaluation	
P2.2 Students will be able to evaluate available money management tools.	
<i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> Compare two sources of online financial advice. 	<p>Student Edition: 262, 265, 281, 321, 340 <i>Your Financial Portfolio</i> 303</p> <p>Teacher Annotated Edition: R 340; TA 262</p>
<ul style="list-style-type: none"> Compare and contrast financial services and/or financial institutions. 	<p>Student Edition: 123-126, 128-131, 132-141, 157-161, 257-258, 265, 283, 293-294 <i>Savvy Saver</i> 142 <i>Your Financial Portfolio</i> 151</p> <p>Teacher Annotated Edition: CT 126; R 129; TA 130, 135</p>

STANDARDS	PAGE REFERENCES
Bloom's Taxonomy Level: Synthesis	
P2.3 Students will be able to design a plan for managing finances. <i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> • Create a personal income and expense statement. 	<p>Student Edition: 6, 70-73 <i>Your Financial Portfolio</i> 115</p> <p>Teacher Annotated Edition: TA 70</p>
<ul style="list-style-type: none"> • Plan, prepare, and manage a balanced budget. 	<p>Student Edition: 74-85 <i>Common Cents</i> 310 <i>Savvy Saver</i> 77 <i>Standard & Poor's</i> 79</p> <p>Teacher Annotated Edition: CT 77; TA 80</p>
<ul style="list-style-type: none"> • Determine net worth. 	<p>Student Edition: 65-69 <i>Document Detective</i> 81 <i>Your Financial Portfolio</i> 87</p> <p>Teacher Annotated Edition: D 68</p>
<ul style="list-style-type: none"> • Create and implement a personal financial plan using current information from newspapers, magazines, the internet, etc. 	<p>Student Edition: Figure 1.1 8-9, 319-321, 335-340, 403, 405, 415-418 <i>Your Financial Portfolio</i> 269</p> <p>Teacher Annotated Edition: S 133, 335; TA 252</p>

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Bloom's Taxonomy Level: Application	
P2.4 Students will be able to organize personal finance records. <i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> • Reconcile a financial statement. 	Student Edition: 144-146
<ul style="list-style-type: none"> • Develop a system for maintaining records. 	Student Edition: 6, 61-64, 105-106, 261 Teacher Annotated Edition: D 63; E 208; R 64; TA 260
<ul style="list-style-type: none"> • Use a simulation. 	Student Edition: <i>Get a Financial Life</i> 232-233
Bloom's Taxonomy Level: Analysis	
P2.5 Students will be able to analyze how risk-management strategies protect against financial loss. <i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> • Compare and contrast risk-management strategy. 	Student Edition: 411, 413-418, 425-426, 464-465 <i>In the Real World</i> 443 Teacher Annotated Edition: D 416, 421; MS 420
<ul style="list-style-type: none"> • Research the financial responsibility laws for your state. 	Student Edition: 430 Teacher Annotated Edition: CT 432; MS 431
<ul style="list-style-type: none"> • Explain types of insurance. 	Student Edition: 208, 218, 419-428, 430-437, 444-452, 453-458, 460-463, 464-471 <i>Academic Connection</i> 449 <i>Document Detective</i> 435 <i>Your Financial Portfolio</i> 441, 475 Teacher Annotated Edition: D 450; R 415, 445, 456; S 420; TA 423, 463

STANDARDS	PAGE REFERENCES
III. Spending and Credit	
Indicator 3: Use a rational decision-making process as it applies to informed decisions on spending and credit.	
Bloom's Taxonomy Level: Application	
P3.1 Students will be able to apply a rational decision-making process to personal buying decisions.	
<i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> Identify the steps in the decision-making process. 	<p>Student Edition: 90-96, 97-103, 155, 162-168, 198-201, 202-208, 209-213, 415-416</p> <p><i>Document Detective</i> 214, 435 <i>Get a Financial Life</i> 232-233 <i>Your Financial Portfolio</i> 231, 441, 475</p>
<ul style="list-style-type: none"> Distinguish between needs and wants. 	<p>Student Edition: 7, 92, 95, 198-199</p> <p><i>Careers in Finance</i> 167 <i>Common Cents</i> 449</p> <p>Teacher Annotated Edition: S 198</p>
<ul style="list-style-type: none"> Explain the factors that affect personal spending patterns. 	<p>Student Edition: 90, Figure 4.1 91, 98, 99</p> <p><i>Academic Connection</i> 4 <i>Common Cents</i> 100</p> <p>Teacher Annotated Edition: CT 92; E 95</p>
<ul style="list-style-type: none"> Evaluate information about products and services. 	<p>Student Edition: 92-93, 95, 99-103</p> <p><i>Document Detective</i> 102</p> <p>Teacher Annotated Edition: E 90</p>

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<ul style="list-style-type: none"> • Apply comparison shopping practices. 	<p>Student Edition: 92-93, 99-103, 436 <i>Savvy Saver</i> 142 <i>Your Financial Portfolio</i> 231, 441, 475</p> <p>Teacher Annotated Edition: CT 447; R 424; TA 436</p>
<ul style="list-style-type: none"> • Identify alternative sources for purchases. 	<p>Student Edition <i>Figure 4.4</i> 98, 99</p> <p>Teacher Annotated Edition: TA 93</p>
<p>Bloom's Taxonomy Level: Analysis</p>	
<p>P3.2 Students will be able to compare the advantages and disadvantages of different payment methods.</p>	
<p><i>For example, to meet this standard students may:</i></p>	
<ul style="list-style-type: none"> • Compare the total costs of leasing, borrowing to buy and rent-to-own options. 	<p>Student Edition: 95-97</p>
<ul style="list-style-type: none"> • Examine security issues related to various payment options. 	<p>Student Edition: 180, 182</p> <p>Teacher Annotated Edition: CT 126</p>
<p>Bloom's Taxonomy Level: Analysis</p>	
<p>P3.3 Students will be able to analyze the sources, benefits and costs of consumer credit.</p>	
<p><i>For example, to meet this standard students may:</i></p>	
<ul style="list-style-type: none"> • Calculate how long it takes to repay debt and the total cost when a borrower makes minimum payments. 	<p>Student Edition: 168</p>
<ul style="list-style-type: none"> • Compare credit card offers. 	<p>Student Edition: 159-160, 163-165, 167-168 <i>Get a Financial Life</i> 233 <i>Your Financial Portfolio</i> 195</p>
<ul style="list-style-type: none"> • Explain why the amount of principal, the period of the loan, and the interest rate affect the amount of interest charged. 	<p>Student Edition: 165-166 <i>Your Financial Portfolio</i> 29</p>

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<ul style="list-style-type: none"> • Explain why the interest rate varies with the amount of assumed risk. 	Student Edition: 165-166, 220
<ul style="list-style-type: none"> • Explain the various types of consumer credit, including credit cards, installment loans, student loans and mortgages. 	Student Edition: 157-160, 218, 221-223 <i>Get a Financial Life</i> 232-233
Bloom's Taxonomy Level: Analysis	
P3.4 Students will be able to assess the positive and negative consequences of using credit. <i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> • Describe the negative consequences of bankruptcy. 	Student Edition: 176, 188, 191 <i>As You Read Question</i> 190
<ul style="list-style-type: none"> • Explain factors that affect a credit report. 	Student Edition: 170, 174, 176
<ul style="list-style-type: none"> • Identify signals of credit problems and resources available for consumer credit counseling. 	Student Edition: 153, 186-188, 189 Teacher Annotated Edition: E 188
<ul style="list-style-type: none"> • Explain factors that affect creditworthiness and the purpose of credit history. 	Student Edition: 170, 174, 176, 218
Bloom's Taxonomy Level: Evaluation	
P3.5 Students will be able to explain the rights and responsibilities of buyers and sellers under consumer protection laws. <i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> • Research consumer advocacy groups that address consumer rights and responsibilities. 	Student Edition: 108 Teacher Annotated Edition: TA 109
<ul style="list-style-type: none"> • Explain the purposes and features of consumer protection laws and regulations. 	Student Edition: 108, 137, 178, 181-182, 183-185, 188 Teacher Annotated Edition: D 205; E 168; TA 183

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<ul style="list-style-type: none"> Write a letter of complaint to resolve a consumer issue. 	Student Edition: 107, 180
IV. Savings and Investing Standards	
Indicator 4: Evaluate savings and investment options to meet short- and long-term goals.	
Bloom's Taxonomy Level: Analysis	
P4.1 Students will be able to compare and contrast the risk, return, and liquidity of saving and investment options. <i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> Create a chart showing the characteristics of investments. 	Student Edition: 242-249, 250-252, Figure 8.4 254, 261-262, 272-280, 286-288, 306-318 <i>Savvy Saver</i> 391 <i>Your Financial Portfolio</i> 349 Teacher Annotated Edition: CT 307; TA 244
<ul style="list-style-type: none"> Create a chart showing the characteristics of savings. 	Student Edition: 75, 82-83, 132-139 Teacher Annotated Edition: CT 134
<ul style="list-style-type: none"> Explain the time value of money. 	Student Edition: 21-23, 242 <i>Common Cents</i> 261 <i>Your Financial Portfolio</i> 517
Bloom's Taxonomy Level: Application	
P4.2 Students will be able to apply criteria for choosing savings and investment options. <i>For example, to meet this standard students may:</i>	
<ul style="list-style-type: none"> Participate in a simulation. 	Student Edition: <i>Get a Financial Life</i> 374-375

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<ul style="list-style-type: none"> Differentiate between savings and investing. 	<p>Student Edition: 24, 76, 79-80, 82-83, 132-139, 237, 238, 239-249, 250-256, 261-262 <i>Common Cents</i> 10, 144 <i>Savvy Saver</i> 391 <i>Your Financial Portfolio</i> 517</p> <p>Teacher Annotated Edition: CT 134; M 251</p>
<ul style="list-style-type: none"> Evaluate personal savings and investment plans. 	<p>Student Edition: 24-25, 135-139, 254-256 <i>Document Detective</i> 253</p> <p>Teacher Annotated Edition: TA 298</p>
<p>Bloom's Taxonomy Level: Comprehension</p> <p>P4.3 Students will be able to explain why and how regulating agencies protect savers and investors.</p> <p><i>For example, to meet this standard students may:</i></p>	
<ul style="list-style-type: none"> Research and report on the different agencies. 	<p>Student Edition: 108, 184, 258, 459</p>