



Business and Personal FINANCE

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STANDARDS	PAGE REFERENCES
<p>Standard 1 Students will use a rational decision-making process to set and implement financial goals.</p> <p>Objective 1 Explain how goals, decision-making, and planning affect personal financial choices and behaviors.</p>	
<p>a. Discuss personal values that affect financial choices (e.g., home ownership, work ethic, charity, civic virtue).</p>	<p>Student Edition: 7, 14, 32, 198-199, 209, 238, 526 <i>Ask Standard & Poor's</i> 31 <i>In the Real World</i> 5, 59, 237 <i>Unit 1 Lab</i> 116-117</p> <p>Teacher Annotated Edition: MS 210; S 209</p>

STANDARDS	PAGE REFERENCES
<p>b. Explain the components of a financial plan (e.g., goals, net worth statement, budget, income and expense record, an insurance plan, a saving and investing plan).</p>	<p>Student Edition: 6-13, 65-73, 74-83, 162-163, 238-249, 255-256, 259-260, 415-418, 450-452, 478-485, 550-560, 574-588, 591-599, 650-657</p> <p><i>Business Week On-Line</i> 473</p> <p><i>Document Detective</i> 81, 253, 587</p> <p><i>Savvy Saver</i> 489</p> <p><i>Your Financial Portfolio</i> 115, 269, 663</p> <p>Teacher Annotated Edition: D 241; S 133, 454; TA 70</p>
<p>c. Compare short-term and long-term financial goals.</p>	<p>Student Edition: 10-11, 13, 75, 209-212, 238-239, 415, 478-479, 552-555, 590</p> <p><i>Document Detective</i> 253</p> <p><i>Unit 2 Lab</i> 232-233</p> <p><i>Web Quest</i> 135</p> <p><i>Your Financial Portfolio</i> 29, 231, 269</p> <p>Teacher Annotated Edition: S 133; TA 79, 239</p>
<p>d. Design a plan to reach a specific financial goal.</p>	<p>Student Edition: 24-25, 74-83, 238-249, 255-256, 478-485, 550-560</p> <p><i>Document Detective</i> 253, 494</p> <p><i>Unit 2 Lab</i> 232-233</p> <p>Teacher Annotated Edition: MS 33; S 33, 133</p>
<p>e. List advantages of designing and following a personal financial plan.</p>	<p>Student Edition: 6, 60-61, 74, 75, 238-239, 242, 380, 460, 478-479, 512-513</p> <p><i>Ask Standard & Poor's</i> 549, 573</p> <p><i>In the Real World</i> 608</p> <p><i>Web Quest</i> 234, 241</p> <p><i>Your Financial Portfolio</i> 115</p> <p>Teacher Annotated Edition: MS 61, 75; S 186</p>

STANDARDS	PAGE REFERENCES
<p>Objective 2 Analyze the role of cultural, social, and emotional influences on financial behavior.</p>	
<p>a. Explain how limited financial resources affect the choices people make.</p>	<p>Student Edition: 19-20, 90-103, 162-163, 198-200, 212, 436-437, 450-452, 530, 536, 618-621, 625-629 <i>Ask Standard & Poor's</i> 89 <i>Internet Connection</i> 473 <i>Savvy Saver</i> 212, 575 <i>Standard & Poor's</i> 221 <i>Unit 2 Lab</i> 232-233 <i>Your Financial Figures</i> 229 <i>Your Financial Portfolio</i> 231, 441, 475 Teacher Annotated Edition: D 212; TA 436</p>
<p>b. Describe the influence of peer pressure as it relates to purchasing decisions (e.g., fashion, acceptance from others, need for latest gadget).</p>	<p>Teacher Annotated Edition: CT 92</p>
<p>c. Explain how scarcity relates to needs and wants.</p>	<p>Student Edition: 92, 162-163, 198-200, 212 Teacher Annotated Edition: D 212</p>
<p>d. Analyze the impact of marketing, advertising, and sales strategies/techniques on purchasing decisions (e.g., impulse buying, delayed payment).</p>	<p>Student Edition: 99 Teacher Annotated Edition: CT 92</p>
<p>e. Evaluate the role of emotions when making financial decisions.</p>	<p>Student Edition: <i>Common Cents</i> 100</p>

STANDARDS	PAGE REFERENCES
<p>Objective 3 Relate financial decisions to personal and societal consequences.</p>	
<p>a. Recognize that individuals are responsible for their finances.</p>	<p>Student Edition: 6, 24-25, 60-61, 74, 155-156, 186, 187-188, 238-249, 259-262, 478-485, 715 <i>Ask Standard & Poor's</i> 59, 153 <i>Business Week</i> 377 <i>Common Cents</i> 37, 496 <i>Document Detective</i> 494 <i>In the Real World</i> 271 <i>Savvy Saver</i> 41, 489 Teacher Annotated Edition: CT 483; S 186</p>
<p>b. Describe consequences of excessive debt (e.g., increased consumer costs, inflation, family instability).</p>	<p>Student Edition: 156, 186-191 <i>Ask Standard & Poor's</i> 153 <i>Business Week</i> 119 <i>In the Real World</i> 153</p>
<p>c. Describe the social and economic consequences of bankruptcy.</p>	<p>Student Edition: 176, 188, 191</p>
<p>Standard 2 Students will understand sources of income and the relationship between income and career preparation.</p>	
<p>Objective 1 Identify various forms of income and analyze factors that affect income.</p>	
<p>a. Identify sources of income (e.g., wages, investments, self-employment).</p>	<p>Student Edition: 74-75, 247-248, 382, 383-384, 392, 460-461, 486-488, 490, 495, 526, 667-668</p>
<p>b. Compare common employee benefits (e.g., insurance, leave, retirement).</p>	<p>Student Edition: 48-50, 241, 488-489, 674 <i>Business Week</i> 235 <i>Internet Connection</i> 267 Teacher Annotated Edition: D 488; TA 488</p>

STANDARDS	PAGE REFERENCES
c. Compare income to the cost-of-living in various geographical areas.	Student Edition: 207 <i>Your Financial Figures</i> 55 Teacher Annotated Edition: R 35
d. Analyze how economic conditions affect income.	Student Edition: 37-39 <i>Academic Connection</i> 34
Objective 2 Identify and understand required income withholdings.	
a. List the reasons for taxation and uses of tax revenues.	Student Edition: 380, 382, 671 <i>Academic Connection</i> 385 <i>In the Real World</i> 379 <i>Real World Application</i> 301 Teacher Annotated Edition: CT 512; R 381; TA 382
b. Describe the purposes of Social Security and Medicare.	Student Edition: 382, 456, 458, 461, 486-487, 671 Teacher Annotated Edition: R 456
c. Calculate net income from an employee payroll record.	Student Edition: 669-672 Teacher Annotated Edition: TA 382
d. Demonstrate how to complete personal state and federal income tax forms.	Student Edition: 383-386, 389-400, 401, 402-405 <i>Internet Connection</i> 407 <i>Your Financial Portfolio</i> 409 Teacher Annotated Edition: E 392; R 391

STANDARDS	PAGE REFERENCES
<p>Objective 3 Analyze criteria for selecting a career and the impact of career choices on income and financial stability.</p>	
<p>a. Describe the correlation between income and a worker’s skills, education, the value of the work to society, condition of the economy, and the supply and demand for workers.</p>	<p>Student Edition: 33, 37-39, 48 <i>Academic Connection</i> 34 <i>Academic Skills</i> 301</p>
<p>b. Develop career plan(s) that include educational requirements, skill development, and income potential.</p>	<p>Student Edition: 33-36, 50-52 <i>Unit 1 Lab</i> 116-117 Teacher Annotated Edition: CT 34; E 422; MS 33; S 33; TA 34</p>
<p>c. Analyze the costs and benefits of developing new skills for the workplace.</p>	<p>Student Edition: 33, 40-41, 51 <i>Academic Connection</i> 34 Teacher Annotated Edition: D 43</p>
<p>d. Identify the risks and rewards of entrepreneurship/self-employment.</p>	<p>Student Edition: 32, 526-528, 529-533, 542, 616-617 <i>Business Week</i> 607 <i>Real World Application</i> 545 <i>Your Financial Portfolio</i> 570 Teacher Annotated Edition: CT 532; D 575; MS 563; TA 538</p>

STANDARDS	PAGE REFERENCES
Standard 3	
Students will understand principles of money management.	
Objective 1	
Describe the role of planning and maintaining a balanced budget.	
a. Develop, monitor, and evaluate a personal budget.	Student Edition: 74-83, 162-163, 479-480 <i>Document Detective</i> 12 <i>Unit 2 Lab</i> 232-233 <i>Web Quest</i> 241 Teacher Annotated Edition: TA 80
b. Discuss opportunity costs and trade-offs in budget implementation.	Student Edition: 19-20, 60-61, 122, 162-163 Teacher Annotated Edition: MS 20, 75; S 74
c. Identify and discuss the social and personal consequences of not following a budget.	Student Edition: 186-191, 478 <i>Ask Standard & Poor's</i> 153 <i>Business Week</i> 119 <i>In the Real World</i> 153
d. Compare and evaluate various tools available for keeping track of budgets (e.g., envelope systems, computer programs, and paper tracking).	Student Edition: 61-64, 658-659 <i>TechByte</i> 7 Teacher Annotated Edition: TA 260
e. Demonstrate knowledge of financial transactions, checking and savings accounts, and associated financial services.	Student Edition: 123-127, 132-146 <i>Business Week On-Line</i> 149 <i>Savvy Saver</i> 142, 527 <i>Your Financial Figures</i> 149 Teacher Annotated Edition: CT 134; R 129; TA 130, 135

STANDARDS	PAGE REFERENCES
f. Demonstrate how to manage a checking account.	Student Edition: 142-146 <i>Document Detective</i> 138 Teacher Annotated Edition: E 143
g. Evaluate the impact of major purchases on budgeting (e.g., automobile, housing).	Student Edition: 76, 155, 212 <i>Document Detective</i> 214 <i>Unit 2 Lab</i> 232-233 <i>Web Quest</i> 135 <i>Web Quest Internet Project</i> 118 <i>Your Financial Portfolio</i> 29 Teacher Annotated Edition: CT 213; D 212
Objective 2 Understand credit uses and costs.	
a. Discuss the history and role of credit.	Student Edition: 96, 154-161, 218-223, 617-621 <i>Unit 2 Lab</i> 232-233
b. List basic types of credit (e.g., credit cards, installment loans, service credit, revolving credit, student loans).	Student Edition: 157-160, 218, 221-223, 617-621 <i>Internet Connection</i> 193
c. Describe the risks and responsibilities associated with using credit.	Student Edition: 154-155, 156, 162-163 <i>Ask Standard & Poor's</i> 153 <i>Business Week</i> 119 <i>In the Real World</i> 153
d. Identify methods of establishing and maintaining a good credit rating.	Student Edition: 169-170, 175 <i>Common Cents</i> 169, 623 <i>Savvy Saver</i> 157

STANDARDS	PAGE REFERENCES
e. Explain the purpose of co-signers and collateral when applying for a loan.	Student Edition: 166, 182-183 Teacher Annotated Edition: D 182
f. Identify warning signs of credit abuse (e.g., late fees, missed payments, collection notices, bounced checks) and ways to correct credit problems.	Student Edition: 186, 187-188 <i>Ask Standard & Poor's</i> 153 <i>In the Real World</i> 153
g. Calculate and compare costs associated with the use of credit (e.g., finance charges, interest, late fees, default rates, closing costs).	Student Edition: 18, 90, 155, 160, 163-168, 219-225 <i>Common Cents</i> 82 <i>Your Financial Portfolio</i> 29, 195 Teacher Annotated Edition: D 222; R 220
h. Calculate how long it takes to repay debt and the total costs when a borrower makes minimum payments.	Student Edition: 168 <i>Academic Connection</i> 217
Objective 3 Describe the impact of credit on money management.	
a. Compare the advantages and disadvantages of different payment methods.	Student Edition: 90, 96, 122, 126-127, 146-147, 155 <i>Common Cents</i> 403 Teacher Annotated Edition: D 123
b. Compare the services of various types of financial institution (e.g., banks, credit unions, investment brokers, loan agencies) and identify advantages of comparison shopping before selecting financial services.	Student Edition: 123-131, 132-147, 158, 160 <i>Savvy Saver</i> 142 <i>Web Quest</i> 135 <i>Your Financial Figures</i> 149 <i>Your Financial Portfolio</i> 151, 195 Teacher Annotated Edition: CT 134; MS 123; R 129; TA 130

STANDARDS	PAGE REFERENCES
c. Describe the relationship between a credit rating, the cost of credit, and factors that affect credit worthiness.	Student Edition: 169-170, 622-624 <i>Web Quest</i> 170 Teacher Annotated Edition: TA 170
d. Explain the value of credit reports and scores to borrowers and lenders.	Student Edition: 169-170, 174 <i>Real World Application</i> 193 <i>Web Quest</i> 170
Objective 4 Describe the rights and responsibilities of buyers and sellers under consumer protection laws.	
a. Explain the purposes and features of consumer protection laws, agencies, and sources of assistance.	Student Edition: 108-111, 168, 172-173, 176-177, 178, 182, 183-185, 187-188 <i>Real World Application</i> 113 Teacher Annotated Edition: E 188; R 110; TA 183
b. Describe ways to avoid “identity theft” and fraud (e.g., keep Social Security numbers secure, properly dispose of outdated documents).	Student Edition: 127, 180-183 Teacher Annotated Edition: CT 126; R 182
c. Explain the importance of understanding financial contracts (e.g., disclosure information, grace period, payment penalties, method of interest calculation).	Student Edition: 159-160, 163-168, 217
d. List possible actions a consumer can take in response to excessive debt and collection practices (e.g., sell assets, negotiate a repayment schedule).	Student Edition: 187-188 <i>Ask Standard & Poor’s</i> 153 <i>Standard & Poor’s</i> 163 Teacher Annotated Edition: E 188; MS 188

STANDARDS	PAGE REFERENCES
<p>e. Describe ways to avoid financial scams and schemes designed to defraud consumers (e.g., Ponzi and pyramid schemes, affinity fraud).</p>	<p>Student Edition: 105, 368-369 <i>Web Quest</i> 432, 467, 510 <i>Web Quest Internet Project</i> 376</p> <p>Teacher Annotated Edition: CT 367</p>
<p>Objective 5 Discuss the purposes of insurance and risk management.</p>	
<p>a. Identify common types of insurance (e.g., automobile, health, homeowner's, renter's, life, long-term disability) and their terminology (e.g., term, whole life, deductible, premium, grace period).</p>	<p>Student Edition: 412-413, 415, 419-429, 430-437, 444-452, 453-459, 460-463, 464-471 <i>Document Detective</i> 435, 469 <i>Your Financial Portfolio</i> 475</p> <p>Teacher Annotated Edition: MS 413; TA 467</p>
<p>b. Describe how insurance and other risk-management strategies protect against financial loss.</p>	<p>Student Edition: 412-414, 415, 417-418, 419-426, 430-433, 445-450, 460-461, 464, 470-471 <i>Document Detective</i> 435</p> <p>Teacher Annotated Edition: MS 420; TA 423, 463</p>
<p>c. Discuss insurance needs at various life stages.</p>	<p>Student Edition: 451, 455, 456-458, 465, 471 <i>Academic Skills</i> 473</p> <p>Teacher Annotated Edition: MS 454; S 460, 464; TA 455</p>
<p>d. Identify the importance of estate planning (e.g., wills, trusts).</p>	<p>Student Edition: 499-513 <i>Ask Standard & Poor's</i> 477</p> <p>Teacher Annotated Edition: CT 503; D 506, 508; MS 501; S 500; TA 504</p>

STANDARDS	PAGE REFERENCES
<p>e. Discuss the consequences of being under-insured.</p>	<p>Student Edition: 417-418, 421, 425-426, 451, 457, 460, 462-463 <i>Academic Connection</i> 424, 449 <i>In the Real World</i> 443</p> <p>Teacher Annotated Edition: D 421</p>
<p>Standard 4 Students will understand saving, investing, and retirement planning.</p>	
<p>Objective 1 Describe the value of saving in the financial planning process.</p>	
<p>a. Identify ways to save (e.g., payroll deduction).</p>	<p>Student Edition: 79-80, 82-83, 125, 132-135, 239-241 <i>Ask Standard & Poor's</i> 121 <i>Common Cents</i> 10, 144</p> <p>Teacher Annotated Edition: CT 134</p>
<p>b. Analyze reasons to save.</p>	<p>Student Edition: 6, 74, 75, 79, 478-480, 566-567, 585 <i>Ask Standard & Poor's</i> 59 <i>Business Week</i> 377 <i>Common Cents</i> 296 <i>Document Detective</i> 253 <i>Web Quest</i> 135 <i>Web Quest Internet Project</i> 118 <i>Your Financial Portfolio</i> 115</p> <p>Teacher Annotated Edition: MS 136</p>
<p>c. Explain how government regulations protect savers.</p>	<p>Student Edition: 129, 184</p>

STANDARDS	PAGE REFERENCES
<p>Objective 2 Describe the value of investing and types of investments in the financial planning process.</p>	
<p>a. Identify and explain types of investment vehicles (e.g., stocks, bonds, real estate, hard assets).</p>	<p>Student Edition: 250-252, 254, 272-280, 306-318, 319-325, 326-334, 352-360, 361-369, 490-492 <i>Real World Application</i> 267 <i>Savvy Saver</i> 391 <i>Unit 3 Lab</i> 374-375 <i>Your Financial Figures</i> 267 <i>Your Financial Portfolio</i> 373 Teacher Annotated Edition: CT 307; R 293, 332; S 361; TA 309, 315, 328, 331</p>
<p>b. Identify strategies for investing (e.g., diversification, dollar-cost averaging).</p>	<p>Student Edition: 254-256, 297-299 <i>Unit 3 Lab</i> 374-375 Teacher Annotated Edition: CT 254; S 257; TA 298</p>
<p>c. Compare long-term and short-term investments.</p>	<p>Student Edition: 243-252, 272-280, 298-299, 306-318, 319-325, 326-334, 335-345, 352-360 <i>Your Financial Portfolio</i> 269 Teacher Annotated Edition: TA 298</p>
<p>d. Explain how government regulations can protect investors.</p>	<p>Student Edition: 263</p>
<p>e. Compare various sources of investment information (e.g., prospectuses, annual reports, financial publications, online information) and ways to buy/sell investments (e.g., full service and discount brokers, investment advisors, online brokers).</p>	<p>Student Edition: 257-258, 262-265, 280-288, 293-297, 319-323, 335-340, 342-345 <i>Ask Standard & Poor's</i> 271 <i>Document Detective</i> 282 <i>Internet Connection</i> 347 <i>Unit 3 Lab</i> 374-375 <i>Your Financial Portfolio</i> 303, 349 Teacher Annotated Edition: CT 281; D 263; R 280, 354; TA 262, 283</p>

STANDARDS	PAGE REFERENCES
<p>Objective 3 Compare savings and investments.</p>	
<p>a. Compare the risk, return, liquidity, and costs for savings and investments.</p>	<p>Student Edition: 132-139, 243-249, 251, 254, 273-276, 277-280, 298-299, 309-310, 322, 328-329, 341-342, 354, 357, 359, 364-365, 369 <i>Ask Standard & Poor's</i> 351 <i>In the Real World</i> 305 <i>Your Financial Figures</i> 371 Teacher Annotated Edition: CT 329; D 248; MS 307; TA 244, 337</p>
<p>b. Explain the effects of inflation on savings and investments.</p>	<p>Student Edition: 139, 168, 244-245, 352, 358, 482 <i>Ask Standard & Poor's</i> 237 <i>Internet Connection</i> 27</p>
<p>c. Describe the concept of the time value of money.</p>	<p>Student Edition: 19-23, 242, 493 <i>Your Financial Figures</i> 27</p>
<p>d. Analyze the relationship between risk and return.</p>	<p>Student Edition: 243-249, 250-252, 277-280, 310, 326, 357 Teacher Annotated Edition: D 248; TA 244</p>
<p>e. Describe appropriate financial products for different financial goals (e.g., savings accounts, stocks).</p>	<p>Student Edition: 132-139, 238-249, 254-256, 277-280, 310-312, 314-318, 319-325, 326-334 <i>Your Financial Portfolio</i> 269 Teacher Annotated Edition: CT 254; MS 278</p>

STANDARDS	PAGE REFERENCES
<p>Objective 4 Analyze financial preparation for retirement.</p>	
<p>a. Relate financial resources needed for specific retirement activities and lifestyles.</p>	<p>Student Edition: 481-485 <i>Document Detective</i> 494 <i>Your Financial Figures</i> 515</p>
<p>b. Compare the characteristics of retirement plans (e.g., individual, employer-sponsored, Social Security).</p>	<p>Student Edition: 486-496 Teacher Annotated Edition: D 490; TA 488, 492</p>
<p>c. Evaluate the role of individual responsibility in planning for retirement.</p>	<p>Student Edition: 478-485, 490-491, 493, 496-498 <i>Common Cents</i> 496 <i>Document Detective</i> 494 <i>In the Real World</i> 477 <i>Savvy Saver</i> 489 Teacher Annotated Edition: CT 483; MS 487; S 486</p>
<p>d. Analyze the power of compound interest and the importance of starting early in implementing a financial plan for retirement.</p>	<p>Student Edition: 135-137, 242, 478, 493 <i>Common Cents</i> 261, 496 <i>Your Financial Portfolio</i> 517 Teacher Annotated Edition: D 493</p>