

El Monte Union High School District Course Outline

February 2010

Title: <u>Finance</u> Transitional* _____(Eng. Dept. Only) Sheltered (SDAIE)*____ Bilingual*____ AP** _____ Honors** _____ Department: <u>Business</u> Grade Level(s): <u>10-12</u> Semester _____ Year <u>X</u> Year of State Framework Adoption: <u>2005</u>	This course meets graduation requirements: <input type="checkbox"/> English <input type="checkbox"/> Fine Arts <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health & Safety <input type="checkbox"/> Math <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> Elective	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Department/Cluster Approval</th> <th style="text-align: left; border-bottom: 1px solid black;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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1. Prerequisite(s): None

2. Short description of course: This course will assist students in the understanding of personal finance in the “real world”. Students will be paired to simulate a marriage or roommate situation, and must complete activities while considering the feelings and goals of their partner. Students will learn through textbook assignments, teacher created assignments and projects, real-life activities involving the community and local businesses, as well as practical advice. In one school year, students will progress through ten years of adulthood.

Course Goals: Students will learn the value of career decisions, money management, buying wisely, credit management, financial security, consumer rights and responsibilities, utilizing community resources, as well as learning how to work closely with a partner.

3. Describe how this course integrates the schools ESLRS (Expected School-wide Learning Results)

Rosemead High School
El Monte High School

Academic Achievers: Students will apply critical academic skills in reading, writing, speaking, listening and computing skills. All academic achievers will apply these skills in completing assigned tasks and projects, leading to a comprehensive foundation in personal finance theory and application.

Responsible Citizens (RHS)/Ethical and Respectful Citizens (EMHS): Students must learn social responsibility and ethics as it pertains to their role as citizen, family member, consumer, and active participant in the business world.

Proficient Technology Users: Students will utilize computers and technology in various aspects of this course. Students will develop resumes, research consumer products and services, and complete activities using the Internet as a valuable tool.

Complex Thinkers (RHS)/Critical Thinkers (EMHS): Students will incorporate problem solving skills in analyzing and solving complex business applications. Included tasks and/or concepts such as money management, credit management, risk management, and consumer rights.

Effective Communicators (RHS): Students will work in groups 80% of the time, creating an atmosphere where communication of all types is essential. Students will be required to communicate effectively when conducting assignments and projects.

Healthy Individuals: Students will learn to balance work and their personal lives, by planning for their future family and personal goals. The importance of proper nutrition and minimizing high-risk activities that affect their health is covered throughout this course.

4. Additional efforts/teaching techniques/methodology meeting the needs of English Language Learners

The teacher will be sensitive to the various cultural and language needs of the students. A variety of teaching techniques will be utilized including demonstrations, videos, DVD's, collaborative learning groups, and other visual or manipulative teaching tools. When possible, students will be seated near another student who speaks their native language, in order to enhance the learning environment.

5. Interdepartmental articulation process

Interdepartmental meetings will be conducted periodically on a formal and informal basis to integrate and coordinate curriculum and share ideas. Finance will reinforce core competencies of English and Math, as well as other departments as needed. All teachers in the business department stress the same business skills, knowledge, and values necessary to become a successful employee in the business world.

6. Integrate academic and vocational concepts utilizing work-based learning/school to career concepts

Students will develop academic skills in reading, writing, and computation, while developing critical vocational skills in areas of career management, money management, credit management, communication and interpersonal skills. This course will provide students with skills necessary for success in the workplace, and in the "real world" on their way to becoming an effective consumer, while understanding the economic realities of managing a family and home. Local community and business activities result in networking opportunities and potentially could lead to part-time work while in school, and/or future opportunities. Completion of this course, as well as interaction with the local community, should motivate students to pursue post secondary education, in order to achieve greater success and additional opportunities in adulthood.

English: Students will read, write, listen and present information demonstrating their mastery of the course content. They will also communicate effectively with their partner, fellow classmates, teacher, and their local community contacts.

Math: Students will utilize various math competencies while completing financial forms, constructing budgets, and other money management activities, which are relevant to everyday adult life.

Social Science: Students will develop a new understanding of the world's economies from a business perspective as they grow into citizens of the global village.

7. Materials of Instruction (Note that materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s): "Managing Your Personal Finances", 6th Edition, by Joan S. Ryan. South-Western Cengage Learning, 2010.

B. Supplemental Materials and Resources: "Managing Your Personal Finances" Student Activity Guide, 6th Edition, by Joan S. Ryan. South-Western Cengage Learning, 2010; "Managing Your Personal Finances" Instructor's Resource CD (including Spanish Glossary); Textbook website- "www.cengage.com/school/pfinance/mypf"; Internet; magazines; newspapers; transparencies, handouts, interviews with community members; guest speakers.

C. Tools, Equipment, Technology, Manipulatives, and Audio-Visual: Computer(s), printer, television, dvd/video player, projector, software as needed for presentation and research.

8. Objectives of Course: Unit Detail; References to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics; Minimal attainment for students to pass course.

*** Standards have been referenced by numbers and refer to California Career Technical Education Model Curriculum Standards. See the attachment at the end of this course outline for the actual description of each standard.**

Unit 1. Career Decisions (28 days)

A. Students will prepare for future career choices. Students will be encouraged to explore their chosen fields, as well as others, in order to get the most useful information and discover the best career opportunities.

B. Units

Choosing your Career

Planning your Career

Getting the Job

Adapting to Work

Work Laws and Responsibilities

C. Finance and Business Industry Foundation Standards: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0 7.0, 8.0, 9.0

Business Financial Management Sector Standards: C3.2, C3.3

D. Performance Standards

Participate in all classroom activities and research assignments

E. Evaluation/assessment/rubrics

Chapter assignments

Activities/projects

Quizzes/tests

Portfolios

F. Minimal Attainment

60% on all assignments, activities and tests

Unit 2. Money Management (27 days)

A. Once students get a job, students will earn a paycheck and will learn about gross pay, net pay, income taxes, budgeting, and checking accounts. All of these topics will help them manage money effectively.

B. Units

Pay, Benefits, and Working Conditions

Federal Income Tax

Budgets and Financial Records

Checking Accounts and Banking Services

C. Finance and Business Industry Foundation Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0
Business Financial Management Sector Standards: C1.1, C1.2, C2.1, C3.1

D. Performance Standards

Participate in all classroom activities and research assignments

E. Evaluation/assessment/rubrics

Chapter assignments

Activities/projects

Quizzes/tests

Portfolios

F. Minimal Attainment

60% on all assignments, activities and tests

Unit 3. Financial Security (28 days)

A. Students will discover the many savings and investment options available, and how to plan for future saving and investing. Students will be instructed that preparing for retirement should begin with the investment of a portion of their first paycheck.

B. Units

Saving for the Future

Investing for the Future

Investing in Stocks

Investing in Bonds

Investing in Mutual Funds, Real Estate and Other Choices

Retirement and Estate Planning

C. Finance and Business Industry Foundation Standards: 1.0, 2.0, 4.0, 5.0, 9.0, 10.0, 11.0
Business Financial Management Sector Standards: C2.2, C2.3, C2.4, C2.6

D. Performance Standards

Participate in all classroom activities and research assignments

E. Evaluation/assessment/rubrics

Chapter assignments

Activities/projects

Quizzes/tests

Portfolios

F. Minimal Attainment

60% on all assignments, activities and tests

Unit 4. Credit Management (22 days)

A. Students will learn what credit is and why it is important to them as a consumer. Students will also learn about credit ratings and reports, as well as using credit responsibly.

B. Units

Credit in America

Credit Records and Laws

Responsibilities and Costs of Credit

Problems with Credit

C. Finance and Business Industry Foundation Standards: 1.0, 2.0, 4.0, 5.0, 9.0, 10.0, 11.0

Business Financial Management Sector Standards: C2.4, C2.5

D. Performance Standards

Participate in all classroom activities and research assignments

E. Evaluation/assessment/rubrics

Chapter assignments

Activities

Quizzes/projects

Portfolios

F. Minimal Attainment

60% on all assignments, activities and tests

Unit 5. Resource Management (29 days)

A. Students will learn strategies for successful personal decision making. Students will use these decision making strategies for renting or buying a home, purchasing a motor vehicle, as well as future decisions about marriage and starting a family.

B. Units

Personal Decision Making

Renting a Residence

Buying a Home

Buying and Owning a Vehicle

Family Decisions

C. Finance and Business Industry Foundation Standards: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0
 Business Financial Management Sector Standards: C1.1, C1.3, C2.1

D. Performance Standards

Participate in all classroom activities and research assignments

E. Evaluation/assessment/rubrics

Chapter assignments

Activities/projects

Quizzes/tests

Portfolios

F. Minimal Attainment

60% on all assignments, activities and tests

Unit 6. Risk Management (17 days)

A. Students will be introduced to the types of risk that can wipe out people's savings and leave them in debt for many years. Students will learn about the security that health, life and property insurance can provide.

B. Units

Introduction to Risk Management

Property and Liability Insurance

Health and Life Insurance

C. Finance and Business Industry Foundation Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 7.0, 9.0, 10.0, 11.0
 Business Financial Management Sector Standards: C4.1, C4.2

D. Performance Standards

Participate in all classroom activities and research assignments

E. Evaluation/assessment/rubrics

Chapter assignments

Activities/projects

Quizzes/tests

Portfolios

F. Minimal Attainment

60% on all assignments, activities and tests

Unit 7. Consumer Rights and Responsibilities (29 days)

A. Students will learn the basics of buying, consumer rights and responsibilities, and laws and agencies that have been formed to help protect them. Students will also learn about the legal system of the United States, and the legal remedies available to them including the Small Claims Court process.

B. Units

Role of Consumers in a Market Economy

Consumer Protection
Dispute Resolution

C. Finance and Business Industry Foundation Standards: 1.0, 2.0, 5.0, 6.0, 7.0, 8.0, 9.0, 11.0
Business Financial Management Sector Standards: C1.3, C2.4, C3.2, C3.3

D. Performance Standards
Participate in all classroom activities and research assignments

E. Evaluation/assessment/rubrics
Chapter assignments
Activities/projects
Quizzes/tests
Portfolios

F. Minimal Attainment
60% on all assignments, activities and tests



Finance and Business Industry Sector

Persons trained in such fields as accounting, banking, and finance will find that their skills are highly marketable. Students master basic accounting principles and procedures before proceeding to the career path specializations. The specializations emphasize concepts of accounting and finance, including computer applications, taxes, investments, and asset management. Because almost every business organization has an accounting component, students with knowledge of accounting will find that opportunities exist in many other career paths in addition to those in finance and business.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Finance and Business sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Number Sense standards (grade seven):

- (1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
- (1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
- (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
- (1.4) Differentiate between rational and irrational numbers.
- (1.5) Know that every rational number is either a terminating or a repeating decimal and be able to convert terminating decimals into reduced fractions.
- (1.6) Calculate the percentage of increases and decreases of a quantity.

- (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

Specific applications of Statistics, Data Analysis, and Probability standards (grade seven):

- (1.1) Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.
- (1.2) Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).
- (1.3) Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Specific applications of Mathematical Reasoning standards (grade seven):

- (1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
- (2.1) Use estimation to verify the reasonableness of calculated results.
- (2.2) Apply strategies and results from simpler problems to more complex problems.
- (2.3) Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
- (2.4) Make and test conjectures by using both inductive and deductive reasoning.
- (2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
- (2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
- (2.7) Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
- (2.8) Make precise calculations and check the validity of the results from the context of the problem.
- (3.1) Evaluate the reasonableness of the solution in the context of the original situation.
- (3.2) Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
- (3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

Specific applications of Algebra I standards (grades eight through twelve):

- (1.1) Students use properties of numbers to demonstrate whether assertions are true or false.
- (5.0) Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
 - (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
 - (24.1) Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.
 - (24.2) Students identify the hypothesis and conclusion in logical deduction.
 - (24.3) Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.
 - (25.1) Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
 - (25.2) Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
 - (25.3) Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.
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1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
 - (1.d) Formulate explanations by using logic and evidence.
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1.3 History–Social Science

Specific applications of World History, Culture, and Geography: The Modern World standards (grade ten):

- (10.3) Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
 - (10.3.1) Analyze why England was the first country to industrialize.
 - (10.3.2) Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
 - (10.3.3) Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
 - (10.3.4) Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

- (10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
- (10.3.6) Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

Specific applications of United States History and Geography: Continuity and Change in the Twentieth Century standards (grade eleven):

- (11.11) Students analyze the major social problems and domestic policy issues in contemporary American society.
 - (11.11.1) Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
 - (11.11.2) Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
 - (11.11.3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
 - (11.11.4) Explain the constitutional crisis originating from the Watergate scandal.
 - (11.11.5) Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
 - (11.11.6) Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
 - (11.11.7) Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Specific applications of Principles of Economics standards (grade twelve):

- (12.1) Students understand common economic terms and concepts and economic reasoning.
 - (12.1.1) Examine the causal relationship between scarcity and the need for choices.
 - (12.1.2) Explain opportunity cost and marginal benefit and marginal cost.
 - (12.1.3) Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
 - (12.1.4) Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
 - (12.1.5) Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).
- (12.2) Students analyze the elements of America's market economy in a global setting.

- (12.2.1) Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
- (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
- (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
- (12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
- (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
- (12.2.6) Describe the effect of price controls on buyers and sellers.
- (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- (12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.
- (12.2.9) Describe the functions of the financial markets.
- (12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- (12.3) Students analyze the influence of the federal government on the American economy.
- (12.3.1) Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
- (12.3.2) Identify the factors that may cause the costs of government actions to outweigh the benefits.
- (12.3.3) Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
- (12.3.4) Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
- (12.4.1) Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
- (12.4.2) Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

- (12.4.4) Explain the effects of international mobility of capital and labor on the U.S. economy.
- (12.5) Students analyze the aggregate economic behavior of the U.S. economy.
 - (12.5.1) Distinguish between nominal and real data.
 - (12.5.2) Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.
 - (12.5.3) Distinguish between short-term and long-term interest rates and explain their relative significance.
- (12.6) Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.
 - (12.6.1) Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
 - (12.6.2) Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
 - (12.6.3) Understand the changing role of international political borders and territorial sovereignty in a global economy.
 - (12.6.4) Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.4) Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

- (2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Specific applications of Reading Comprehension standards (grades eleven and twelve):

- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.
- (1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- (1.8) Design and publish documents by using advanced publishing software and graphic programs.
- (1.9) Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
- (2.3) Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.4) Write persuasive compositions:
- a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- (2.5) Write business letters:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.1) Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

- (2.5) Write job applications and résumés:
- Provide clear and purposeful information and address the intended audience appropriately.
 - Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - Modify the tone to fit the purpose and audience.
 - Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
- Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - Select an appropriate medium for each element of the presentation.
 - Use the selected media skillfully, editing appropriately and monitoring for quality.
 - Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades nine and ten):

- Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

2.4 *Listening and Speaking*

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

- (1.3) Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.
- (2.4) Deliver oral responses to literature:
 - a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- (2.5) Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
 - a. Structure ideas and arguments in a coherent, logical fashion.
 - b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - d. Anticipate and address the listener's concerns and counterarguments.
- (2.6) Deliver descriptive presentations:
 - a. Establish clearly the speaker's point of view on the subject of the presentation.
 - b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
 - c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Specific applications of Speaking Applications standards (grades eleven and twelve):

- (2.4) Deliver multimedia presentations:
- Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - Select an appropriate medium for each element of the presentation.
 - Use the selected media skillfully, editing appropriately and monitoring for quality.
 - Test the audience's response and revise the presentation accordingly.

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- 2.5 Students understand written business communication modes, such as memos, e-mail messages, and one-page executive summaries.
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3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.
- 3.7 Explore career opportunities in business through such programs as virtual enterprise, work experience, and internship.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand effective technologies for Web site development and Internet usage.

- 4.5 Know procedures for maintaining secure information, preventing loss, and reducing risk.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.
- 5.4 Understand how financial systems and tools are used to solve business problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Understand the environmental and ergonomic risks associated with the use of business equipment and the financial impact of an unsafe work environment.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
 - 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
 - 8.4 Understand major local, state, and federal laws and regulations that affect business and the procedural requirements necessary for compliance.
 - 8.5 Know how to design systems and applications to allow access to all users, including those with cultural, physical, and cognitive differences.
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9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
 - 9.2 Understand the ways in which preprofessional associations, such as DECA (An Association of Marketing Students) and Future Business Leaders of America, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
 - 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
 - 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
 - 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
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10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Finance and Business sector:

- 10.1 Know cash management techniques, including bank reconciliation and cash controls.
 - 10.2 Understand the role of managerial accounting and the use of planning and control principles to evaluate the performance of an organization.
 - 10.3 Know the agencies that affect accounting procedures and discuss regulations and compliance issues that influence business decisions.
 - 10.4 Examine and use technological services to achieve objectives and make decisions in accounting and finance.
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11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

C. Business Financial Management Pathway

Students in the Business Financial Management Pathway learn to provide investment analysis and guidance to help businesses and individuals with their investment decisions. Students learn that exploring, applying, and monitoring investment opportunities are necessary to take advantage of financial opportunities throughout one's life. Employment in the securities and commodities sector of the industry will continue to expand because of the increasing levels of investment in the global marketplace and the growing need for investment advice.

C1.0 Students create and use budgets to guide financial decision making:

- C1.1 Create a budget to calculate long-term projections.
 - C1.2 Analyze past and current budgets to determine financial business needs.
 - C1.3 Understand how the financial needs of a business change in a dynamic and competitive marketplace.
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C2.0 Students know how to analyze and interpret financial data:

- C2.1 Use basic concepts of financial analysis to interpret financial statements.
 - C2.2 Analyze and interpret financial statements to compare risk and return.
 - C2.3 Know the differences between financial statements prepared for internal use and those prepared for external use.
 - C2.4 Understand the primary ways in which various types of domestic and international financial markets influence interest rates, trade deficits, and unemployment.
 - C2.5 Determine creditworthiness on the basis of appropriate criteria and identify alternative sources of credit.
 - C2.6 Analyze investment and finance options available to prepare a cost-benefit analysis.
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C3.0 Students understand the impact of federal, state, and local regulations on financial management decisions:

- C3.1 Understand the effects of tax structures on business decision making.
 - C3.2 Know the legal rights and responsibilities of various types of businesses.
 - C3.3 Analyze the ways in which current laws and regulations enforce appropriate financial practices.
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C4.0 Students understand the role of insurance products and services in successful business management:

- C4.1 Know the appropriate uses of basic types of insurance policies.
- C4.2 Understand the ways in which insurance reduces risk.