

# Board of Education Agenda Item

Item: C.

Date: April 26, 2006

**Topic:** Final Review of Economics Education and Financial Literacy: Objectives and Correlations to Mathematics and History and Social Science Standards of Learning and Career and Technical Education Competencies

**Presenter:** Dr. Linda M. Wallinger, Assistant Superintendent for Instruction

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**Origin:**

Topic presented for information only (no board action required)

Board review required by  
 State or federal law or regulation  
 Board of Education regulation  
 Other: \_\_\_\_\_

Action requested at this meeting     Action requested at future meeting:

**Previous Review/Action:**

No previous board review/action

Previous review/action  
date March 22, 2006  
action Approved for first review

**Background Information:**

On March 26, 2005, the General Assembly approved SB 950, a bill directing the Virginia Board of Education to “establish objectives for economic education and financial literacy.” Subsequently, the *Code of Virginia* was amended as follows:

Section 22.1-200.03. Economics education and financial literacy required in middle and high school grades; Board of Education to establish objectives for economic education and financial literacy; banking-at-school programs.

A. By July 1, 2006, instruction in the principles of the American economic system shall be required in the public middle and high schools of the Commonwealth to promote economics education and financial literacy of students and to further the development of knowledge, skills, and attitudes needed for responsible citizenship in a constitutional democracy.

B. The Board of Education shall develop and approve objectives for economics education and financial literacy at the middle and high school levels, that shall be required of all students, and shall provide for the systematic infusion of economic principles in the relevant Standards of Learning, and in career and technical education programs. The objectives shall include, but not be limited to, personal living and finances; personal and business money management skills; opening an account in a financial institution and judging the quality of a financial institution's services; balancing a checkbook; completing a loan application; the implications of an inheritance; the basics of personal insurance policies; consumer rights and responsibilities; dealing with salesmen and merchants; debt management; managing retail and credit card debt; state and federal tax computation; local tax assessments; computation of interest rates by various mechanisms; understanding simple contracts; and learning how to contest an incorrect bill.

C. To facilitate the objectives of economics education and financial literacy through practical experiences, the Department shall confer with the State Corporation Commission's Bureau of Financial Institutions, and financial and relevant professional organizations in the development of guidelines for such literacy objectives. . . .

D. The Board shall not be required to evaluate student achievement concerning economics education and financial literacy objectives in the Standards of Learning assessments required by § [22.1-253.13:3](#). . .

**Summary of Major Elements:**

The Department of Education convened a representative group of stakeholders to assist in the development of objectives in economics education and financial literacy to be required of all students at the middle and high school levels. The objectives are correlated to the Virginia Mathematics and History and Social Science Standards of Learning, and the Career and Technical Education competencies. Since the document was reviewed in March, several additional correlations have been identified; however, the objectives remain unchanged. The objectives and correlations are attached.

**Superintendent's Recommendation:**

The Acting Superintendent of Public Instruction recommends that the Board of Education approve the proposed Economics Education and Financial Literacy objectives and correlations.

**Impact on Resources:**

The Department of Education's existing resources can absorb this responsibility at this time.

**Timetable for Further Review/Action:**

Upon approval by the board, the objectives will be released to school divisions along with a list of resources that will assist them in providing the required instruction in middle and high schools.

# PROPOSED ECONOMICS EDUCATION



## and FINANCIAL LITERACY:

Objectives and Correlations to Mathematics and History and Social Science Standards of Learning and Career and Technical Education Competencies

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The 2006 *Economics Education and Financial Literacy Objectives* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>.

## ACKNOWLEDGMENTS

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Lis Turner	Richmond Federal Reserve Bank

Capital One  
Richmond Federal Reserve Bank  
Virginia Council on Economics Education  
Virginia Credit Union  
Virginia Jump\$tart Coalition  
Virginia Society of Certified Public Accountants Educational Foundation

# INTRODUCTION

## *Purpose*

In accordance with legislation from the General Assembly of Virginia, this document presents economics education and financial literacy objectives required of all students at the middle and high school levels to “further the development of knowledge, skills, and attitudes needed for responsible citizenship in a constitutional democracy.” The objectives are correlated to the Virginia Mathematics Standards of Learning and History and Social Science Standards of Learning, and the Career and Technical Education competencies. School divisions have flexibility in determining the format and strategies used to help middle and high school students meet the requirement.

## *Background*

On March 26, 2005, the General Assembly approved SB 950, a bill directing the Virginia Board of Education to “establish objectives for economic education and financial literacy.”

The Code of Virginia (Section 22.1-200.03 B) specifies:

- By July 1, 2006, the Board of Education shall develop and approve objectives for economics education and financial literacy at the middle and high school levels, that shall be required of all students, and shall provide for the systematic infusion of economic principles in the relevant Standards of Learning, and in career and technical education programs.
- The economics education and financial literacy objectives shall include, but need not be limited to:
  - personal living and finances
  - personal and business money management skills
  - opening an account in a financial institution
  - judging the quality of a financial institution’s services
  - balancing a checkbook
  - completing a loan application
  - implications of an inheritance
  - basics of personal insurance policies
  - consumer rights and responsibilities
  - dealing with merchants
  - debt management
  - managing retail and credit card debt
  - state and federal tax computations
  - local tax assessments
  - computation of interest rates
  - understanding simple contracts
  - how to contest an incorrect bill
- The board shall not be required to evaluate student achievement concerning economic education and financial literacy objectives in the Standards of Learning assessments required by 22.1-253.13:3.

In response to this legislation, the Virginia Department of Education convened a representative group of stakeholders to assist in the development of objectives for economics education and financial literacy. A list of resources is also available to assist teachers in providing instruction to meet these objectives.

**ECONOMICS EDUCATION AND FINANCIAL LITERACY:  
SUMMARY OF TOPICS AND OBJECTIVES**

<i>Topics</i>	<i>Objectives</i>
ECONOMICS	Objective 1: The student will evaluate the impact of fundamental principles of economics on personal finances.
INCOME	Objective 2: The student will analyze how career choice, education, and skills affect income and goal attainment. Objective 3: The student will compute taxes.
MONEY MANAGEMENT	Objective 4: The student will develop a budget/spending plan for personal/business money management (earning, spending, saving, and investing). Objective 5: The student will judge the quality of a financial institution's services. Objective 6: The student will demonstrate how to open and manage an account in a financial institution. Objective 7: The student will examine the basics of personal insurance policies.
SPENDING AND CREDIT	Objective 8: The student will complete the process for obtaining a loan. Objective 9: The student will examine credit card options. Objective 10: The student will analyze strategies for debt management. Objective 11: The student will interact effectively with salespersons and merchants. Objective 12: The student will describe consumer rights and responsibilities. Objective 13: The student will examine the implications of simple contracts.
SAVING AND INVESTING	Objective 14: The student will compare consumer choices for saving and investing. Objective 15: The student will examine the financial implications of an inheritance.

**OBJECTIVE 1**

**The student will evaluate the impact of fundamental principles of economics on personal finances.**

<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>	<b>CORRELATIONS</b>			
	<b>STANDARDS OF LEARNING</b>		<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Middle School</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>• Examine fundamental principles of economics.                             <ul style="list-style-type: none"> <li>– Wants vs. needs</li> <li>– Scarcity (e.g., of time, space, money)</li> <li>– Opportunity cost / trade-offs</li> <li>– Supply and demand</li> <li>– Competition</li> <li>– Inflation</li> </ul> </li> <li>• Apply economic principles to personal finances.                             <ul style="list-style-type: none"> <li>– Explain how limited personal financial resources affect the choices people make.</li> <li>– Interpret the opportunity costs of financial decisions.</li> <li>– Apply a decision-making process to personal financial choices.</li> <li>– Summarize how inflation affects spending and saving decisions.</li> </ul> </li> <li>• Analyze how economic conditions affect income and goal attainment.                             <ul style="list-style-type: none"> <li>– Investigate the effects of government on the economy (e.g., market influence, taxes, regulations, environment).</li> <li>– Examine the functions of depositories.</li> </ul> </li> </ul>	<p><i>History and Social Science</i> CE.9 CE.11</p>	<p><i>History and Social Science</i> WG.7 GOVT.15 GOVT.16</p>	<p><i>Business and Information Technology</i> 6115/6116  <i>Marketing</i> 8115/8116</p>	<p><i>Business and Information Technology</i> 6115/6116 6120/6121  <i>Career Connections</i> 9072 9093 9094  <i>Family and Consumer Sciences</i> 8205/8282 8237/8238  <i>Marketing</i> 8115/8116 8120/8121 8130/8131 8180/8181</p>

**OBJECTIVE 2**

The student will analyze how career choice, education, and skills affect income and goal attainment.

<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>	<b>CORRELATIONS</b>			
	<b>STANDARDS OF LEARNING</b>		<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Middle School</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>• Correlate career choice to education, income, and goal attainment.</li> <li>• Correlate education to career choice, income, and goal attainment.</li> <li>• Correlate skills to career choice, income, and goal attainment.</li> <li>• Analyze the impact of cost of living on career choice.</li> <li>• Identify trends that cause changes in the labor market.</li> </ul>	<p><i>Mathematics</i> 6.6 6.8 6.18 7.4 7.16 7.17 7.18 8.3 8.12 8.14 8.17</p> <p><i>History and Social Science</i> USII.7 CE.12</p>	<p><i>History and Social Science</i> GOVT.15d WG.7</p>	<p><i>Agricultural Education</i> 8014</p> <p><i>Business and Information Technology</i> 6120/6121</p> <p><i>Marketing</i> 8130/8131 8180/8181</p> <p><i>Family and Consumer Sciences</i> 8277/8278/8213 8209/8210 8226/8227 8214/8219 8205/8282</p> <p><i>Trade and Industrial Education</i> 8901/8902/8903/ 8904</p>	

**OBJECTIVE 3**

The student will compute taxes.

<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>  <ul style="list-style-type: none"> <li>• Describe the purposes of taxation and how tax resources are used.</li> <li>• Relate taxes, government transfer payments (deductions), and employee benefits to disposable income.</li> <li>• Compute state and federal taxes.                             <ul style="list-style-type: none"> <li>– Income</li> <li>– Sales</li> <li>– Self-employed businessperson or independent contractor</li> <li>– Business</li> </ul> </li> <li>• Compute local taxes.                             <ul style="list-style-type: none"> <li>– Sales</li> <li>– Food</li> <li>– Real estate</li> <li>– Utility</li> <li>– Lodging</li> <li>– Personal property</li> </ul> </li> </ul>	<b>CORRELATIONS</b>			
	<b>STANDARDS OF LEARNING</b>		<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Middle School</b>	<b>High School</b>
<i>Mathematics</i> 7.4 8.3  <i>History and Social Science</i> CE.11	<i>Mathematics</i> A.2  <i>History and Social Science</i> GOVT.18	<i>Business and Information Technology</i> 6115/6116  <i>Family and Consumer Sciences</i> 8214/8219  <i>Marketing</i> 8115/8116	<i>Agricultural Education</i> 8014 8018 8022 8042  <i>Business and Information Technology</i> 6115/6116 6120/6121  <i>Career Connections</i> 9094  <i>Family and Consumer Sciences</i> 8214/8219  <i>Marketing</i> 8115/8116  <i>Trade and Industrial Education</i> 8901/8902/8903/ 8904	

**TOPIC: MONEY MANAGEMENT**

**OBJECTIVE 4**

The student will develop a budget/spending plan for personal/business money management (earning, spending, saving, and investing).

<p><b>ESSENTIAL KNOWLEDGE AND SKILLS</b></p>	<p><b>CORRELATIONS</b></p>			
	<p><b>STANDARDS OF LEARNING</b></p>		<p><b>CAREER AND TECHNICAL EDUCATION COURSES</b></p>	
	<p><b>Middle School</b></p>	<p><b>High School</b></p>	<p><b>Middle School</b></p>	<p><b>High School</b></p>
<ul style="list-style-type: none"> <li>• Set financial goals.</li> <li>• Identify components and sources of income.</li> <li>• Relate employee benefits to disposable income.</li> <li>• Estimate income (gross pay versus net pay).</li> <li>• Estimate expenses.</li> <li>• Construct a budget/spending plan.                             <ul style="list-style-type: none"> <li>– Fixed expenses</li> <li>– Variable expenses</li> <li>– Options for financing education (e.g., dual enrollment, college tuition savings plans, veterans’ educational assistance, scholarships, student loans)</li> <li>– Housing decisions (e.g., renting vs. buying vs. living at home, living alone or with a roommate)</li> <li>– Impact of resource and energy conservation practices</li> <li>– Savings</li> <li>– Retirement planning</li> </ul> </li> </ul>	<p><i>Mathematics</i></p> <p>6.6 6.7 6.8 6.18 7.4 7.5 7.16 7.17 7.18 8.3 8.12</p> <p><i>History and Social Science</i></p> <p>USII.7 CE.4 CE.12</p>	<p><i>History and Social Science</i></p> <p>WG.7 GOVT.16 GOVT.17</p>	<p><i>Agricultural Education</i></p> <p>8072</p> <p><i>Family and Consumer Sciences</i></p> <p>8211/8212 8214/8219 8204/8206/8208/ 8241/8242/8243/ 8244/8245</p>	<p><i>Agricultural Education</i></p> <p>8014 8022 8024 8042 8072/8073</p> <p><i>Business and Information Technology</i></p> <p>6120/6121</p> <p><i>Career Connections</i></p> <p>9020 9078 9093 9094</p> <p><i>Family and Consumer Sciences</i></p> <p>8214/8219 8277/8278 8213 8264/8265 8226/8227 8205/8282</p> <p><i>Health and Medical Sciences</i></p> <p>8332</p> <p><i>Marketing</i></p> <p>8180/8181</p> <p><i>Trade and Industrial Education</i></p> <p>8901/8902/8903/ 8904</p>

**TOPIC: MONEY MANAGEMENT**

**OBJECTIVE 5**

The student will judge the quality of a financial institution’s services.

<p><b>ESSENTIAL KNOWLEDGE AND SKILLS</b></p>	<p><b>CORRELATIONS</b></p>			
	<p><b>STANDARDS OF LEARNING</b></p>		<p><b>CAREER AND TECHNICAL EDUCATION COURSES</b></p>	
	<p><b>Middle School</b></p>	<p><b>High School</b></p>	<p><b>Middle School</b></p>	<p><b>High School</b></p>
<ul style="list-style-type: none"> <li>• Assess personal banking needs.</li> <li>• Compare financial institutions in terms of personal banking needs.                             <ul style="list-style-type: none"> <li>– Costs and benefits of various financial institutions such as banks, credit unions, thrifts</li> <li>– Interest rates</li> <li>– Services (e.g., checking and savings accounts, ATM, debit cards, online banking, direct deposit, automatic bill paying and other transfers, money market accounts)</li> <li>– Fees</li> <li>– Customer relations</li> </ul> </li> </ul>	<p><i>Mathematics</i> 6.1 6.4 7.1 7.4 7.5 7.6 8.3 8.12 8.13</p> <p><i>History and Social Science</i> USII.8 CE.4 CE.10 CE.12</p>	<p><i>History and Social Science</i> VUS.14 GOVT.17</p>	<p><i>Business and Information Technology</i> 6115/6116</p> <p><i>Family and Consumer Sciences</i> 8211/8212 8214/8219</p> <p><i>Marketing</i> 8115/8116</p>	<p><i>Agricultural Education</i> 8024</p> <p><i>Business and Information Technology</i> 6115/6116 6120/6121</p> <p><i>Career Connections</i> 9020 9078 9094</p> <p><i>Marketing</i> 8115/8116 8180/8181</p> <p><i>Family and Consumer Sciences</i> 8226/8227 8214/8219 8205/8282</p> <p><i>Trade and Industrial Education</i> 8901/8902/8903/ 8904</p>

**TOPIC: MONEY MANAGEMENT**

**OBJECTIVE 6**

**The student will demonstrate how to open and manage an account in a financial institution.**

<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>	<b>CORRELATIONS</b>			
	<b>STANDARDS OF LEARNING</b>		<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Middle School</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>• Simulate opening an account (i.e., checking, savings, certificates of deposit).</li> <li>• Simulate managing an account.                             <ul style="list-style-type: none"> <li>– Keeping accurate records</li> <li>– Reconciling a checkbook register with an account statement</li> <li>– Handling an overdraft</li> <li>– Paying fees (e.g., for checkbooks, failure to maintain minimum balance, insufficient funds, use of ATMs of other banks, overdraft protection, early withdrawals)</li> <li>– Online vs. manual account management                                     <ul style="list-style-type: none"> <li>○ Online banking and bill pay</li> <li>○ Digital checking</li> <li>○ Automatic check clearing (Check 21)</li> </ul> </li> </ul> </li> <li>• Simulate using the services available from financial institutions.                             <ul style="list-style-type: none"> <li>– Explain the differences, benefits, and risks of ATM cards, debit cards, and credit cards.</li> </ul> </li> <li>• Evaluate information about products and services available from a financial institution.                             <ul style="list-style-type: none"> <li>– Interest rates (simple interest, compound interest, Rule of 72)</li> <li>– Account disclosure statements</li> </ul> </li> </ul>	<p><i>Mathematics</i> 6.6 6.7 7.4 7.5 8.3</p> <p><i>History and Social Science</i> USII.8 CE.10</p>	<p><i>History and Social Science</i> VUS.14 GOVT.17</p>	<p><i>Business and Information Technology</i> 6115/6116</p> <p><i>Marketing</i> 8115/8116</p>	<p><i>Agricultural Education</i> 8014 8022 8024</p> <p><i>Business and Information Technology</i> 6115/6116 6120/6121</p> <p><i>Career Connections</i> 9020 9078</p> <p><i>Family and Consumer Sciences</i> 8277/8278/8213 8226/8227 8214/8219 8205/8282</p> <p><i>Marketing</i> 8115/8116</p> <p><i>Trade and Industrial Education</i> 8901/8902/8903/ 8904</p>

**TOPIC: MONEY MANAGEMENT**

**OBJECTIVE 7**

The student will examine the basics of personal insurance policies.

<p><b>ESSENTIAL KNOWLEDGE AND SKILLS</b></p> <ul style="list-style-type: none"> <li>• Evaluate insurance as a risk management strategy.</li> <li>• Explain why insurance needs change throughout one’s life cycle.</li> <li>• Examine types of insurance to understand choices available.                             <ul style="list-style-type: none"> <li>– Automobile</li> <li>– Property (homeowners and renters)</li> <li>– Health/medical</li> <li>– Disability</li> <li>– Life                                     <ul style="list-style-type: none"> <li>○ Term</li> <li>○ Whole life</li> </ul> </li> <li>– Long-term care</li> <li>– Professional liability</li> </ul> </li> </ul>	<p><b>CORRELATIONS</b></p>			
	<p><b>STANDARDS OF LEARNING</b></p>		<p><b>CAREER AND TECHNICAL EDUCATION COURSES</b></p>	
	<p><b>Middle School</b></p>	<p><b>High School</b></p>	<p><b>Middle School</b></p>	<p><b>High School</b></p>
<p><i>Mathematics</i> 8.3 8.17</p> <p><i>History and Social Science</i> CE.9 CE.11</p>	<p><i>History and Social Science</i> GOVT.17c</p>	<p><i>Business and Information Technology</i> 6115/6116</p> <p><i>Family and Consumer Sciences</i> 8211/8212</p> <p><i>Marketing</i> 8115/8116</p>	<p><i>Agricultural Education</i> 8014 8024 8042</p> <p><i>Business and Information Technology</i> 6115/6116 6120/6121 6131/6132</p> <p><i>Career Connections</i> 9020 9078 9094</p> <p><i>Family and Consumer Sciences</i> 8214/8219 8277/8278/8213 8226/8227 8205/8282</p> <p><i>Marketing</i> 8115/8116 8180/8181</p> <p><i>Trade and Industrial Education</i> 8901/8902/8903/ 8904</p>	

**OBJECTIVE 8**

The student will complete the process for obtaining a loan.

<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>	<b>CORRELATIONS</b>			
	<b>STANDARDS OF LEARNING</b>		<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Middle School</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>• Explain the concept of a loan.                             <ul style="list-style-type: none"> <li>– Purpose</li> <li>– Requirements</li> <li>– Responsibilities</li> </ul> </li> <li>• Describe types of loans.                             <ul style="list-style-type: none"> <li>– Automobile</li> <li>– Personal</li> <li>– Home equity</li> <li>– Home mortgage</li> <li>– Student</li> <li>– Secured (collateral) and unsecured (non-collateral)</li> </ul> </li> <li>• Examine a variety of loan sources.</li> <li>• Compare interest rates available for loans.</li> <li>• Complete a loan application.</li> <li>• Evaluate factors that affect creditworthiness.</li> <li>• Explain the purpose and components of credit reports (including the credit report score) and laws affecting credit.</li> <li>• Evaluate the terms and conditions of consumer loans, including length of time to pay off loans.</li> </ul>	<p><i>History and Social Science</i> CE.10 CE.11</p> <p><i>Mathematics</i> 6.1 7.4 8.1 8.3</p>	<p><i>History and Social Science</i> GOVT.17</p>	<p><i>Family and Consumer Sciences</i> 8214/8219</p>	<p><i>Agricultural Education</i> 8014 8042</p> <p><i>Business and Information Technology</i> 6120/6121</p> <p><i>Career Connections</i> 9020 9078 9094</p> <p><i>Family and Consumer Sciences</i> 8214/8219 8226/8227 8205/8282</p> <p><i>Marketing</i> 8180</p> <p><i>Trade and Industrial Education</i> 8901/8902/8903/ 8904</p>

**TOPIC: SPENDING AND CREDIT**

**OBJECTIVE 9**

**The student will examine credit card options.**

<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>	<b>CORRELATIONS</b>			
	<b>STANDARDS OF LEARNING</b>		<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Middle School</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>• Compare annual fees.</li> <li>• Compare late payment penalties.</li> <li>• Compare allowable maximum balances.</li> <li>• Analyze promotional incentives (e.g., magazine subscriptions, coupon books, flyer miles, purchase protection plans).</li> <li>• Analyze a credit card application.</li> <li>• Analyze the benefits and cost of consumer credit.</li> <li>• Compare sources of consumer credit.</li> <li>• Evaluate the terms and conditions of credit cards.</li> <li>• Compare annual percentage rates (APR).</li> <li>• Read and comprehend the terms and conditions of various credit cards, considering credit card laws and regulations.</li> </ul>	<i>History and Social Science</i> CE.11  <i>Mathematics</i> 6.1 7.1 7.4 8.1 8.3	<i>History and Social Science</i> GOVT.15 GOVT.17	<i>Business and Information Technology</i> 6115/6116  <i>Family and Consumer Sciences</i> 8211/8212 8214/8219  <i>Marketing</i> 8115/8116	<i>Agricultural Education</i> 8026 8042  <i>Business and Information Technology</i> 6115/6116 6120/6121  <i>Career Connections</i> 9020 9078  <i>Family and Consumer Sciences</i> 8214/8219 8277/8278/8213 8205/8282 8226/8227  <i>Marketing</i> 8115/8116 8120/8121 8180/8181  <i>Trade and Industrial Education</i> 8901/8902/8903/ 8904

**TOPIC: SPENDING AND CREDIT**

**OBJECTIVE 10**

The student will analyze strategies for effective debt management.

<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>	<b>CORRELATIONS</b>			
	<b>STANDARDS OF LEARNING</b>		<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Middle School</b>	<b>High School</b>
<p>Propose ways to avoid or correct credit problems.</p> <ul style="list-style-type: none"> <li>• Maintaining a record-keeping system for credit purchases</li> <li>• Ensuring safekeeping of credit and credit cards</li> <li>• Avoiding late payment and other penalties</li> <li>• Examining debt payment plans                             <ul style="list-style-type: none"> <li>– Pros and cons of early payoffs</li> </ul> </li> <li>• Identifying warning signs of debt problems (e.g., default notices, repossessions, collection agencies, liens, garnishment, foreclosure, repossession, and eviction)</li> <li>• Describing the benefits of credit counseling</li> <li>• Understanding the implications of bankruptcy in light of the new bankruptcy laws</li> <li>• Rebuilding credit</li> </ul>	<p><i>Mathematics</i> 6.7 6.8 7.4 8.3 8.17</p> <p><i>History and Social Science</i> CE.4 CE.10 CE.11 CE.12</p>	<p><i>Mathematics</i> A.1 A.2</p> <p><i>History and Social Science</i> GOVT.17 GOVT.18</p>	<p><i>Family and Consumer Sciences</i> 8214/8219</p>	<p><i>Agricultural Education</i> 8014</p> <p><i>Business and IT</i> 6120/6121 6131/6132</p> <p><i>Career Connections</i> 9020 9078 9094</p> <p><i>Family and Consumer Sciences</i> 8214/8219 8223/8225 8264/8265 8277/8278/8213 8226/8227 8205/8282</p> <p><i>Trade and Industrial Education</i> 8901/8902/8903/ 8904</p>

**OBJECTIVE 11**

The student will interact effectively with salespersons and merchants.

<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>	<b>CORRELATIONS</b>			
	<b>STANDARDS OF LEARNING</b>		<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Middle School</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>• Evaluate the pros and cons of sales incentives.                             <ul style="list-style-type: none"> <li>– Discounts</li> <li>– Coupons</li> <li>– Rebates</li> <li>– Customer cards</li> <li>– Special offers</li> </ul> </li> <li>• Evaluate advantages and disadvantages of purchasing, leasing, and renting.</li> <li>• Practice comparison shopping.                             <ul style="list-style-type: none"> <li>– Research best buys among products/services/companies</li> <li>– Unit pricing</li> </ul> </li> <li>• Negotiate prices/terms.</li> <li>• Contest an incorrect bill.                             <ul style="list-style-type: none"> <li>– Verification of receipt</li> <li>– Comparison to previous bills</li> </ul> </li> </ul>	<p><i>Mathematics</i></p> <p>6.1 6.2 6.6 6.7 6.8 7.4 7.6 8.3 8.17</p> <p><i>History and Social Science</i></p> <p>CE.9 CE.11 CE.12</p>	<p><i>History and Social Science</i></p> <p>GOVT.16 GOVT.17 GOVT.18</p>	<p><i>Business and Information Technology</i></p> <p>6115/6116</p> <p><i>Family and Consumer Sciences</i></p> <p>8206/8208/8244/ 8245 8214/8219</p> <p><i>Marketing</i></p> <p>8115/8116</p>	<p><i>Agricultural Education</i></p> <p>8018 8022 8042</p> <p><i>Business and Information Technology</i></p> <p>6115/6116 6120/6121</p> <p><i>Family and Consumer Sciences</i></p> <p>8214/8219 8264/8265 8277/8278/8213 8226/8227 8205/8282</p> <p><i>Marketing</i></p> <p>8115/8116 8132</p> <p><i>Trade and Industrial Education</i></p> <p>8901/8902/8903/ 8904</p>

**OBJECTIVE 12**

The student will describe consumer rights and responsibilities.

<p><b>ESSENTIAL KNOWLEDGE AND SKILLS</b></p>	<p><b>CORRELATIONS</b></p>			
	<p><b>STANDARDS OF LEARNING</b></p>		<p><b>CAREER AND TECHNICAL EDUCATION COURSES</b></p>	
	<p><b>Middle School</b></p>	<p><b>High School</b></p>	<p><b>Middle School</b></p>	<p><b>High School</b></p>
<ul style="list-style-type: none"> <li>• Ensure consumer protection.                             <ul style="list-style-type: none"> <li>– Paper and electronic receipts</li> <li>– Guarantees</li> <li>– Warranties</li> <li>– Purchase agreements</li> <li>– Laws (e.g., safeguarding credit, privacy, health care)</li> <li>– Product labeling</li> <li>– Product recalls</li> </ul> </li> <li>• Maintain consumer vigilance.                             <ul style="list-style-type: none"> <li>– Fraud, including early fraud detection                                     <ul style="list-style-type: none"> <li>○ Identify theft</li> <li>○ Annual credit reports</li> </ul> </li> <li>– E-commerce</li> <li>– Advertisements</li> <li>– Infomercials</li> </ul> </li> <li>• Accept consumer responsibilities.                             <ul style="list-style-type: none"> <li>– Energy-saving products/ measures</li> <li>– Environmentally sustainable options (e.g., recycling, conservation, land use)</li> <li>– Charitable giving</li> <li>– Record-keeping and retention of records</li> </ul> </li> </ul>	<p><i>Mathematics</i> 6.6 6.7 6.8 7.4 8.3 8.17</p> <p><i>History and Social Science</i> CE.1 CE.11</p>	<p><i>Mathematics</i> A.4</p> <p><i>History and Social Science</i> VUS.14 GOVT.15 GOVT.16 GOVT.17</p>	<p><i>Business and Information Technology</i> 6115/6116</p> <p><i>Family and Consumer Sciences</i> 8214/8219</p> <p><i>Marketing</i> 8115/8116</p>	<p><i>Agricultural Education</i> 8018 8022 8042</p> <p><i>Business and Information Technology</i> 6115/6116 6120/6121 6131/6132</p> <p><i>Family and Consumer Sciences</i> 8214/8219 8277/8278/8213 8226/8227 8205/8282</p> <p><i>Health and Medical Sciences</i> 8332 8360/8362</p> <p><i>Marketing</i> 8115/8116 8130/8131 8180/8181</p> <p><i>Trade and Industrial Education</i> 8901/8902/8903/ 8904</p>

**OBJECTIVE 13**

The student will examine the implications of simple contracts.

<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>	<b>CORRELATIONS</b>			
	<b>STANDARDS OF LEARNING</b>		<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Middle School</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>• Describe the purposes of a contract.</li> <li>• Identify legal responsibilities incurred when signing a contract.</li> <li>• Examine types of contracts.                             <ul style="list-style-type: none"> <li>– Loan agreement</li> <li>– Co-signing loans</li> <li>– Purchase agreements for products and services (e.g., cellular phone)</li> <li>– Property rental contract</li> <li>– Movie rentals, book/movie/DVD clubs</li> <li>– Three-day rescission law on mortgage and certain other purchases</li> </ul> </li> </ul>	<p><i>History and Social Science</i> CE.4 CE.12</p>	<p><i>History and Social Science</i> GOVT.16</p>	<p><i>Business and Information Technology</i> 6115/6116  <i>Marketing</i> 8115/8116</p>	<p><i>Agricultural Education</i> 8014 8022 8042  <i>Business and Information Technology</i> 6115/6116 6120/6121 6131/6132  <i>Family and Consumer Sciences</i> 8214/8219  <i>Marketing</i> 8115/8116</p>

**OBJECTIVE 14**

**The student will compare consumer choices for saving and investing.**

<p><b>ESSENTIAL KNOWLEDGE AND SKILLS</b></p>	<p><b>CORRELATIONS</b></p>			
	<p><b>STANDARDS OF LEARNING</b></p>		<p><b>CAREER AND TECHNICAL EDUCATION COURSES</b></p>	
	<p><b>Middle School</b></p>	<p><b>High School</b></p>	<p><b>Middle School</b></p>	<p><b>High School</b></p>
<ul style="list-style-type: none"> <li>• Compare and contrast saving and investing.                             <ul style="list-style-type: none"> <li>– Role of risk</li> <li>– Reasons to save</li> <li>– Reasons to invest</li> </ul> </li> <li>• Analyze interest rates.                             <ul style="list-style-type: none"> <li>– Compound vs. simple interest                                     <ul style="list-style-type: none"> <li>○ Simple interest calculation</li> <li>○ Compound interest calculation</li> </ul> </li> <li>– Tools for calculating interest</li> <li>– Fluctuation of interest rates</li> </ul> </li> <li>• Evaluate the time-value of money as it relates to wealth accumulation and retirement savings</li> <li>• Investigate and compare savings and investment options.                             <ul style="list-style-type: none"> <li>– After tax and tax-advantaged personal savings vehicles (including 401k, 403b, and IRA)</li> <li>– Stocks</li> <li>– Bonds</li> <li>– Savings bonds</li> <li>– Real estate</li> <li>– Mutual funds</li> <li>– Retirement accounts</li> <li>– Passbook savings</li> <li>– Certificates of deposit</li> <li>– Collectibles/Valuables</li> <li>– Money market accounts</li> <li>– Prepaid college plans</li> </ul> </li> </ul>	<p><i>Mathematics</i></p> <p>6.6 6.7 6.8 7.4 7.6 7.18 8.3 8.12 8.14 8.17</p> <p><i>History and Social Science</i></p> <p>CE.4 CE.10 CE.11</p>	<p><i>Mathematics</i></p> <p>A.1 A.2 A.4</p>	<p><i>Family and Consumer Sciences</i></p> <p>8211/8212</p>	<p><i>Business and Information Technology</i></p> <p>6120/6121</p> <p><i>Career Connections</i></p> <p>9020 9078 9094</p> <p><i>Family and Consumer Sciences</i></p> <p>8277/8278/8213 8214/8219 8205/8282 8226/8227</p> <p><i>Marketing</i></p> <p>8120/8121 8180/8181</p> <p><i>Trade and Industrial Education</i></p> <p>8901/8902/8903/ 8904</p>

**OBJECTIVE 15**

The student will examine the financial implications of an inheritance.

<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>	<b>CORRELATIONS</b>			
	<b>STANDARDS OF LEARNING</b>		<b>CAREER AND TECHNICAL EDUCATION COURSES</b>	
	<b>Middle School</b>	<b>High School</b>	<b>Middle School</b>	<b>High School</b>
<ul style="list-style-type: none"> <li>• Research state and federal inheritance taxes.</li> <li>• Explain the concept of right of survivorship.</li> <li>• Explore investment options.</li> <li>• Estate planning (including wills and trusts)</li> </ul>	<i>Mathematics</i> 8.3 8.17	<i>History and Social Science</i> GOVT.18		<i>Agricultural Education</i> 8014
	<i>History and Social Science</i> CE.3 CE.4 CE.11			<i>Business and Information Technology</i> 6131/6132  <i>Career Connections</i> 9020 9078 9094  <i>Family and Consumer Sciences</i> 8214/8219