

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter F. Finance</b>
<b>Course Title</b>	<b>§130.180. Financial Mathematics (One Credit), Adopted 2015.</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grades 10-12. Prerequisite: Algebra I. This course satisfies a high school mathematics graduation requirement. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.</p> <p>(3) Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.</p> <p>(4) Financial Mathematics will integrate career and postsecondary education planning into financial decision making.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means	(i) demonstrate an understanding of appropriate communication with customers through verbal, nonverbal, or digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means	(ii) demonstrate an understanding of appropriate communication with employers through verbal, nonverbal, or digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means	(iii) demonstrate an understanding of appropriate communication with coworkers through verbal, nonverbal, or digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate an understanding of the use of business etiquette	(i) demonstrate an understanding of the use of business etiquette
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of appropriate customer service such as building customer relationships and resolving customer complaints	(i) demonstrate an understanding of appropriate customer service
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate an understanding of ethical and legal issues in business	(i) demonstrate an understanding of ethical issues in business

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate an understanding of ethical and legal issues in business	(ii) demonstrate an understanding of legal issues in business
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(i) apply mathematics to problems arising in everyday life
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(ii) apply mathematics to problems arising in society
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(iii) apply mathematics to problems arising in the workplace
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	(i) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonable of the solution
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(i) select tools, including real objects as appropriate, to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(ii) select tools, including manipulatives as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iii) select tools, including paper and pencil as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iv) select tools, including technology as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(v) select techniques, including mental math as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(vi) select techniques including estimation as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(vii) select techniques, including number sense as appropriate, to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(i) communicate mathematical ideas using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iv) communicate mathematical ideas using multiple representations, including language as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(v) communicate mathematical reasoning using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(viii) communicate mathematical reasoning using multiple representations, including language as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ix) communicate [mathematical ideas'] implications using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(x) communicate [mathematical ideas'] implications using multiple representations, including diagrams as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xi) communicate [mathematical ideas'] implications using multiple representations, including graphs as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xii) communicate [mathematical ideas'] implications using multiple representations, including language as appropriate

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xvi) communicate [mathematical reasoning's] implications using multiple representations, including language as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(i) create representations to organize mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(ii) create representations to record mathematical ideas

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iii) create representations to communicate mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iv) use representations to organize mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(v) use representations to record mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(vi) use representations to communicate mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(i) analyze mathematical relationships to connect mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(ii) analyze mathematical relationships to communicate mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(i) display mathematical ideas using precise mathematical language in written or oral communication



Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(ii) display mathematical arguments using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iii) explain mathematical ideas using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iv) explain mathematical arguments using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(v) justify mathematical ideas using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(vi) justify mathematical arguments using precise mathematical language in written or oral communication
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(A) identify sources of income, including wages and salaries, interest, rent, dividends, and capital gains	(i) identify sources of income, including wages and salaries
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(A) identify sources of income, including wages and salaries, interest, rent, dividends, and capital gains	(ii) identify sources of income, including interest

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(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(A) identify sources of income, including wages and salaries, interest, rent, dividends, and capital gains	(iii) identify sources of income, including rent
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(A) identify sources of income, including wages and salaries, interest, rent, dividends, and capital gains	(iv) identify sources of income, including dividends
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(A) identify sources of income, including wages and salaries, interest, rent, dividends, and capital gains	(v) identify sources of income, including capital gains
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(B) compare common employee benefits such as health insurance, sick leave, and retirement plans	(i) compare common employee benefits
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(C) differentiate among and calculate gross, net, and taxable income	(i) differentiate among gross, net, and taxable income
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(C) differentiate among and calculate gross, net, and taxable income	(ii) calculate gross income
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(C) differentiate among and calculate gross, net, and taxable income	(iii) calculate net income

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(C) differentiate among and calculate gross, net, and taxable income	(iv) calculate taxable income
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(D) analyze and interpret payroll deductions, including federal taxes, state taxes, and city taxes, using current tax rates	(i) analyze payroll deductions, including federal taxes using current tax rates
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(D) analyze and interpret payroll deductions, including federal taxes, state taxes, and city taxes, using current tax rates	(ii) analyze payroll deductions, including state taxes using current tax rates
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(D) analyze and interpret payroll deductions, including federal taxes, state taxes, and city taxes, using current tax rates	(iii) analyze payroll deductions, including city taxes using current tax rates
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(D) analyze and interpret payroll deductions, including federal taxes, state taxes, and city taxes, using current tax rates	(iv) interpret payroll deductions, including federal taxes using current tax rates
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(D) analyze and interpret payroll deductions, including federal taxes, state taxes, and city taxes, using current tax rates	(v) interpret payroll deductions, including state taxes using current tax rates
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(D) analyze and interpret payroll deductions, including federal taxes, state taxes, and city taxes, using current tax rates	(vi) interpret payroll deductions, including city taxes using current tax rates

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(E) examine and evaluate the reasons for federal income taxation, Social Security taxation, and Medicare taxation, including earnings limitations as applicable	(i) examine the reasons for federal income taxation including earnings limitations as applicable
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(E) examine and evaluate the reasons for federal income taxation, Social Security taxation, and Medicare taxation, including earnings limitations as applicable	(ii) examine the reasons for Social Security taxation including earnings limitations as applicable
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(E) examine and evaluate the reasons for federal income taxation, Social Security taxation, and Medicare taxation, including earnings limitations as applicable	(iii) examine the reasons for Medicare taxation including earnings limitations as applicable
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(E) examine and evaluate the reasons for federal income taxation, Social Security taxation, and Medicare taxation, including earnings limitations as applicable	(iv) evaluate the reasons for federal income taxation including earnings limitations as applicable
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(E) examine and evaluate the reasons for federal income taxation, Social Security taxation, and Medicare taxation, including earnings limitations as applicable	(v) evaluate the reasons for Social Security taxation including earnings limitations as applicable
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(E) examine and evaluate the reasons for federal income taxation, Social Security taxation, and Medicare taxation, including earnings limitations as applicable	(vi) evaluate the reasons for Medicare taxation including earnings limitations as applicable
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(F) calculate net pay	(i) calculate net pay

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(G) compare and contrast between independent contractor earnings and employee earnings, including tax requirements, tax forms (W-2, W-4, 1099, and Form 941), and benefit requirements	(i) compare and contrast between independent contractor earnings and employee earnings, including tax requirements
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(G) compare and contrast between independent contractor earnings and employee earnings, including tax requirements, tax forms (W-2, W-4, 1099, and Form 941), and benefit requirements	(ii) compare and contrast between independent contractor earnings and employee earnings, including tax forms (W-2, W-4, 1099, and Form 941)
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(G) compare and contrast between independent contractor earnings and employee earnings, including tax requirements, tax forms (W-2, W-4, 1099, and Form 941), and benefit requirements	(iii) compare and contrast between independent contractor earnings and employee earnings, including benefit requirements
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(H) calculate the various earnings as affected by the laws related to minimum wage, overtime, income from tips, exempt and non-exempt status, and contract and employee status	(i) calculate the various earnings as affected by the laws related to minimum wage
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(H) calculate the various earnings as affected by the laws related to minimum wage, overtime, income from tips, exempt and non-exempt status, and contract and employee status	(ii) calculate the various earnings as affected by the laws related to overtime
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(H) calculate the various earnings as affected by the laws related to minimum wage, overtime, income from tips, exempt and non-exempt status, and contract and employee status	(iii) calculate the various earnings as affected by the laws related to income from tips

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(H) calculate the various earnings as affected by the laws related to minimum wage, overtime, income from tips, exempt and non-exempt status, and contract and employee status</p>	<p>(iv) calculate the various earnings as affected by the laws related to exempt status</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(H) calculate the various earnings as affected by the laws related to minimum wage, overtime, income from tips, exempt and non-exempt status, and contract and employee status</p>	<p>(v) calculate the various earnings as affected by the laws related to non-exempt status</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(H) calculate the various earnings as affected by the laws related to minimum wage, overtime, income from tips, exempt and non-exempt status, and contract and employee status</p>	<p>(vi) calculate the various earnings as affected by the laws related to contract status</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(H) calculate the various earnings as affected by the laws related to minimum wage, overtime, income from tips, exempt and non-exempt status, and contract and employee status</p>	<p>(vii) calculate the various earnings as affected by the laws related to employee status</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(I) calculate the impact of paying with after-tax dollars versus pre-tax dollars for items such as medicine, services, and investments</p>	<p>(i) calculate the impact of paying with after-tax dollars versus pre-tax dollars for items</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(i) analyze total compensation, including payroll, to explain how compensation is more than what is reflected in a paycheck</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(ii) analyze total compensation, including Federal Insurance Contribution Act (FICA) tax, to explain how compensation is more than what is reflected in a paycheck</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(iii) analyze total compensation, including employer cost of benefits, to explain how compensation is more than what is reflected in a paycheck</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(iv) analyze total compensation, including employers' matching costs for FICA to explain how compensation is more than what is reflected in a paycheck</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(v) analyze total compensation, including employers' matching costs for Medicare, to explain how compensation is more than what is reflected in a paycheck</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(vi) analyze total compensation, including employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(vii) interpret total compensation, including payroll, to explain how compensation is more than what is reflected in a paycheck</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(viii) interpret total compensation, including Federal Insurance Contribution Act (FICA) tax, to explain how compensation is more than what is reflected in a paycheck</p>



Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(ix) interpret total compensation, including employer cost of benefits, to explain how compensation is more than what is reflected in a paycheck</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(x) interpret total compensation, including employers' matching costs for FICA to explain how compensation is more than what is reflected in a paycheck</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(xi) interpret total compensation, including employers' matching costs for Medicare, to explain how compensation is more than what is reflected in a paycheck</p>
<p>(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:</p>	<p>(J) analyze and interpret total compensation, including payroll, Federal Insurance Contribution Act (FICA) tax, employer cost of benefits, employers' matching costs for FICA and Medicare, and employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>	<p>(xii) interpret total compensation, including employer match in savings plans, to explain how compensation is more than what is reflected in a paycheck</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(K) compare total compensation as a self-employed or independent contractor with total compensation as an employee	(i) compare total compensation as a self-employed or independent contractor with total compensation as an employee
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(L) analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education	(i) analyze how economic conditions can affect income opportunities
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(L) analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education	(ii) analyze how economic conditions can affect career opportunities
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(L) analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education	(iii) analyze how economic conditions can affect the need for lifelong training
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(L) analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education	(iv) analyze how economic conditions can affect the need for lifelong education
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(L) analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education	(v) analyze how other conditions can affect income opportunities
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(L) analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education	(vi) analyze how other conditions can affect career opportunities

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(L) analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education	(vii) analyze how other conditions can affect the need for lifelong training
(3) The student applies mathematical process standards to demonstrate an understanding of employment earnings. The student is expected to:	(L) analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education	(viii) analyze how other conditions can affect the need for lifelong education
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(A) calculate federal income taxes owed or refunded, including the completion of a 1040EZ and 1040, using current rates	(i) calculate federal income taxes owed or refunded, including the completion of a 1040EZ, using current rates
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(A) calculate federal income taxes owed or refunded, including the completion of a 1040EZ and 1040, using current rates	(ii) calculate federal income taxes owed or refunded, including the completion of a 1040, using current rates
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(B) calculate capital gains tax using current rates	(i) calculate capital gains tax using current rates
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(C) calculate self-employment or independent contractor taxes using current rates	(i) calculate self-employment or independent contractor taxes using current rates
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(D) define and locate sources for current rates for estate and inheritance taxes	(i) define sources for current rates for estate taxes

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(D) define and locate sources for current rates for estate and inheritance taxes	(ii) define sources for current rates for inheritance taxes
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(D) define and locate sources for current rates for estate and inheritance taxes	(iii) locate sources for current rates for estate taxes
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(D) define and locate sources for current rates for estate and inheritance taxes	(iv) locate sources for current rates for inheritance taxes
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(E) analyze gift and estate taxes using current rates	(i) analyze gift taxes using current rates
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(E) analyze gift and estate taxes using current rates	(ii) analyze estate taxes using current rates
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(F) calculate tax on interest income and use regression methods available through technology to analyze data and interpret the results by tax bracket	(i) calculate tax on interest income
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(F) calculate tax on interest income and use regression methods available through technology to analyze data and interpret the results by tax bracket	(ii) use regression methods available through technology to analyze data by tax bracket

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(F) calculate tax on interest income and use regression methods available through technology to analyze data and interpret the results by tax bracket	(iii) use regression methods available through technology to interpret the results by tax bracket
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(G) calculate personal exemptions	(i) calculate personal exemptions
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(H) calculate itemized deductions and compare to standard deductions	(i) calculate itemized deductions
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(H) calculate itemized deductions and compare to standard deductions	(ii) compare [itemized deductions] to standard deductions
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(I) calculate deductible charitable contributions	(i) calculate deductible charitable contributions
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(J) understand filing status as it applies to X, Y, and Z tax schedules	(i) understand filing status as it applies to X tax schedules
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(J) understand filing status as it applies to X, Y, and Z tax schedules	(ii) understand filing status as it applies to Y tax schedules

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(J) understand filing status as it applies to X, Y, and Z tax schedules	(iii) understand filing status as it applies to Z tax schedules
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(K) compare marginal tax rates to effective income tax rates and the misuse of these terms in advertising	(i) compare marginal tax rates to effective income tax rates
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(K) compare marginal tax rates to effective income tax rates and the misuse of these terms in advertising	(ii) compare the misuse of [marginal tax rates and income tax rates] terms in advertising
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(L) describe the relationships among education tax credit, student loan interest, dependency and filing status, and income tax liability	(i) describe the relationships among education tax credit, student loan interest, dependency and filing status, and income tax liability
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(M) research and locate options for tax return preparation such as software programs and tax preparation providers	(i) research options for tax return preparation
(4) The student applies mathematical process standards to demonstrate an understanding of the various federal taxes. The student is expected to:	(M) research and locate options for tax return preparation such as software programs and tax preparation providers	(ii) locate options for tax return preparation
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(A) demonstrate an understanding of various forms of financial exchange, including cash, checks, credit cards, debit cards, and electronic funds transfers	(i) demonstrate an understanding of various forms of financial exchange, including cash

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(A) demonstrate an understanding of various forms of financial exchange, including cash, checks, credit cards, debit cards, and electronic funds transfers	(ii) demonstrate an understanding of various forms of financial exchange, including checks
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(A) demonstrate an understanding of various forms of financial exchange, including cash, checks, credit cards, debit cards, and electronic funds transfers	(iii) demonstrate an understanding of various forms of financial exchange, including credit cards
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(A) demonstrate an understanding of various forms of financial exchange, including cash, checks, credit cards, debit cards, and electronic funds transfers	(iv) demonstrate an understanding of various forms of financial exchange, including debit cards
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(A) demonstrate an understanding of various forms of financial exchange, including cash, checks, credit cards, debit cards, and electronic funds transfers	(v) demonstrate an understanding of various forms of financial exchange, including electronic funds transfers
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(B) identify and explain the advantages and disadvantages the features of interest-bearing accounts such as savings accounts, checking accounts, certificates of deposits, and money market accounts	(i) identify the advantages the features of interest-bearing accounts

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(B) identify and explain the advantages and disadvantages the features of interest-bearing accounts such as savings accounts, checking accounts, certificates of deposits, and money market accounts	(ii) identify the disadvantages the features of interest-bearing accounts
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(B) identify and explain the advantages and disadvantages the features of interest-bearing accounts such as savings accounts, checking accounts, certificates of deposits, and money market accounts	(iii) explain the advantages the features of interest-bearing accounts
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(B) identify and explain the advantages and disadvantages the features of interest-bearing accounts such as savings accounts, checking accounts, certificates of deposits, and money market accounts	(iv) explain the disadvantages the features of interest-bearing accounts
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(i) calculate the time value of money, with or without technology, using exponential functions that include graphs related to simple interest
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(ii) calculate the time value of money, with or without technology, using exponential functions that include graphs related to compound interest



Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(iii) calculate the time value of money, with or without technology, using rational functions that include graphs related to simple interest
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(iv) calculate the time value of money, with or without technology, using rational functions that include graphs related to compound interest
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(v) calculate the time value of money, with or without technology, using exponential functions that include tables related to simple interest
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(vi) calculate the time value of money, with or without technology, using exponential functions that include tables related to compound interest
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(vii) calculate the time value of money, with or without technology, using rational functions that include tables related to simple interest
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(viii) calculate the time value of money, with or without technology, using rational functions that include tables related to compound interest

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(ix) calculate the time value of money, with or without technology, using exponential functions that include algebraic methods related to simple interest
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(x) calculate the time value of money, with or without technology, using exponential functions that include algebraic methods related to compound interest
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(xi) calculate the time value of money, with or without technology, using rational functions that include algebraic methods related to simple interest
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(C) calculate the time value of money, with or without technology, using exponential and rational functions that include graphs, tables, and algebraic methods related to simple and compound interest	(xii) calculate the time value of money, with or without technology, using rational functions that include algebraic methods related to compound interest
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(D) analyze various representations of exponential functions with respect to compound interest situations and use the rule of 72 to determine the number of years it will take for savings to double in value	(i) analyze various representations of exponential functions with respect to compound interest situations
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(D) analyze various representations of exponential functions with respect to compound interest situations and use the rule of 72 to determine the number of years it will take for savings to double in value	(ii) use the rule of 72 to determine the number of years it will take for savings to double in value

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(E) analyze a bank statement for accuracy	(i) analyze a bank statement for accuracy
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(F) compare financial services offered in the community	(i) compare financial services offered in the community
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(G) identify the sources of funds such as savings, earnings, or debt to be used to purchase consumable and nonconsumable goods	(i) identify the sources of funds to be used to purchase consumable goods
(5) The student applies mathematical process standards to demonstrate an understanding of the various financial institutions and accounts. The student is expected to:	(G) identify the sources of funds such as savings, earnings, or debt to be used to purchase consumable and nonconsumable goods	(ii) identify the sources of funds to be used to purchase nonconsumable goods
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(A) determine the advantages and disadvantages of credit cards such as cashback rewards, balance transfer, foreign currency, interest rates charged, late payment fees, credit score, and bonus incentives	(i) determine the advantages of credit cards
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(A) determine the advantages and disadvantages of credit cards such as cashback rewards, balance transfer, foreign currency, interest rates charged, late payment fees, credit score, and bonus incentives	(ii) determine the disadvantages of credit cards

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(B) calculate the cost of using credit cards, including various financial fees	(i) calculate the cost of using credit cards, including various financial fees
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(C) analyze and compare graphically, with or without technology, the differences in the cost of borrowing such as using a bank loan, a credit union loan, a student loan, and an easy-access loan such as a pay-day loan and an auto title loan	(i) analyze graphically, with or without technology, the differences in the cost of borrowing
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(C) analyze and compare graphically, with or without technology, the differences in the cost of borrowing such as using a bank loan, a credit union loan, a student loan, and an easy-access loan such as a pay-day loan and an auto title loan	(ii) compare graphically, with or without technology, the differences in the cost of borrowing
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(D) analyze the risks for each type of loan	(i) analyze the risks for each type of loan
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(E) evaluate the process for a bank loan or a credit union loan	(i) evaluate the process for a bank loan or a credit union loan
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(F) collect and organize data, make and interpret scatterplots, interpret the results, and make critical judgments about loan balances when equal monthly payments are made	(i) collect data about loan balances when equal monthly payments are made

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(F) collect and organize data, make and interpret scatterplots, interpret the results, and make critical judgments about loan balances when equal monthly payments are made	(ii) organize data about loan balances when equal monthly payments are made
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(F) collect and organize data, make and interpret scatterplots, interpret the results, and make critical judgments about loan balances when equal monthly payments are made	(iii) make scatterplots about loan balances when equal monthly payments are made
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(F) collect and organize data, make and interpret scatterplots, interpret the results, and make critical judgments about loan balances when equal monthly payments are made	(iv) interpret scatterplots about loan balances when equal monthly payments are made
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(F) collect and organize data, make and interpret scatterplots, interpret the results, and make critical judgments about loan balances when equal monthly payments are made	(v) interpret the results about loan balances when equal monthly payments are made
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(F) collect and organize data, make and interpret scatterplots, interpret the results, and make critical judgments about loan balances when equal monthly payments are made	(vi) make critical judgments about loan balances when equal monthly payments are made
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(G) analyze credit scores and explain the meanings of the scores	(i) analyze credit scores

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(G) analyze credit scores and explain the meanings of the scores	(ii) explain the meanings of the [credit] scores
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(H) explain ways a negative credit report can affect a consumer's financial options	(i) explain ways a negative credit report can affect a consumer's financial options
(6) The student applies mathematical process standards to demonstrate an understanding of the various types of credit. The student is expected to:	(I) analyze a personal credit report	(i) analyze a personal credit report
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(A) analyze data of mortgage payments with various additional principal payments involving exponential functions using tables, graphs, or algebraic methods	(i) analyze data of mortgage payments with various additional principal payments involving exponential functions using tables, graphs, or algebraic methods
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(i) create an amortization table using technology to collect data to make decisions about varying the down payment for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(ii) create an amortization table using technology to collect data to make decisions about period of loan for a home loan

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(iii) create an amortization table using technology to collect data to make decisions about special principal payment for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(iv) create an amortization table using technology to collect data to make decisions about interest rate for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(v) create an amortization table using technology to collect data to make critical judgments about varying the down payment for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(vi) create an amortization table using technology to collect data to make critical judgments about period of loan for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(vii) create an amortization table using technology to collect data to make critical judgments about special principal payment for a home loan

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(viii) create an amortization table using technology to collect data to make critical judgments about interest rate for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(ix) create an amortization table using technology to organize data to make decisions about varying the down payment for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(x) create an amortization table using technology to organize data to make decisions about period of loan for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(xi) create an amortization table using technology to organize data to make decisions about special principal payment for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(xii) create an amortization table using technology to organize data to make decisions about interest rate for a home loan



Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(xiii) create an amortization table using technology to organize data to make critical judgments about varying the down payment for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(xiv) create an amortization table using technology to organize data to make critical judgments about period of loan for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(xv) create an amortization table using technology to organize data to make critical judgements about special principal payment for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(B) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rate for a home loan	(xvi) create an amortization table using technology to organize data to make critical judgments about interest rate for a home loan
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(C) compare options for saving for a down payment on a home	(i) compare options for saving for a down payment on a home

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(D) determine costs associated with home ownership, including property taxes; mortgage insurance; homeowner's insurance, including property damage, liability, and flood and earthquake insurances; and closing costs	(i) determine costs associated with home ownership, including property taxes
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(D) determine costs associated with home ownership, including property taxes; mortgage insurance; homeowner's insurance, including property damage, liability, and flood and earthquake insurances; and closing costs	(ii) determine costs associated with home ownership, including mortgage insurance
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(D) determine costs associated with home ownership, including property taxes; mortgage insurance; homeowner's insurance, including property damage, liability, and flood and earthquake insurances; and closing costs	(iii) determine costs associated with home ownership, including homeowner's insurance, including property damage
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(D) determine costs associated with home ownership, including property taxes; mortgage insurance; homeowner's insurance, including property damage, liability, and flood and earthquake insurances; and closing costs	(iv) determine costs associated with home ownership, including homeowner's insurance, including liability
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(D) determine costs associated with home ownership, including property taxes; mortgage insurance; homeowner's insurance, including property damage, liability, and flood and earthquake insurances; and closing costs	(v) determine costs associated with home ownership, including homeowner's insurance, including flood insurance

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(D) determine costs associated with home ownership, including property taxes; mortgage insurance; homeowner's insurance, including property damage, liability, and flood and earthquake insurances; and closing costs	(vi) determine costs associated with home ownership, including homeowner's insurance, including earthquake insurance
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(D) determine costs associated with home ownership, including property taxes; mortgage insurance; homeowner's insurance, including property damage, liability, and flood and earthquake insurances; and closing costs	(viii) determine costs associated with home ownership, including closing costs
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(E) analyze and interpret mortgage tax deductions	(i) analyze mortgage tax deductions
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(E) analyze and interpret mortgage tax deductions	(ii) interpret mortgage tax deductions
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(F) determine other costs associated with home ownership, including cost of maintenance, repairs, utilities, and association fees	(i) determine other costs associated with home ownership, including cost of maintenance

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(F) determine other costs associated with home ownership, including cost of maintenance, repairs, utilities, and association fees	(ii) determine other costs associated with home ownership, including cost of repairs
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(F) determine other costs associated with home ownership, including cost of maintenance, repairs, utilities, and association fees	(iii) determine other costs associated with home ownership, including cost of utilities
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(F) determine other costs associated with home ownership, including cost of maintenance, repairs, utilities, and association fees	(iv) determine other costs associated with home ownership, including cost of association fees
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(G) determine the appropriate savings needed to maintain home payments in the event of a financial emergency	(i) determine the appropriate savings needed to maintain home payments in the event of a financial emergency
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(H) demonstrate an understanding of the consequences to individuals in times of recession and falling home prices such as during the mortgage crisis of 2007-2008 and identify how the financial and personal impact could have been reduced	(i) demonstrate an understanding of the consequences to individuals in times of recession

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(H) demonstrate an understanding of the consequences to individuals in times of recession and falling home prices such as during the mortgage crisis of 2007-2008 and identify how the financial and personal impact could have been reduced	(ii) demonstrate an understanding of the consequences to individuals in times of falling home prices
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(H) demonstrate an understanding of the consequences to individuals in times of recession and falling home prices such as during the mortgage crisis of 2007-2008 and identify how the financial and personal impact could have been reduced	(iii) identify how the financial impact could have been reduced
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(H) demonstrate an understanding of the consequences to individuals in times of recession and falling home prices such as during the mortgage crisis of 2007-2008 and identify how the financial and personal impact could have been reduced	(iv) identify how the personal impact could have been reduced
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(I) compare the cost of homeownership versus renting, identifying benefits and drawbacks to both homeownership and renting such as the mortgage-related income tax deductions	(i) compare the cost of homeownership versus renting, identifying benefits and drawbacks to both homeownership and renting
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(J) use the multiple listing service to identify and compare housing properties	(i) use the multiple listing service to identify housing properties

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(J) demonstrate how to use the multiple listing service to identify and compare housing properties	(ii) demonstrate how to use the multiple listing service to compare housing properties
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(K) analyze and explain a typical apartment lease such as terms, deposit, occupancy, parking, and cancellation contract policy	(i) analyze a typical apartment lease
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(K) analyze and explain a typical apartment lease such as terms, deposit, occupancy, parking, and cancellation contract policy	(ii) explain a typical apartment lease

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student applies mathematical process standards to demonstrate an understanding of the cost of housing by comparing home purchases and renting. The student is expected to:	(L) compare options for coverage for renter's insurance	(i) compare options for coverage for renter's insurance
(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:	(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan	(i) create an amortization table using technology to collect data to make decisions about varying the down payment for a vehicle loan
(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:	(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan	(ii) create an amortization table using technology to collect data to make decisions about period of loan for a vehicle loan
(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:	(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan	(iii) create an amortization table using technology to collect data to make decisions about special principal payment for a vehicle loan
(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:	(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan	(iv) create an amortization table using technology to collect data to make decisions about interest rates for a vehicle loan

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(v) create an amortization table using technology to collect data to make critical judgments about varying the down payment for a vehicle loan</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(vi) create an amortization table using technology to collect data to make critical judgments about period of loan for a vehicle loan</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(vii) create an amortization table using technology to collect data to make critical judgments about special principal payment for a vehicle loan</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(viii) create an amortization table using technology to collect data to make critical judgments about interest rates for a vehicle loan</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(ix) create an amortization table using technology to organize data to make decisions about varying the down payment for a vehicle loan</p>



Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(x) create an amortization table using technology to organize data to make decisions about period of loan for a vehicle loan</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(xi) create an amortization table using technology to organize data to make decisions about special principal payment for a vehicle loan</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(xii) create an amortization table using technology to organize data to make decisions about interest rates for a vehicle loan</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(xiii) create an amortization table using technology to organize data to make critical judgments about varying the down payment for a vehicle loan</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(xiv) create an amortization table using technology to organize data to make critical judgments about period of loan for a vehicle loan</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(xv) create an amortization table using technology to organize data to make critical judgments about special principal payment for a vehicle loan</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(A) create an amortization table using technology to collect and organize data to make decisions and critical judgments about varying the down payment, period of loan, special principal payment, and interest rates for a vehicle loan</p>	<p>(xvi) create an amortization table using technology to organize data to make critical judgments about interest rates for a vehicle loan</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(B) determine the costs associated with owning and leasing a vehicle, including insurance, maintenance, repairs, and fuel</p>	<p>(i) determine the costs associated with owning a vehicle, including insurance</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(B) determine the costs associated with owning and leasing a vehicle, including insurance, maintenance, repairs, and fuel</p>	<p>(ii) determine the costs associated with owning a vehicle, including maintenance</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(B) determine the costs associated with owning and leasing a vehicle, including insurance, maintenance, repairs, and fuel</p>	<p>(iii) determine the costs associated with owning a vehicle, including repairs</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(B) determine the costs associated with owning and leasing a vehicle, including insurance, maintenance, repairs, and fuel</p>	<p>(iv) determine the costs associated with owning a vehicle, including fuel</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(B) determine the costs associated with owning and leasing a vehicle, including insurance, maintenance, repairs, and fuel</p>	<p>(v) determine the costs associated with leasing a vehicle, including insurance</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(B) determine the costs associated with owning and leasing a vehicle, including insurance, maintenance, repairs, and fuel</p>	<p>(vi) determine the costs associated with leasing a vehicle, including maintenance</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(B) determine the costs associated with owning and leasing a vehicle, including insurance, maintenance, repairs, and fuel</p>	<p>(vii) determine the costs associated with leasing a vehicle, including repairs</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(B) determine the costs associated with owning and leasing a vehicle, including insurance, maintenance, repairs, and fuel</p>	<p>(viii) determine the costs associated with leasing a vehicle, including fuel</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(C) compare the total cost of buying and owning a vehicle to leasing a vehicle</p>	<p>(i) compare the total cost of buying and owning a vehicle to leasing a vehicle</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(D) compare the total cost of purchase and maintenance of several possible vehicles</p>	<p>(i) compare the total cost of purchase and maintenance of several possible vehicles</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(E) identify and understand the costs and benefits of maintenance contracts and vehicle warranties</p>	<p>(i) identify the costs of maintenance contracts</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(E) identify and understand the costs and benefits of maintenance contracts and vehicle warranties</p>	<p>(ii) identify the costs of vehicle warranties</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(E) identify and understand the costs and benefits of maintenance contracts and vehicle warranties</p>	<p>(iii) understand the costs of maintenance contracts</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:	(E) identify and understand the costs and benefits of maintenance contracts and vehicle warranties	(iv) understand the costs of vehicle warranties
(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:	(E) identify and understand the costs and benefits of maintenance contracts and vehicle warranties	(v) identify the benefits of maintenance contracts
(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:	(E) identify and understand the costs and benefits of maintenance contracts and vehicle warranties	(vi) identify the benefits of vehicle warranties
(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:	(E) identify and understand the costs and benefits of maintenance contracts and vehicle warranties	(vii) understand the benefits of maintenance contracts
(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:	(E) identify and understand the costs and benefits of maintenance contracts and vehicle warranties	(viii) understand the benefits of vehicle warranties

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(F) calculate the funding needed to maintain vehicle payments in the event of a financial emergency</p>	<p>(i) calculate the funding needed to maintain vehicle payments in the event of a financial emergency</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(G) research various options for a driver's education course and the benefits of the course and the impact of a moving violation on insurance rates</p>	<p>(i) research various options for a driver's education course</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(G) research various options for a driver's education course and the benefits of the course and the impact of a moving violation on insurance rates</p>	<p>(ii) research benefits of the [driver's education] course</p>
<p>(8) The student applies mathematical process standards to demonstrate an understanding of the difference between a vehicle purchase and a vehicle lease and costs associated with each. The student is expected to:</p>	<p>(G) research various options for a driver's education course and the benefits of the course and the impact of a moving violation on insurance rates</p>	<p>(iii) research the impact of a moving violation on insurance rates</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(i) identify the factors involved in the various methods of buying stocks by evaluating the stock dividend yield</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(ii) identify the factors involved in the various methods of buying stocks by evaluating the price-earnings ratio</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(iii) identify the factors involved in the various methods of buying stocks by evaluating the return on investment</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(iv) identify the factors involved in the various methods of buying stocks by evaluating the earnings per share</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(v) identify the factors involved in the various methods of buying stocks by evaluating the net asset value</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(vi) identify the factors involved in the various methods of selling stocks by evaluating the stock dividend yield</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(vii) identify the factors involved in the various methods of selling stocks by evaluating the price-earnings ratio</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(viii) identify the factors involved in the various methods of selling stocks by evaluating the return on investment</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(ix) identify the factors involved in the various methods of selling stocks by evaluating the earnings per share</p>



Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value	(x) identify the factors involved in the various methods of selling stocks by evaluating the net asset value
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value	(xi) identify the factors involved in the various methods of buying mutual funds including load funds, by evaluating the stock dividend yield
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value	(xii) identify the factors involved in the various methods of buying mutual funds including load funds, by evaluating the price-earnings ratio
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value	(xiii) identify the factors involved in the various methods of buying mutual funds including load funds, by evaluating the return on investment

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xiv) identify the factors involved in the various methods of buying mutual funds including load funds, by evaluating the earnings per share</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xv) identify the factors involved in the various methods of buying mutual funds including load funds, by evaluating the net asset value</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xvi) identify the factors involved in the various methods of buying mutual funds including no-load funds, by evaluating the stock dividend yield</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xvii) identify the factors involved in the various methods of buying mutual funds including no-load funds, by evaluating the price-earnings ratio</p>

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<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xviii) identify the factors involved in the various methods of buying mutual funds including no-load funds, by evaluating the return on investment</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xix) identify the factors involved in the various methods of buying mutual funds including no-load funds, by evaluating the earnings per share</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xx) identify the factors involved in the various methods of buying mutual funds including no-load funds, by evaluating the net asset value</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xxi) identify the factors involved in the various methods of selling mutual funds including load funds, by evaluating the stock dividend yield</p>

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<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xxii) identify the factors involved in the various methods of selling mutual funds including load funds, by evaluating the price-earnings ratio</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xxiii) identify the factors involved in the various methods of selling mutual funds including load funds, by evaluating the return on investment</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xxiv) identify the factors involved in the various methods of selling mutual funds including load funds, by evaluating the earnings per share</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xxv) identify the factors involved in the various methods of selling mutual funds including load funds, by evaluating the net asset value</p>

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<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xxvi) identify the factors involved in the various methods of selling mutual funds including no-load funds, by evaluating the stock dividend yield</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xxvii) identify the factors involved in the various methods of selling mutual funds including no-load funds, by evaluating the price-earnings ratio</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xxviii) identify the factors involved in the various methods of selling mutual funds including no-load funds, by evaluating the return on investment</p>
<p>(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:</p>	<p>(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value</p>	<p>(xxix) identify the factors involved in the various methods of selling mutual funds including no-load funds, by evaluating the earnings per share</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(A) identify the factors involved in the various methods of buying and selling stocks and mutual funds, including load and no-load funds, by evaluating the stock dividend yield, price-earnings ratio, return on investment, earnings per share, and net asset value	(xxx) identify the factors involved in the various methods of selling mutual funds including no-load funds, by evaluating the net asset value
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(B) calculate the cost of buying and selling bonds and analyze the investment return from bond yield and bond interest payment	(i) calculate the cost of buying bonds
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(B) calculate the cost of buying and selling bonds and analyze the investment return from bond yield and bond interest payment	(ii) calculate the cost of selling bonds
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(B) calculate the cost of buying and selling bonds and analyze the investment return from bond yield and bond interest payment	(iii) analyze the investment return from bond yield
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(B) calculate the cost of buying and selling bonds and analyze the investment return from bond yield and bond interest payment	(iv) analyze the investment return from bond interest payment
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(C) compare differences among investments, including stocks, bonds, mutual funds, Exchange Traded Funds, and real estate	(i) compare differences among investments, including stocks

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(C) compare differences among investments, including stocks, bonds, mutual funds, Exchange Traded Funds, and real estate	(ii) compare differences among investments, including bonds
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(C) compare differences among investments, including stocks, bonds, mutual funds, Exchange Traded Funds, and real estate	(iii) compare differences among investments, including mutual funds
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(C) compare differences among investments, including stocks, bonds, mutual funds, Exchange Traded Funds, and real estate	(iv) compare differences among investments, including Exchange Traded Funds
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(C) compare differences among investments, including stocks, bonds, mutual funds, Exchange Traded Funds, and real estate	(v) compare differences among investments, including real estate
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(D) compare the risk and return for a diversified and non-diversified investment portfolio in a student-created portfolio	(i) compare the risk for a diversified and non-diversified investment portfolio in a student-created portfolio
(9) The student applies mathematical process standards to demonstrate an understanding of investment options. The student is expected to:	(D) compare the risk and return for a diversified and non-diversified investment portfolio in a student-created portfolio	(iii) compare the return for a diversified and non-diversified investment portfolio in a student-created portfolio

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(A) analyze the costs and benefits of term and permanent (whole) life insurance such as the cost of premiums, dividends, accumulation of cash value, tax treatment of death benefits, and protection from creditors of death benefits and cash values	(i) analyze the costs of term life insurance
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(A) analyze the costs and benefits of term and permanent (whole) life insurance such as the cost of premiums, dividends, accumulation of cash value, tax treatment of death benefits, and protection from creditors of death benefits and cash values	(ii) analyze the benefits of term life insurance
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(A) analyze the costs and benefits of term and permanent (whole) life insurance such as the cost of premiums, dividends, accumulation of cash value, tax treatment of death benefits, and protection from creditors of death benefits and cash values	(iii) analyze the costs of permanent (whole) life insurance
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(A) analyze the costs and benefits of term and permanent (whole) life insurance such as the cost of premiums, dividends, accumulation of cash value, tax treatment of death benefits, and protection from creditors of death benefits and cash values	(iv) analyze the benefits of permanent (whole) life insurance
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(B) estimate the amount of life insurance needed using a needs approach or an earnings multiple approach	(i) estimate the amount of life insurance needed using a needs approach or an earnings multiple approach



Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(C) estimate the cost of healthcare coverage, including the cost of health insurance premiums, co-payments, deductibles, and out-of-pocket expenses	(i) estimate the cost of healthcare coverage, including the cost of health insurance premiums
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(C) estimate the cost of healthcare coverage, including the cost of health insurance premiums, co-payments, deductibles, and out-of-pocket expenses	(ii) estimate the cost of healthcare coverage, including the cost of co-payments
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(C) estimate the cost of healthcare coverage, including the cost of health insurance premiums, co-payments, deductibles, and out-of-pocket expenses	(iii) estimate the cost of healthcare coverage, including the cost of deductibles
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(C) estimate the cost of healthcare coverage, including the cost of health insurance premiums, co-payments, deductibles, and out-of-pocket expenses	(iv) estimate the cost of healthcare coverage, including the cost of out-of-pocket expenses
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(D) explain the need for disability income insurance and research the cost	(i) explain the need for disability income insurance

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(D) explain the need for disability income insurance and research the cost	(ii) research the cost [of disability income insurance]
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(E) compare the benefits to the costs of special protection coverages such as cancer, pet, vacation, burial, international travel, and purchase protection	(i) compare the benefits to the costs of special protection coverages
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(F) demonstrate an understanding of the actuarial process used to set premiums	(i) demonstrate an understanding of the actuarial process used to set premiums
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(G) demonstrate an understanding of insurance company and agent selection and professional designations within the insurance profession	(i) demonstrate an understanding of insurance company selection
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(G) demonstrate an understanding of insurance company and agent selection and professional designations within the insurance profession	(ii) demonstrate an understanding of agent selection

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student applies mathematical process standards to demonstrate an understanding of various types of insurance, including life, health, disability, and income insurances, and special protection. The student is expected to:	(G) demonstrate an understanding of insurance company and agent selection and professional designations within the insurance profession	(iii) demonstrate an understanding of professional designations within the insurance profession
(11) The student applies mathematical process standards to demonstrate an understanding of retirement plans. The student is expected to:	(A) compare tax advantage retirement plans, including Individual Retirement Accounts (IRAs), Roth IRAs, 401(k) plans, and 403(b) plans, and determine an appropriate investment for retirement	(i) compare tax advantage retirement plans, including Individual Retirement Accounts (IRAs)
(11) The student applies mathematical process standards to demonstrate an understanding of retirement plans. The student is expected to:	(A) compare tax advantage retirement plans, including Individual Retirement Accounts (IRAs), Roth IRAs, 401(k) plans, and 403(b) plans, and determine an appropriate investment for retirement	(ii) compare tax advantage retirement plans, including Roth IRAs
(11) The student applies mathematical process standards to demonstrate an understanding of retirement plans. The student is expected to:	(A) compare tax advantage retirement plans, including Individual Retirement Accounts (IRAs), Roth IRAs, 401(k) plans, and 403(b) plans, and determine an appropriate investment for retirement	(iii) compare tax advantage retirement plans, including 401(k) plans
(11) The student applies mathematical process standards to demonstrate an understanding of retirement plans. The student is expected to:	(A) compare tax advantage retirement plans, including Individual Retirement Accounts (IRAs), Roth IRAs, 401(k) plans, and 403(b) plans, and determine an appropriate investment for retirement	(iv) compare tax advantage retirement plans, including 403(b) plans

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student applies mathematical process standards to demonstrate an understanding of retirement plans. The student is expected to:	(A) compare tax advantage retirement plans, including Individual Retirement Accounts (IRAs), Roth IRAs, 401(k) plans, and 403(b) plans, and determine an appropriate investment for retirement	(v) determine an appropriate investment for retirement
(11) The student applies mathematical process standards to demonstrate an understanding of retirement plans. The student is expected to:	(B) calculate and graph the exponential function showing the benefits of starting early to invest with continuous contributions	(i) calculate the exponential function showing the benefits of starting early to invest with continuous contributions
(11) The student applies mathematical process standards to demonstrate an understanding of retirement plans. The student is expected to:	(B) calculate and graph the exponential function showing the benefits of starting early to invest with continuous contributions	(ii) graph the exponential function showing the benefits of starting early to invest with continuous contributions
(11) The student applies mathematical process standards to demonstrate an understanding of retirement plans. The student is expected to:	(C) calculate tax treatment penalty for early withdrawal	(i) calculate tax treatment penalty for early withdrawal
(11) The student applies mathematical process standards to demonstrate an understanding of retirement plans. The student is expected to:	(D) calculate, using technology, the amount that must be saved annually to achieve financial independence by a desired age	(i) calculate, using technology, the amount that must be saved annually to achieve financial independence by a desired age
(12) The student applies mathematical process standards to demonstrate an understanding of a fixed pension, a variable pension, social security, and an annuity. The student is expected to identify an annuity and calculate and display graphically the future value of an annuity.	[A] identify an annuity and calculate and display graphically the future value of an annuity	(i) identify an annuity

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(12) The student applies mathematical process standards to demonstrate an understanding of a fixed pension, a variable pension, social security, and an annuity. The student is expected to identify an annuity and calculate and display graphically the future value of an annuity.</p>	<p>[A] identify an annuity and calculate and display graphically the future value of an annuity</p>	<p>(ii) calculate graphically the future value of an annuity</p>
<p>(12) The student applies mathematical process standards to demonstrate an understanding of a fixed pension, a variable pension, social security, and an annuity. The student is expected to identify an annuity and calculate and display graphically the future value of an annuity.</p>	<p>[A] identify an annuity and calculate and display graphically the future value of an annuity</p>	<p>(iii) display graphically the future value of an annuity</p>
<p>(13) The student applies mathematical process standards to demonstrate an understanding of wills and trusts for the distribution of assets at death. The student is expected to identify how wills and trusts support the distribution of assets after death.</p>	<p>[A] identify how wills and trusts support the distribution of assets after death</p>	<p>(i) identify how wills support the distribution of assets after death</p>
<p>(13) The student applies mathematical process standards to demonstrate an understanding of wills and trusts for the distribution of assets at death. The student is expected to identify how wills and trusts support the distribution of assets after death.</p>	<p>[A] identify how wills and trusts support the distribution of assets after death</p>	<p>(ii) identify how trusts support the distribution of assets after death</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student applies mathematical process standards to demonstrate an understanding of charitable giving. The student is expected to demonstrate an understanding of the value and benefits of charitable giving.	[A] demonstrate an understanding of the value and benefits of charitable giving	(i) demonstrate an understanding of the value of charitable giving
(14) The student applies mathematical process standards to demonstrate an understanding of charitable giving. The student is expected to demonstrate an understanding of the value and benefits of charitable giving.	[A] demonstrate an understanding of the value and benefits of charitable giving	(ii) demonstrate an understanding of the benefits of charitable giving
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(A) create a comprehensive balanced personal budget, including fixed and variable expenses, college savings, emergency savings, and retirement savings	(i) create a comprehensive balanced personal budget, including fixed expenses
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(A) create a comprehensive balanced personal budget, including fixed and variable expenses, college savings, emergency savings, and retirement savings	(ii) create a comprehensive balanced personal budget, including variable expenses
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(A) create a comprehensive balanced personal budget, including fixed and variable expenses, college savings, emergency savings, and retirement savings	(iii) create a comprehensive balanced personal budget, including college savings
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(A) create a comprehensive balanced personal budget, including fixed and variable expenses, college savings, emergency savings, and retirement savings	(iv) create a comprehensive balanced personal budget, including emergency savings

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(A) create a comprehensive balanced personal budget, including fixed and variable expenses, college savings, emergency savings, and retirement savings	(v) create a comprehensive balanced personal budget, including retirement savings
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(B) identify free resources to assist with maintaining a budget	(i) identify free resources to assist with maintaining a budget
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(C) compare different standards of living in the United States, including poverty, minimum wage, living wage, and desired standards of living	(i) compare different standards of living in the United States, including poverty
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(C) compare different standards of living in the United States, including poverty, minimum wage, living wage, and desired standards of living	(ii) compare different standards of living in the United States, including minimum wage
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(C) compare different standards of living in the United States, including poverty, minimum wage, living wage, and desired standards of living	(iii) compare different standards of living in the United States, including living wage
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(C) compare different standards of living in the United States, including poverty, minimum wage, living wage, and desired standards of living	(iv) compare different standards of living in the United States, including desired standards of living
(15) The student applies mathematical process standards to demonstrate an understanding of the budgeting process. The student is expected to:	(A) define and explain types of identity theft	(i) define types of identity theft

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student applies mathematical process standards to demonstrate an understanding of identity theft. The student is expected to:	(A) define and explain types of identity theft	(ii) explain types of identity theft
(16) The student applies mathematical process standards to demonstrate an understanding of identity theft. The student is expected to:	(B) create a plan for prevention of identity theft	(i) create a plan for prevention of identity theft
(16) The student applies mathematical process standards to demonstrate an understanding of identity theft. The student is expected to:	(C) identify suitable methods for reporting identity theft	(i) identify suitable methods for reporting identity theft
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(A) understand educational, military, and current job opportunities	(i) understand educational job opportunities
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(A) understand educational, military, and current job opportunities	(ii) understand military job opportunities
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(A) understand educational, military, and current job opportunities	(iii) understand current job opportunities
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living	(i) research potential careers to assure a life strategy that will produce employment the student enjoys with a desired standard of living



Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living	(ii) research postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living	(iii) align interests with potential careers to assure a life strategy that will produce employment the student enjoys with a desired standard of living
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living	(iv) align interests with postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living	(v) align skills with potential careers to assure a life strategy that will produce employment the student enjoys with a desired standard of living
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(B) research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living	(vi) align skills with postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(C) calculate the total funding required to complete a desired postsecondary education program	(i) calculate the total funding required to complete a desired postsecondary education program

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(D) identify different resources for acquiring funding for education after high school such as personal savings, employment, Free Application for Federal Student Aid (FAFSA), Texas Application for Federal Student Aid, Expected Family Contribution, Pell Grants, work-study programs, student loans, Individual Development Accounts, scholarships such as the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), and internships to reduce the projected cost of education	(i) identify different resources for acquiring funding for education after high school to reduce the projected cost of education
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(E) identify benefits and potential savings for students investing in themselves such as taking Advanced Placement and dual credit classes	(i) identify benefits for students investing in themselves
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(E) identify benefits and potential savings for students investing in themselves such as taking Advanced Placement and dual credit classes	(ii) identify potential savings for students investing in themselves
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(F) graph and compare compensation earnings of potential careers and the cost of postsecondary education	(i) graph compensation earnings of potential careers
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(F) graph and compare compensation earnings of potential careers and the cost of postsecondary education	(ii) graph the cost of postsecondary education

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(F) graph and compare compensation earnings of potential careers and the cost of postsecondary education	(iii) compare compensation earnings of potential careers
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(F) graph and compare compensation earnings of potential careers and the cost of postsecondary education	(iv) compare the cost of postsecondary education
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(G) calculate the Return on Investment from completing a desired postsecondary education program, taking into consideration anticipated earnings for a selected degree and the cost of attending a specific postsecondary program	(i) calculate the Return on Investment from completing a desired postsecondary education program, taking into consideration anticipated earnings for a selected degree
(17) The student applies mathematical process standards to demonstrate an understanding for a postsecondary plan. The student is expected to:	(G) calculate the Return on Investment from completing a desired postsecondary education program, taking into consideration anticipated earnings for a selected degree and the cost of attending a specific postsecondary program	(ii) calculate the Return on Investment from completing a desired postsecondary education program, taking into consideration the cost of attending a specific postsecondary program

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter F. Finance</b>
<b>Course Title</b>	<b>§130.182. Money Matters (One Credit), Adopted 2015.</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.</p> <p>(3) In Money Matters, students will investigate money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(i) demonstrate an understanding of appropriate communication with customers through verbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(ii) demonstrate an understanding of appropriate communication with customers through nonverbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(iii) demonstrate an understanding of appropriate communication with customers through digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(iv) demonstrate an understanding of appropriate communication with employers through verbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(v) demonstrate an understanding of appropriate communication with employers through nonverbal means

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(vi) demonstrate an understanding of appropriate communication with employers through digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(vii) demonstrate an understanding of appropriate communication with coworkers through verbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(viii) demonstrate an understanding of appropriate communication with coworkers through nonverbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(ix) demonstrate an understanding of appropriate communication with coworkers through digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate an understanding of the use of business etiquette	(i) demonstrate an understanding of the use of business etiquette
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of appropriate customer service such as building customer relationships and resolving customer complaints	(i) demonstrate an understanding of appropriate customer service

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate an understanding of ethical and legal issues in business	(i) demonstrate an understanding of ethical issues in business
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate an understanding of ethical and legal issues in business	(ii) demonstrate an understanding of legal issues in business
(2) The student uses career planning concepts, tools, and strategies to explore, obtain, and develop a financial plan. The student is expected to:	(A) discuss the nature and benefits of financial planning	(i) discuss the nature of financial planning
(2) The student uses career planning concepts, tools, and strategies to explore, obtain, and develop a financial plan. The student is expected to:	(A) discuss the nature and benefits of financial planning	(ii) discuss the benefits of financial planning
(2) The student uses career planning concepts, tools, and strategies to explore, obtain, and develop a financial plan. The student is expected to:	(B) discuss the role of ethics and personal responsibility in financial planning	(i) discuss the role of ethics in financial planning
(2) The student uses career planning concepts, tools, and strategies to explore, obtain, and develop a financial plan. The student is expected to:	(B) discuss the role of ethics and personal responsibility in financial planning	(ii) discuss the role of personal responsibility in financial planning
(3) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(A) understand educational, military, and current job opportunities	(i) understand educational opportunities

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(A) understand educational, military, and current job opportunities	(ii) understand military opportunities
(3) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(A) understand educational, military, and current job opportunities	(iii) understand current job opportunities
(3) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(B) create a postsecondary plan that includes topics such as application requirements; testing requirements; certification requirements; associated deadlines; associated costs, including living expenses; job prospects and opportunities; beginning earnings; expected future earnings; and resumes and cover letters	(i) create a postsecondary plan that includes [postsecondary plan] topics
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(A) explain forms of financial exchange, including cash, credit cards, debit cards, and electronic funds transfer	(i) explain forms of financial exchange, including cash
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(A) explain forms of financial exchange, including cash, credit cards, debit cards, and electronic funds transfer	(ii) explain forms of financial exchange, including credit cards
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(A) explain forms of financial exchange, including cash, credit cards, debit cards, and electronic funds transfer	(iii) explain forms of financial exchange, including debit cards



Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(A) explain forms of financial exchange, including cash, credit cards, debit cards, and electronic funds transfer	(iv) explain forms of financial exchange, including electronic funds transfer
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(B) compare and contrast various types of currency, including paper money, coins, banknotes, government bonds, and treasury notes	(i) compare and contrast various types of currency, including paper money, coins, banknotes, government bonds, and treasury notes
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(C) identify functions of money, including medium of exchange, unit of measure, and store of value	(i) identify functions of money, including medium of exchange
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(C) identify functions of money, including medium of exchange, unit of measure, and store of value	(ii) identify functions of money, including unit of measure
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(C) identify functions of money, including medium of exchange, unit of measure, and store of value	(iii) identify functions of money, including store of value
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(D) describe sources of income, including wages and salaries, interest, rent, dividends, capital gains, and transfer payments	(i) describe sources of income, including wages and salaries
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(D) describe sources of income, including wages and salaries, interest, rent, dividends, capital gains, and transfer payments	(ii) describe sources of income, including interest

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(D) describe sources of income, including wages and salaries, interest, rent, dividends, capital gains, and transfer payments	(iii) describe sources of income, including rent
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(D) describe sources of income, including wages and salaries, interest, rent, dividends, capital gains, and transfer payments	(iv) describe sources of income, including dividends
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(D) describe sources of income, including wages and salaries, interest, rent, dividends, capital gains, and transfer payments	(v) describe sources of income, including capital gains
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(D) describe sources of income, including wages and salaries, interest, rent, dividends, capital gains, and transfer payments	(vi) describe sources of income, including transfer payments
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(E) explain the time value of money	(i) explain the time value of money
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(F) discuss the purposes and importance of credit	(i) discuss the purposes of credit
(4) The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	(F) discuss the purposes and importance of credit	(ii) discuss the importance of credit

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student examines economic systems. The student is expected to:	(A) explain sole proprietorships, partnerships, and corporations	(i) explain sole proprietorships
(5) The student examines economic systems. The student is expected to:	(A) explain sole proprietorships, partnerships, and corporations	(ii) explain partnerships
(5) The student examines economic systems. The student is expected to:	(A) explain sole proprietorships, partnerships, and corporations	(iii) explain corporations
(5) The student examines economic systems. The student is expected to:	(B) identify factors affecting profit, revenue, and expenses	(i) identify factors affecting profit
(5) The student examines economic systems. The student is expected to:	(B) identify factors affecting profit, revenue, and expenses	(ii) identify factors affecting revenue
(5) The student examines economic systems. The student is expected to:	(B) identify factors affecting profit, revenue, and expenses	(iii) identify factors affecting expenses
(5) The student examines economic systems. The student is expected to:	(C) understand the rights and responsibilities of consumers within various economic systems	(i) understand the rights of consumers within various economic systems
(5) The student examines economic systems. The student is expected to:	(C) understand the rights and responsibilities of consumers within various economic systems	(ii) understand the responsibilities of consumers within various economic systems

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student examines personal financial activities and the role of government. The student is expected to:	(A) analyze the importance and purpose of taxes	(i) analyze the importance of taxes
(6) The student examines personal financial activities and the role of government. The student is expected to:	(A) analyze the importance and purpose of taxes	(ii) analyze the purpose of taxes
(6) The student examines personal financial activities and the role of government. The student is expected to:	(B) analyze monetary policy and fiscal policy	(i) analyze monetary policy
(6) The student examines personal financial activities and the role of government. The student is expected to:	(B) analyze monetary policy and fiscal policy	(ii) analyze fiscal policy
(6) The student examines personal financial activities and the role of government. The student is expected to:	(C) analyze the supply and demand for money	(i) analyze the supply and demand for money
(6) The student examines personal financial activities and the role of government. The student is expected to:	(D) analyze the role of the Federal Reserve System	(i) analyze the role of the Federal Reserve System
(7) The student discusses economic indicators impacting personal financial decision making. The student is expected to:	(A) analyze the measure of consumer spending as an economic indicator	(i) analyze the measure of consumer spending as an economic indicator

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student discusses economic indicators impacting personal financial decision making. The student is expected to:	(B) analyze the impact of a nation's unemployment rates	(i) analyze the impact of a nation's unemployment rates
(7) The student discusses economic indicators impacting personal financial decision making. The student is expected to:	(C) analyze the concept of Gross Domestic Product	(i) analyze the concept of Gross Domestic Product
(7) The student discusses economic indicators impacting personal financial decision making. The student is expected to:	(D) analyze the economic impact of inflation on personal financial decision making	(i) analyze the economic impact of inflation on personal financial decision making
(7) The student discusses economic indicators impacting personal financial decision making. The student is expected to:	(E) analyze unemployment and inflation tradeoffs	(i) analyze unemployment and inflation tradeoffs
(7) The student discusses economic indicators impacting personal financial decision making. The student is expected to:	(F) analyze the economic impact of interest rate fluctuations	(i) analyze the economic impact of interest rate fluctuations
(7) The student discusses economic indicators impacting personal financial decision making. The student is expected to:	(G) analyze the impact of business cycles on personal financial decision making	(i) analyze the impact of business cycles on personal financial decision making
(8) The student analyzes the impact of international activities on personal financial decision making. The student is expected to:	(A) examine international current events as related to personal financial decision making	(i) examine international current events as related to personal financial decision making

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes the impact of international activities on personal financial decision making. The student is expected to:	(B) examine currency exchange rates	(i) examine currency exchange rates
(8) The student analyzes the impact of international activities on personal financial decision making. The student is expected to:	(C) examine domestic and international labor issues as related to personal financial decision making	(i) examine domestic labor issues as related to personal financial decision making
(8) The student analyzes the impact of international activities on personal financial decision making. The student is expected to:	(C) examine domestic and international labor issues as related to personal financial decision making.	(ii) examine international labor issues as related to personal financial decision making
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(A) develop a budget based on personal financial goals	(i) develop a budget based on personal financial goals
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(B) explain the benefits of saving and investing	(i) explain the benefits of saving
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(B) explain the benefits of saving and investing	(ii) explain the benefits of investing
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(C) examine tax liabilities, including as they relate to the completion of a W-4	(i) examine tax liabilities, including as they relate to the completion of a W-4

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(D) analyze a pay stub	(i) analyze a pay stub
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(E) interpret and reconcile bank statements	(i) interpret bank statements
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(E) interpret and reconcile bank statements	(ii) reconcile bank statements
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(F) maintain financial records	(i) maintain financial records
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(G) evaluate credit scores	(i) evaluate credit scores
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(H) use identify theft protection measures	(i) use identify theft protection measures
(9) The student examines how personal financial decisions are used to achieve financial goals. The student is expected to:	(I) prepare personal income tax forms by completing a 1040EZ with a W-2 form and using current tax tables	(i) prepare personal income tax forms by completing a 1040EZ with a W-2 form and using current tax tables

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands the purposes of financial service providers. The student is expected to:	(A) describe types of financial service providers, including banks and credit unions	(i) describe types of financial service providers, including banks
(10) The student understands the purposes of financial service providers. The student is expected to:	(A) describe types of financial service providers, including banks and credit unions	(ii) describe types of financial service providers, including credit unions
(10) The student understands the purposes of financial service providers. The student is expected to:	(B) evaluate financial service providers based on selection criteria such as location, interest rates, and benefits	(i) evaluate financial service providers based on selection criteria
(10) The student understands the purposes of financial service providers. The student is expected to:	(C) analyze financing needed for long-term personal assets, including home purchases and payments and auto purchases, leases, and payments	(i) analyze financing needed for long-term personal assets, including home purchases
(10) The student understands the purposes of financial service providers. The student is expected to:	(C) analyze financing needed for long-term personal assets, including home purchases and payments and auto purchases, leases, and payments	(ii) analyze financing needed for long-term personal assets, including home payments
(10) The student understands the purposes of financial service providers. The student is expected to:	(C) analyze financing needed for long-term personal assets, including home purchases and payments and auto purchases, leases, and payments	(iii) analyze financing needed for long-term personal assets, including auto purchases
(10) The student understands the purposes of financial service providers. The student is expected to:	(C) analyze financing needed for long-term personal assets, including home purchases and payments and auto purchases, leases, and payments	(iv) analyze financing needed for long-term personal assets, including auto leases



Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands the purposes of financial service providers. The student is expected to:	(C) analyze financing needed for long-term personal assets, including home purchases and payments and auto purchases, leases, and payments	(v) analyze financing needed for long-term personal assets, including auto payments
(10) The student understands the purposes of financial service providers. The student is expected to:	(D) explain loan evaluation criteria used by lending institutions	(i) explain loan evaluation criteria used by lending institutions
(10) The student understands the purposes of financial service providers. The student is expected to:	(E) summarize the components of a loan application package	(i) summarize the components of a loan application package
(10) The student understands the purposes of financial service providers. The student is expected to:	(F) calculate a home loan payment schedule	(i) calculate a home loan payment schedule
(10) The student understands the purposes of financial service providers. The student is expected to:	(G) calculate an automobile loan payment schedule	(i) calculate an automobile loan payment schedule
(10) The student understands the purposes of financial service providers. The student is expected to:	(H) understand the risks of using a payday loan and title loan	(i) understand the risks of using a payday loan
(10) The student understands the purposes of financial service providers. The student is expected to:	(H) understand the risks of using a payday loan and title loan	(ii) understand the risks of using a title loan
(11) The student identifies various investment strategies. The student is expected to:	(A) evaluate different types of investments such as stocks, bonds, and property	(i) evaluate different types of investments

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student identifies various investment strategies. The student is expected to:	(B) evaluate investment goals and objectives as they relate to risk tolerance	(i) evaluate investment goals and objectives as they relate to risk tolerance
(11) The student identifies various investment strategies. The student is expected to:	(C) investigate the opportunities and costs of postsecondary education	(i) investigate the opportunities of postsecondary education
(11) The student identifies various investment strategies. The student is expected to:	(C) investigate the opportunities and costs of postsecondary education	(ii) investigate the costs of postsecondary education
(11) The student identifies various investment strategies. The student is expected to:	(D) investigate long-term needs and financial goals, including retirement	(i) investigate long-term needs, including retirement
(11) The student identifies various investment strategies. The student is expected to:	(D) investigate long-term needs and financial goals, including retirement	(ii) investigate long-term financial goals, including retirement
(11) The student identifies various investment strategies. The student is expected to:	(E) investigate the factors that affect the value of investments	(i) investigate the factors that affect the value of investments
(12) The student identifies methods to manage personal risk. The student is expected to:	(A) understand the concept of insurance	(i) understand the concept of insurance
(12) The student identifies methods to manage personal risk. The student is expected to:	(B) explore the reasons for obtaining personal insurance, including health, disability, life, cancer, and long-term care insurance	(i) explore the reasons for obtaining personal insurance, including health insurance

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student identifies methods to manage personal risk. The student is expected to:	(B) explore the reasons for obtaining personal insurance, including health, disability, life, cancer, and long-term care insurance	(ii) explore the reasons for obtaining personal insurance, including disability insurance
(12) The student identifies methods to manage personal risk. The student is expected to:	(B) explore the reasons for obtaining personal insurance, including health, disability, life, cancer, and long-term care insurance	(iii) explore the reasons for obtaining personal insurance, including life insurance
(12) The student identifies methods to manage personal risk. The student is expected to:	(B) explore the reasons for obtaining personal insurance, including health, disability, life, cancer, and long-term care insurance	(iv) explore the reasons for obtaining personal insurance, including cancer insurance
(12) The student identifies methods to manage personal risk. The student is expected to:	(B) explore the reasons for obtaining personal insurance, including health, disability, life, cancer, and long-term care insurance	(v) explore the reasons for obtaining personal insurance, including long-term care insurance
(12) The student identifies methods to manage personal risk. The student is expected to:	(C) explore the reasons for obtaining property insurance coverage, including homeowner's, personal liability, renter's, flood, earthquake, and auto insurance	(i) explore the reasons for obtaining property insurance coverage, including homeowner's insurance
(12) The student identifies methods to manage personal risk. The student is expected to:	(C) explore the reasons for obtaining property insurance coverage, including homeowner's, personal liability, renter's, flood, earthquake, and auto insurance	(ii) explore the reasons for obtaining property insurance coverage, including personal liability insurance

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student identifies methods to manage personal risk. The student is expected to:	(C) explore the reasons for obtaining property insurance coverage, including homeowner's, personal liability, renter's, flood, earthquake, and auto insurance	(iii) explore the reasons for obtaining property insurance coverage, including renter's insurance
(12) The student identifies methods to manage personal risk. The student is expected to:	(C) explore the reasons for obtaining property insurance coverage, including homeowner's, personal liability, renter's, flood, earthquake, and auto insurance	(iv) explore the reasons for obtaining property insurance coverage, including flood insurance
(12) The student identifies methods to manage personal risk. The student is expected to:	(C) explore the reasons for obtaining property insurance coverage, including homeowner's, personal liability, renter's, flood, earthquake, and auto insurance	(v) explore the reasons for obtaining property insurance coverage, including earthquake insurance
(12) The student identifies methods to manage personal risk. The student is expected to:	(C) explore the reasons for obtaining property insurance coverage, including homeowner's, personal liability, renter's, flood, earthquake, and auto insurance	(vi) explore the reasons for obtaining property insurance coverage, including auto insurance
(12) The student identifies methods to manage personal risk. The student is expected to:	(D) understand the insurance claim settlement process	(i) understand the insurance claim settlement process

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter F. Finance</b>
<b>Course Title</b>	<b>§130.184. Securities and Investments (One Credit), Adopted 2015</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.</p> <p>(3) In Securities and Investments, students will understand the laws and regulations to manage business operations and transactions in the securities industry.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

<b>(c) Knowledge and Skills.</b>		
<b>Knowledge and Skill Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(i) demonstrate an understanding of appropriate communication with customers through verbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(ii) demonstrate an understanding of appropriate communication with customers through nonverbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(iii) demonstrate an understanding of appropriate communication with customers through digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(iv) demonstrate an understanding of appropriate communication with employers through verbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(v) demonstrate an understanding of appropriate communication with employers through nonverbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(vi) demonstrate an understanding of appropriate communication with employers through digital means

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(vii) demonstrate an understanding of appropriate communication with coworkers through verbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(viii) demonstrate an understanding of appropriate communication with coworkers through nonverbal means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, and digital means	(ix) demonstrate an understanding of appropriate communication with coworkers through digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate an understanding of the use of business etiquette	(i) demonstrate an understanding of the use of business etiquette
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of appropriate customer service such as building customer relationships and resolving customer complaints	(i) demonstrate an understanding of appropriate customer service
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate an understanding of ethical and legal issues in business	(i) demonstrate an understanding of ethical issues in business
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate an understanding of ethical and legal issues in business	(ii) demonstrate an understanding of legal issues in business

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(2) The student describes laws and regulations in order to manage personal and business operations and transactions in the securities and investments industry. The student is expected to:</p>	<p>(A) explain regulation of the securities and investments industry, including the role of the Securities and Exchange Commission</p>	<p>(i) explain regulation of the securities and investments industry, including the role of the Securities and Exchange Commission</p>
<p>(2) The student describes laws and regulations in order to manage personal and business operations and transactions in the securities and investments industry. The student is expected to:</p>	<p>(B) understand the legal and ethical considerations in buying and selling securities</p>	<p>(i) understand the legal considerations in buying securities</p>
<p>(2) The student describes laws and regulations in order to manage personal and business operations and transactions in the securities and investments industry. The student is expected to:</p>	<p>(B) understand the legal and ethical considerations in buying and selling securities</p>	<p>(ii) understand the legal considerations in selling securities</p>
<p>(2) The student describes laws and regulations in order to manage personal and business operations and transactions in the securities and investments industry. The student is expected to:</p>	<p>(B) understand the legal and ethical considerations in buying and selling securities</p>	<p>(iii) understand the ethical considerations in buying securities</p>
<p>(2) The student describes laws and regulations in order to manage personal and business operations and transactions in the securities and investments industry. The student is expected to:</p>	<p>(B) understand the legal and ethical considerations in buying and selling securities</p>	<p>(iv) understand the ethical considerations in selling securities</p>
<p>(2) The student describes laws and regulations in order to manage personal and business operations and transactions in the securities and investments industry. The student is expected to:</p>	<p>(C) understand the state regulation of the securities and investments industry</p>	<p>(i) understand the state regulation of the securities and investments industry</p>



Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student describes investment analysis and selection processes. The student is expected to:	(A) describe types of investment objectives	(i) describe types of investment objectives
(3) The student describes investment analysis and selection processes. The student is expected to:	(B) consider the nature of investment risk	(i) consider the nature of investment risk
(3) The student describes investment analysis and selection processes. The student is expected to:	(C) analyze diversification strategies	(i) analyze diversification strategies
(3) The student describes investment analysis and selection processes. The student is expected to:	(D) understand factors to consider when selecting investments	(i) understand factors to consider when selecting investments
(3) The student describes investment analysis and selection processes. The student is expected to:	(E) analyze information that can be obtained from financial statements and annual reports	(i) analyze information that can be obtained from financial statements
(3) The student describes investment analysis and selection processes. The student is expected to:	(E) analyze information that can be obtained from financial statements and annual reports	(ii) analyze information that can be obtained from annual reports
(3) The student describes investment analysis and selection processes. The student is expected to:	(F) examine a mutual fund prospectus	(i) examine a mutual fund prospectus
(3) The student describes investment analysis and selection processes. The student is expected to:	(G) interpret analysis used in making investment decisions	(i) interpret analysis used in making investment decisions
(3) The student describes investment analysis and selection processes. The student is expected to:	(H) discuss strategies for selecting investments	(i) discuss strategies for selecting investments

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student describes investment analysis and selection processes. The student is expected to:	(I) identify performance measurements for venture capital	(i) identify performance measurements for venture capital
(3) The student describes investment analysis and selection processes. The student is expected to:	(J) describe investment analysis and selection theory such as the Modern Portfolio Theory, the Capital Asset Pricing Model, and the Arbitrage Pricing Theory	(i) describe investment analysis
(3) The student describes investment analysis and selection processes. The student is expected to:	(J) describe investment analysis and selection theory such as the Modern Portfolio Theory, the Capital Asset Pricing Model, and the Arbitrage Pricing Theory	(ii) describe selection theory
(4) The student identifies investments. The student is expected to:	(A) interpret financial ratios significant to investors, including price earnings ratio	(i) interpret financial ratios significant to investors, including price earnings ratio
(4) The student identifies investments. The student is expected to:	(B) calculate stock-related values such as the value of a constant growth stock, the expected value of future dividends, and the expected rate of return	(i) calculate stock-related values
(4) The student identifies investments. The student is expected to:	(C) calculate bond-related values such as the price of a bond given its yield to maturity, the coupon interest payment for a bond, and the effects of interest rates on the price of a bond	(i) calculate bond-related values
(4) The student identifies investments. The student is expected to:	(D) calculate bond present value and future value	(i) calculate bond present value
(4) The student identifies investments. The student is expected to:	(D) calculate bond present value and future value	(ii) calculate bond future value

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student identifies investments. The student is expected to:	(E) select investments based on financial analysis such as financial ratios	(i) select investments based on financial analysis
(5) The student understands security and investment operations. The student is expected to:	(A) examine security and investment operational activities	(i) examine security and investment operational activities
(5) The student understands security and investment operations. The student is expected to:	(B) discuss the operations of a securities and investment office	(i) discuss the operations of a securities and investment office
(5) The student understands security and investment operations. The student is expected to:	(C) examine the buy and sell functions of a brokerage firm	(i) examine the buy functions of a brokerage firm
(5) The student understands security and investment operations. The student is expected to:	(C) examine the buy and sell functions of a brokerage firm	(ii) examine the sell functions of a brokerage firm
(5) The student understands security and investment operations. The student is expected to:	(D) discuss and calculate commissions	(i) discuss commissions
(5) The student understands security and investment operations. The student is expected to:	(D) discuss and calculate commissions	(ii) calculate commissions
(6) The student explores securities and investments licensing and certification programs. The student is expected to:	(A) explore educational requirements	(i) explore educational requirements

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student explores securities and investments licensing and certification programs. The student is expected to:	(B) compare and contrast the Series 6 and Series 7 licensing exams required to sell securities and other financial products	(i) compare and contrast the Series 6 and Series 7 licensing exams required to sell securities
(6) The student explores securities and investments licensing and certification programs. The student is expected to:	(B) compare and contrast the Series 6 and Series 7 licensing exams required to sell securities and other financial products	(ii) compare and contrast the Series 6 and Series 7 licensing exams required to sell other financial products
(6) The student explores securities and investments licensing and certification programs. The student is expected to:	(C) explain professional designations in the securities and investments industry such as Certified Fund Specialist, Chartered Financial Analyst, Board Certified in Asset Allocation, Board Certified in Securities, Certified Senior Consultant, and Certified Financial Planner	(i) explain professional designations in the securities and investments industry
(7) The student understand investments and their relationships to the economy. The student is expected to:	(A) evaluate the environments in which security and investment services are offered, including securities sales agents, securities and investments firms, and securities markets	(i) evaluate the environments in which securities and investments services are offered, including securities sales agents
(7) The student understand investments and their relationships to the economy. The student is expected to:	(A) evaluate the environments in which security and investment services are offered, including securities sales agents, securities and investments firms, and securities markets	(ii) evaluate the environments in which securities and investments services are offered, including securities and investment firms
(7) The student understand investments and their relationships to the economy. The student is expected to:	(A) evaluate the environments in which security and investment services are offered, including securities sales agents, securities and investments firms, and securities markets	(iii) evaluate the environments in which securities and investments services are offered, including securities markets

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student understand investments and their relationships to the economy. The student is expected to:	(B) evaluate causes of stock price fluctuations	(i) evaluate causes of stock price fluctuations
(7) The student understand investments and their relationships to the economy. The student is expected to:	(C) evaluate the relationship between bond prices and yields	(i) evaluate the relationship between bond prices and yields
(7) The student understand investments and their relationships to the economy. The student is expected to:	(D) evaluate the role of investment banking in the primary marketplace	(i) evaluate the role of investment banking in the primary marketplace
(7) The student understand investments and their relationships to the economy. The student is expected to:	(E) evaluate margin accounts, short sales, market timing, and international strategies	(i) evaluate margin accounts
(7) The student understand investments and their relationships to the economy. The student is expected to:	(E) evaluate margin accounts, short sales, market timing, and international strategies	(ii) evaluate short sales
(7) The student understand investments and their relationships to the economy. The student is expected to:	(E) evaluate margin accounts, short sales, market timing, and international strategies	(iii) evaluate market timing
(7) The student understand investments and their relationships to the economy. The student is expected to:	(E) evaluate margin accounts, short sales, market timing, and international strategies	(iv) evaluate international strategies

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student demonstrates an understanding of securities and investments products. The student is expected to evaluate securities and investments products such as stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate, retirement investment plans, and education savings and the advantages and disadvantages from an issuer and investor perspective.</p>	<p>[A] evaluate securities and investments products such as stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate, retirement investment plans, and education savings and the advantages and disadvantages from an issuer and investor perspective</p>	<p>(i) evaluate securities and investments products</p>
<p>(8) The student demonstrates an understanding of securities and investments products. The student is expected to evaluate securities and investments products such as stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate, retirement investment plans, and education savings and the advantages and disadvantages from an issuer and investor perspective.</p>	<p>[A] evaluate securities and investments products such as stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate, retirement investment plans, and education savings and the advantages and disadvantages from an issuer and investor perspective</p>	<p>(ii) evaluate the advantages [of securities and investments products] from an issuer perspective</p>
<p>(8) The student demonstrates an understanding of securities and investments products. The student is expected to evaluate securities and investments products such as stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate, retirement investment plans, and education savings and the advantages and disadvantages from an issuer and investor perspective.</p>	<p>[A] evaluate securities and investments products such as stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate, retirement investment plans, and education savings and the advantages and disadvantages from an issuer and investor perspective</p>	<p>(iii) evaluate the advantages [of securities and investments products] from an investor perspective</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(8) The student demonstrates an understanding of securities and investments products. The student is expected to evaluate securities and investments products such as stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate, retirement investment plans, and education savings and the advantages and disadvantages from an issuer and investor perspective.</p>	<p>[A] evaluate securities and investments products such as stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate, retirement investment plans, and education savings and the advantages and disadvantages from an issuer and investor perspective</p>	<p>(iv) evaluate the disadvantages [of securities and investments products] from an issuer perspective</p>
<p>(8) The student demonstrates an understanding of securities and investments products. The student is expected to evaluate securities and investments products such as stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate, retirement investment plans, and education savings and the advantages and disadvantages from an issuer and investor perspective.</p>	<p>[A] evaluate securities and investments products such as stocks, dividends, stock splits, options strategies, hedge funds, futures, bonds, mutual funds, venture capital, real estate, retirement investment plans, and education savings and the advantages and disadvantages from an issuer and investor perspective</p>	<p>(iv) evaluate the disadvantages [of securities and investments products] from an investor perspective</p>
<p>(9) The student demonstrates an understanding for a postsecondary plan. The student is expected to:</p>	<p>(A) understand educational, military, and current job opportunities</p>	<p>(i) understand educational opportunities</p>
<p>(9) The student demonstrates an understanding for a postsecondary plan. The student is expected to:</p>	<p>(A) understand educational, military, and current job opportunities</p>	<p>(ii) understand military opportunities</p>
<p>(9) The student demonstrates an understanding for a postsecondary plan. The student is expected to:</p>	<p>(A) understand educational, military, and current job opportunities</p>	<p>(iii) understand current job opportunities</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student demonstrates an understanding for a postsecondary plan. The student is expected to:</p>	<p>(B) create a postsecondary plan that includes topics such as application requirements; testing requirements; certification requirements; associated deadlines; associated costs, including living expenses; job prospects and opportunities; beginning earnings; expected future earnings; and resumes and cover letters</p>	<p>(i) create a postsecondary plan</p>



<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter F. Finance</b>
<b>Course Title</b>	<b>§130.185. Insurance Operations (One Credit), Adopted 2015.</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.</p> <p>(3) In Insurance Operations, students will understand the laws and regulations in order to manage business operations and transactions in the insurance industry.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means	(i) demonstrate an understanding of appropriate communication with customers through verbal, nonverbal, or digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means	(ii) demonstrate an understanding of appropriate communication with employers through verbal, nonverbal, or digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means	(iii) demonstrate an understanding of appropriate communication with coworkers through verbal, nonverbal, or digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate an understanding of the use of business etiquette	(i) demonstrate an understanding of the use of business etiquette
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of appropriate customer service such as building customer relationships and resolving customer complaints	(i) demonstrate an understanding of appropriate customer service
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate an understanding of ethical and legal issues	(i) demonstrate an understanding of ethical issues

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate an understanding of ethical and legal issues	(ii) demonstrate an understanding of legal issues
(2) The student has an understanding of the insurance industry. The student is expected to:	(A) examine the insurance industry	(i) examine the insurance industry
(2) The student has an understanding of the insurance industry. The student is expected to:	(B) evaluate components of automobile insurance coverage	(i) evaluate components of automobile insurance coverage
(2) The student has an understanding of the insurance industry. The student is expected to:	(C) evaluate components of homeowner's insurance and renter's insurance, including a personal umbrella liability policy	(i) evaluate components of homeowners' insurance, including a personal umbrella liability policy
(2) The student has an understanding of the insurance industry. The student is expected to:	(C) evaluate components of homeowner's insurance and renter's insurance, including a personal umbrella liability policy	(ii) evaluate components of renter's insurance, including a personal umbrella liability policy
(2) The student has an understanding of the insurance industry. The student is expected to:	(D) evaluate the purpose of flood insurance and earthquake insurance	(i) evaluate the purpose of flood insurance
(2) The student has an understanding of the insurance industry. The student is expected to:	(D) evaluate the purpose of flood insurance and earthquake insurance	(ii) evaluate the purpose of earthquake insurance
(2) The student has an understanding of the insurance industry. The student is expected to:	(E) evaluate the purpose of commercial property insurance	(i) evaluate the purpose of commercial property insurance

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student has an understanding of the insurance industry. The student is expected to:	(F) evaluate the purpose of commercial liability insurance	(i) evaluate the purpose of commercial liability insurance
(2) The student has an understanding of the insurance industry. The student is expected to:	(G) evaluate the purpose of title insurance	(i) evaluate the purpose of title insurance
(2) The student has an understanding of the insurance industry. The student is expected to:	(H) evaluate the purpose of health insurance, long-term care insurance, and cancer insurance	(i) evaluate the purpose of health insurance
(2) The student has an understanding of the insurance industry. The student is expected to:	(H) evaluate the purpose of health insurance, long-term care insurance, and cancer insurance	(ii) evaluate the purpose of long-term care insurance
(2) The student has an understanding of the insurance industry. The student is expected to:	(H) evaluate the purpose of health insurance, long-term care insurance, and cancer insurance	(iii) evaluate the purpose of cancer insurance
(2) The student has an understanding of the insurance industry. The student is expected to:	(I) compare and contrast Medicare and Medicaid	(i) compare and contrast Medicare and Medicaid
(2) The student has an understanding of the insurance industry. The student is expected to:	(J) investigate the purpose of unemployment insurance	(i) investigate the purpose of unemployment insurance
(2) The student has an understanding of the insurance industry. The student is expected to:	(K) evaluate the purpose of workers' compensation insurance	(i) evaluate the purpose of workers' compensation insurance
(2) The student has an understanding of the insurance industry. The student is expected to:	(L) evaluate the purpose of disability insurance	(i) evaluate the purpose of disability insurance

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student has an understanding of the insurance industry. The student is expected to:	(M) compare and contrast the purpose of life insurance, including term, whole, and group	(i) compare and contrast the purpose of life insurance, including term, whole, and group
(2) The student has an understanding of the insurance industry. The student is expected to:	(N) summarize the role of life insurance in investment and estate planning	(i) summarize the role of life insurance in investment planning
(2) The student has an understanding of the insurance industry. The student is expected to:	(N) summarize the role of life insurance in investment and estate planning	(ii) summarize the role of life insurance in estate planning
(2) The student has an understanding of the insurance industry. The student is expected to:	(O) compare and contrast the methods that insurance companies use to generate income, including collection of premiums and investing activities	(i) compare and contrast the methods that insurance companies use to generate income, including collection of premiums and investing activities
(2) The student has an understanding of the insurance industry. The student is expected to:	(P) evaluate the use of state risk pool programs	(i) evaluate the use of state risk pool programs
(2) The student has an understanding of the insurance industry. The student is expected to:	(Q) summarize trends in the insurance industry such as hacker insurance, pet insurance, travel insurance, and identity theft insurance	(i) summarize trends in the insurance industry
(3) The student explores careers in insurance. The student is expected to:	(A) explore education, licensing, and certification requirements	(i) explore education requirements
(3) The student explores careers in insurance. The student is expected to:	(A) explore education, licensing, and certification requirements	(ii) explore licensing requirements

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student explores careers in insurance. The student is expected to:	(A) explore education, licensing, and certification requirements	(iii) explore certification requirements
(3) The student explores careers in insurance. The student is expected to:	(B) understands the role and responsibilities of insurance professionals such as agents, underwriters, actuaries, claims personnel, and investigators	(i) understand the role of insurance professionals
(3) The student explores careers in insurance. The student is expected to:	(B) understands the role and responsibilities of insurance professionals such as agents, underwriters, actuaries, claims personnel, and investigators	(ii) understand the responsibilities of insurance professionals
(4) The student examines regulations that ensure compliance adherence to insurance industry regulations. The student is expected to:	(A) evaluate the ethical and social responsibilities in the field of insurance	(i) evaluate the ethical responsibilities in the field of insurance
(4) The student examines regulations that ensure compliance adherence to insurance industry regulations. The student is expected to:	(A) evaluate the ethical and social responsibilities in the field of insurance	(ii) evaluate the social responsibilities in the field of insurance
(4) The student examines regulations that ensure compliance adherence to insurance industry regulations. The student is expected to:	(B) summarize federal and state regulations governing the insurance industry	(i) summarize federal regulations governing the insurance industry
(4) The student examines regulations that ensure compliance adherence to insurance industry regulations. The student is expected to:	(B) summarize federal and state regulations governing the insurance industry	(ii) summarize state regulations governing the insurance industry

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student examines regulations that ensure compliance adherence to insurance industry regulations. The student is expected to:	(C) assess the significance of the Consolidated Omnibus Budget Reconciliation Act (COBRA)	(i) assess the significance of the Consolidated Omnibus Budget Reconciliation Act (COBRA)
(4) The student examines regulations that ensure compliance adherence to insurance industry regulations. The student is expected to:	(D) assess the Health Insurance Portability and Accountability Act (HIPAA), including Title I and Title II	(i) assess the Health Insurance Portability and Accountability Act (HIPAA), including Title I
(4) The student examines regulations that ensure compliance adherence to insurance industry regulations. The student is expected to:	(D) assess the Health Insurance Portability and Accountability Act (HIPAA), including Title I and Title II	(ii) assess the Health Insurance Portability and Accountability Act (HIPAA), including Title II
(4) The student examines regulations that ensure compliance adherence to insurance industry regulations. The student is expected to:	(E) assess the Patient Protection and Affordable Care Act (PPACA)	(i) assess the Patient Protection and Affordable Care Act (PPACA)
(5) The student explains legal concepts pertinent to the insurance industry. The student is expected to:	(A) examine legal principles that pertain to insurance such as indemnity, insurable interest, subrogation, and utmost good faith	(i) examine legal principles that pertain to insurance
(5) The student explains legal concepts pertinent to the insurance industry. The student is expected to:	(B) evaluate insurance contracts	(i) evaluate insurance contracts
(6) The student identifies the components used in the insurance industry for approval and denial decisions. The student is expected to:	(A) explain the importance of actuarial science in the insurance industry	(i) explain the importance of actuarial science in the insurance industry

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student identifies the components used in the insurance industry for approval and denial decisions. The student is expected to:	(B) examine the nature of credit-based insurance scores	(i) examine the nature of credit-based insurance scores
(6) The student identifies the components used in the insurance industry for approval and denial decisions. The student is expected to:	(C) examine the underwriting process	(i) examine the underwriting process
(7) The student has an understanding of insurance fraud. The student is expected to:	(A) examine various types of insurance fraud	(i) examine various types of insurance fraud
(7) The student has an understanding of insurance fraud. The student is expected to:	(B) investigate various methods for detecting insurance fraud	(i) investigate various methods for detecting insurance fraud
(7) The student has an understanding of insurance fraud. The student is expected to:	(C) investigate and research a current event about insurance fraud to create a grammatically correct, written report with citations for presentation	(i) investigate a current event about insurance fraud to create a grammatically correct, written report with citations for presentation
(7) The student has an understanding of insurance fraud. The student is expected to:	(C) investigate and research a current event about insurance fraud to create a grammatically correct, written report with citations for presentation	(ii) research a current event about insurance fraud to create a grammatically correct, written report with citations for presentation
(8) The student demonstrates an understanding of the claims process. The student is expected to examine the claims process, including the role of the agent and the adjustor.	(A) examine the claims process, including the role of the agent and the adjustor	(i) examine the claims process, including the role of the agent



Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student demonstrates an understanding of the claims process. The student is expected to examine the claims process, including the role of the agent and the adjustor.	(A) examine the claims process, including the role of the agent and the adjustor	(ii) examine the claims process, including the role of the adjustor
(9) The student identifies different insurance providers and rates. The student is expected to:	(A) compare and contrast insurance company ratings	(i) compare and contrast insurance company ratings
(9) The student identifies different insurance providers and rates. The student is expected to:	(B) compare and contrast insurance premiums according to gender, geographic area, and age	(i) compare and contrast insurance premiums according to gender
(9) The student identifies different insurance providers and rates. The student is expected to:	(B) compare and contrast insurance premiums according to gender, geographic area, and age	(ii) compare and contrast insurance premiums according to geographic area
(9) The student identifies different insurance providers and rates. The student is expected to:	(B) compare and contrast insurance premiums according to gender, geographic area, and age	(iii) compare and contrast insurance premiums according to age
(10) The student demonstrates an understanding of identity theft. The student is expected to create a plan for prevention of identity theft and for the reporting of identity theft.	(A) create a plan for prevention of identity theft and for the reporting of identity theft	(i) create a plan for prevention of identity theft
(10) The student demonstrates an understanding of identity theft. The student is expected to create a plan for prevention of identity theft and for the reporting of identity theft.	(A) create a plan for prevention of identity theft and for the reporting of identity theft	(ii) create a plan for the reporting of identify theft

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(A) understand the educational, military, and current job opportunities	(i) understand the educational opportunities
(11) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(A) understand the educational, military, and current job opportunities	(ii) understand the military job opportunities
(11) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(A) understand the educational, military, and current job opportunities	(iii) understand the current job opportunities
(11) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(B) create a postsecondary plan that includes topics such as application requirements; testing requirements; certification requirements; associated deadlines; associated costs, including living expenses; job prospects and opportunities; beginning earnings; expected future earnings; and resumes and cover letters	(i) create a postsecondary plan

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter F. Finance</b>
<b>Course Title</b>	<b>§130.186. Banking and Financial Services (One-Half Credit), Adopted 2015.</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one-half credit for successful completion of this course.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.</p> <p>(3) Banking services are primarily concerned with accepting deposits, lending funds, and extending credit. Banking services include cash management, short-term investments, mortgages and other loans, credit cards, and bill payment. Banking services are delivered via a number of different institutions, from commercial banks (the largest group) and other traditional means (savings and loans associations, credit unions, and local banks) to newer ventures through insurance companies, brokerage houses, and the Internet.</p> <p>(4) In Banking and Financial Services, students will develop knowledge and skills in the economic, financial, technological, international, social, and ethical aspects of banking to become competent employees and entrepreneurs. Students will incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.</p> <p>(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate effective oral and written communication skills	(i) demonstrate effective oral communication skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate effective oral and written communication skills	(ii) demonstrate effective written communication skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform numerical and arithmetic applications	(i) perform numerical applications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform numerical and arithmetic applications	(ii) perform arithmetic applications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of integrity and strong work ethic	(i) demonstrate an understanding of integrity
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of integrity and strong work ethic	(ii) demonstrate strong work ethic

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate attention to detail in completed assignments	(i) demonstrate attention to detail in completed assignments
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective problem solving	(i) demonstrate effective problem solving
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(A) outline the evolution of money and banking in the U.S. economy	(i) outline the evolution of money in the U.S. economy
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(A) outline the evolution of money and banking in the U.S. economy	(ii) outline the evolution of banking in the U.S. economy
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(B) explain the operation of the Federal Reserve Bank and its role in the economy	(i) explain the operation of the Federal Reserve Bank
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(B) explain the operation of the Federal Reserve Bank and its role in the economy	(ii) explain the [Federal Reserve Bank's] role in the economy
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(C) outline and analyze the history and the impact of the use of the gold or silver standard in monetary policy	(i) outline the history of the use of the gold or silver standard in monetary policy
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(C) outline and analyze the history and the impact of the use of the gold or silver standard in monetary policy	(ii) outline the impact of the use of the gold or silver standard in monetary policy

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(C) outline and analyze the history and the impact of the use of the gold or silver standard in monetary policy	(iii) analyze the history of the use of the gold or silver standard in monetary policy
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(C) outline and analyze the history and the impact of the use of the gold or silver standard in monetary policy	(iv) analyze the impact of the use of the gold or silver standard in monetary policy
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(D) compare and contrast the types of financial institutions such as commercial banks, savings and loan associations, credit unions, investment banks, financial services companies, and mortgage companies	(i) compare and contrast the types of financial institutions
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(E) discuss the role of the World Bank Group in international financial assistance	(i) discuss the role of the World Bank Group in international financial assistance
(2) The student evaluates the role of banking in the modern economy. The student is expected to:	(F) explain the nature of government agencies that provide financing to businesses such as the Export-Import Bank of the United States and the Small Business Administration	(i) explain the nature of government agencies that provide financing to businesses
(3) The student acquires knowledge of banking processes and services. The student is expected to:	(A) describe the nature of banking processes	(i) describe the nature of banking processes
(3) The student acquires knowledge of banking processes and services. The student is expected to:	(B) describe the types of banking services	(i) describe the types of banking services

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student acquires knowledge of banking processes and services. The student is expected to:	(C) discuss retail bank products and services	(i) discuss retail bank products
(3) The student acquires knowledge of banking processes and services. The student is expected to:	(C) discuss retail bank products and services	(ii) discuss retail bank services
(3) The student acquires knowledge of banking processes and services. The student is expected to:	(D) explain business bank products and services	(i) explain business bank products
(3) The student acquires knowledge of banking processes and services. The student is expected to:	(D) explain business bank products and services	(ii) explain business bank services
(3) The student acquires knowledge of banking processes and services. The student is expected to:	(E) describe basic teller performance standards	(i) describe basic teller performance standards
(3) The student acquires knowledge of banking processes and services. The student is expected to:	(F) discuss the nature of loan products	(i) discuss the nature of loan products
(3) The student acquires knowledge of banking processes and services. The student is expected to:	(G) discuss trust services available to customers	(i) discuss trust services available to customers
(4) The student describes the roles and responsibilities in banking services, including educational requirements. The student is expected to:	(A) explain the role and responsibilities of administrative careers in banking services	(i) explain the role of administrative careers in banking services

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student describes the roles and responsibilities in banking services, including educational requirements. The student is expected to:	(A) explain the role and responsibilities of administrative careers in banking services	(ii) explain the responsibilities of administrative careers in banking services
(4) The student describes the roles and responsibilities in banking services, including educational requirements. The student is expected to:	(B) describe the role and responsibilities of executive and managerial careers in banking services	(i) describe the role of executive careers in banking services
(4) The student describes the roles and responsibilities in banking services, including educational requirements. The student is expected to:	(B) describe the role and responsibilities of executive and managerial careers in banking services	(ii) describe the role of managerial careers in banking services
(4) The student describes the roles and responsibilities in banking services, including educational requirements. The student is expected to:	(B) describe the role and responsibilities of executive and managerial careers in banking services	(iii) describe the responsibilities of executive careers in banking services
(4) The student describes the roles and responsibilities in banking services, including educational requirements. The student is expected to:	(B) describe the role and responsibilities of executive and managerial careers in banking services	(iv) describe the responsibilities of managerial careers in banking services
(5) The student determines client needs and wants and responds through planned, personalized communication to influence purchase decisions and enhance future business opportunities in banking services. The student is expected to:	(A) describe the importance of selling in the banking industry, including cross-selling and relationship selling	(i) describe the importance of selling in the banking industry, including cross-selling



Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student determines client needs and wants and responds through planned, personalized communication to influence purchase decisions and enhance future business opportunities in banking services. The student is expected to:	(A) describe the importance of selling in the banking industry, including cross-selling and relationship selling	(ii) describe the importance of selling in the banking industry, including relationship selling
(5) The student determines client needs and wants and responds through planned, personalized communication to influence purchase decisions and enhance future business opportunities in banking services. The student is expected to:	(B) explain the process of opening a new account	(i) explain the process of opening a new account
(5) The student determines client needs and wants and responds through planned, personalized communication to influence purchase decisions and enhance future business opportunities in banking services. The student is expected to:	(C) describe loan terms for a client	(i) describe loan terms for a client
(6) The student simulates the day-to-day activities within a banking organization in order to ensure secure operations. The student is expected to:	(A) describe bank loss prevention measures such as procedures for the secure handling of cash and checks; detecting and reporting counterfeit currency; developing business continuity plans; and preventing crimes to which a bank could fall victim such as fraud, robbery, and phishing	(i) describe bank loss prevention measures
(6) The student simulates the day-to-day activities within a banking organization in order to ensure secure operations. The student is expected to:	(B) discuss the role of the Federal Reserve System in banking operations and cash-handling procedures	(i) discuss the role of the Federal Reserve System in banking operations

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student simulates the day-to-day activities within a banking organization in order to ensure secure operations. The student is expected to:	(B) discuss the role of the Federal Reserve System in banking operations and cash-handling procedures	(ii) discuss the role of the Federal Reserve System in cash-handling procedures
(6) The student simulates the day-to-day activities within a banking organization in order to ensure secure operations. The student is expected to:	(C) simulate daily cash processing activities such as processing damaged and mutilated currency and coin, ordering and depositing currency, depositing checks, handling differences in cash received and deposited, and transporting cash	(i) simulate daily cash processing activities
(6) The student simulates the day-to-day activities within a banking organization in order to ensure secure operations. The student is expected to:	(D) analyze the underwriting of loan applications to determine credit worthiness of customers, including credit analysis, and factors affecting loan pricing and structuring	(i) analyze the underwriting of loan applications to determine credit worthiness of customers, including credit analysis
(6) The student simulates the day-to-day activities within a banking organization in order to ensure secure operations. The student is expected to:	(D) analyze the underwriting of loan applications to determine credit worthiness of customers, including credit analysis, and factors affecting loan pricing and structuring	(ii) analyze factors affecting loan pricing
(6) The student simulates the day-to-day activities within a banking organization in order to ensure secure operations. The student is expected to:	(D) analyze the underwriting of loan applications to determine credit worthiness of customers, including credit analysis, and factors affecting loan pricing and structuring	(iii) analyze factors affecting loan structuring
(6) The student simulates the day-to-day activities within a banking organization in order to ensure secure operations. The student is expected to:	(E) discuss the nature of problem loan management	(i) discuss the nature of problem loan management

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student describes laws and regulations used to manage business operations and transactions in the banking services industry. The student is expected to:	(A) explain the elements of a compliance program	(i) explain the elements of a compliance program
(7) The student describes laws and regulations used to manage business operations and transactions in the banking services industry. The student is expected to:	(B) discuss functional areas of a compliance audit	(i) discuss functional areas of a compliance audit
(7) The student describes laws and regulations used to manage business operations and transactions in the banking services industry. The student is expected to:	(C) analyze a compliance plan	(i) analyze a compliance plan
(7) The student describes laws and regulations used to manage business operations and transactions in the banking services industry. The student is expected to:	(D) discuss federal regulations of lending and operations functions in banking services, including the ethical and social aspects of those regulations	(i) discuss federal regulations of lending functions in banking services, including the ethical aspects of those regulations
(7) The student describes laws and regulations used to manage business operations and transactions in the banking services industry. The student is expected to:	(D) discuss federal regulations of lending and operations functions in banking services, including the ethical and social aspects of those regulations	(ii) discuss federal regulations of lending functions in banking services, including the social aspects of those regulations
(7) The student describes laws and regulations used to manage business operations and transactions in the banking services industry. The student is expected to:	(D) discuss federal regulations of lending and operations functions in banking services, including the ethical and social aspects of those regulations	(iii) discuss federal regulations of operations functions in banking services, including the ethical aspects of those regulations

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student describes laws and regulations used to manage business operations and transactions in the banking services industry. The student is expected to:	(D) discuss federal regulations of lending and operations functions in banking services, including the ethical and social aspects of those regulations	(iv) discuss federal regulations of operations functions in banking services, including the social aspects of those regulations
(7) The student describes laws and regulations used to manage business operations and transactions in the banking services industry. The student is expected to:	(E) discuss e-compliance issues in banking services	(i) discuss e-compliance issues in banking services
(7) The student describes laws and regulations used to manage business operations and transactions in the banking services industry. The student is expected to:	(F) discuss the responsibilities of regulatory agencies that oversee the banking industry	(i) discuss the responsibilities of regulatory agencies that oversee the banking industry
(8) The student investigates ways to create and maintain positive, ongoing relationships with banking customers in order to enhance the organization's image. The student is expected to:	(A) explain ways to cultivate positive relationships with customers to enhance company image	(i) explain ways to cultivate positive relationships with customers to enhance company image
(8) The student investigates ways to create and maintain positive, ongoing relationships with banking customers in order to enhance the organization's image. The student is expected to:	(B) discuss the importance of meeting and exceeding customer expectations	(i) discuss the importance of meeting customer expectations
(8) The student investigates ways to create and maintain positive, ongoing relationships with banking customers in order to enhance the organization's image. The student is expected to:	(B) discuss the importance of meeting and exceeding customer expectations	(ii) discuss the importance of exceeding customer expectations

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student investigates ways to create and maintain positive, ongoing relationships with banking customers in order to enhance the organization's image. The student is expected to:	(C) describe the relationships that institutions providing banking services have with their communities	(i) describe the relationships that institutions providing banking services have with their communities
(9) The student maintains, monitors, controls, and plans the use of financial resources to enhance banking performance. The student is expected to:	(A) describe the manner in which banks generate profit and explain measures they take to ensure profitability	(i) describe the manner in which banks generate profit
(9) The student maintains, monitors, controls, and plans the use of financial resources to enhance banking performance. The student is expected to:	(A) describe the manner in which banks generate profit and explain measures they take to ensure profitability	(ii) explain measures they take to ensure profitability
(9) The student maintains, monitors, controls, and plans the use of financial resources to enhance banking performance. The student is expected to:	(B) use financial formulas commonly used in banking to aid in the growth and stability of banking services, including key ratios and banking calculations such as interest and annual percentage rate, capital adequacy, asset quality, management administration, earnings, liquidity, and sensitivity to market risk	(i) use financial formulas commonly used in banking to aid in the growth of banking services, including key ratios
(9) The student maintains, monitors, controls, and plans the use of financial resources to enhance banking performance. The student is expected to:	(B) use financial formulas commonly used in banking to aid in the growth and stability of banking services, including key ratios and banking calculations such as interest and annual percentage rate, capital adequacy, asset quality, management administration, earnings, liquidity, and sensitivity to market risk	(ii) use financial formulas commonly used in banking to aid in the stability of banking services, including key ratios

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student maintains, monitors, controls, and plans the use of financial resources to enhance banking performance. The student is expected to:</p>	<p>(B) use financial formulas commonly used in banking to aid in the growth and stability of banking services, including key ratios and banking calculations such as interest and annual percentage rate, capital adequacy, asset quality, management administration, earnings, liquidity, and sensitivity to market risk</p>	<p>(iii) use financial formulas commonly used in banking to aid in the growth of banking services, including banking calculations</p>
<p>(9) The student maintains, monitors, controls, and plans the use of financial resources to enhance banking performance. The student is expected to:</p>	<p>(B) use financial formulas commonly used in banking to aid in the growth and stability of banking services, including key ratios and banking calculations such as interest and annual percentage rate, capital adequacy, asset quality, management administration, earnings, liquidity, and sensitivity to market risk</p>	<p>(iv) use financial formulas commonly used in banking to aid in the stability of banking services, including banking calculations</p>

Subject	Chapter 130. Career and Technical Education, Subchapter F. Finance
Course Title	§130.187. Accounting I (One Credit), Adopted 2015.
<p><b>(a) General Requirements.</b> This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for successful completion of this course.</p>	
<p><b>(b) Introduction.</b></p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.</p> <p>(3) Accounting encompasses careers that record, classify, summarize, analyze, and communicate a business's financial information/business transactions for use in management decision making.</p> <p>Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.</p> <p>(4) In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making.</p> <p>(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate effective oral and written communication skills	(i) demonstrate effective oral communication skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate effective oral and written communication skills	(ii) demonstrate effective written communication skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform numerical and arithmetic applications	(i) perform numerical applications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform numerical and arithmetic applications	(ii) perform arithmetic applications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of integrity and strong work ethic	(i) demonstrate an understanding of integrity
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of integrity and strong work ethic	(ii) demonstrate strong work ethic



Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate attention to detail in completed assignments	(i) demonstrate attention to detail in completed assignments
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective problem solving	(i) demonstrate effective problem solving
(2) The student communicates an understanding of the accounting industry. The student is expected	(A) describe the purpose of accounting and financial reporting	(i) describe the purpose of accounting
(2) The student communicates an understanding of the accounting industry. The student is expected	(A) describe the purpose of accounting and financial reporting	(ii) describe the purpose of financial reporting
(2) The student communicates an understanding of the accounting industry. The student is expected	(B) discuss its impact on industry	(i) discuss [accounting and financial reporting's] impact on industry
(2) The student communicates an understanding of the accounting industry. The student is expected	(C) describe Generally Accepted Accounting Principles (GAAP)	(i) describe Generally Accepted Accounting Principles (GAAP)
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(A) discuss the significance of responsibility in accounting such as ethical and social responsibility	(i) discuss the significance of responsibility in accounting

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(i) explore careers in accounting, including education requirements of certified public accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(ii) explore careers in accounting, including roles of certified public accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(iii) explore careers in accounting, including responsibilities of certified public accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(iv) explore careers in accounting, including education requirements of general ledger accountants

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(v) explore careers in accounting, including roles of general ledger accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(vi) explore careers in accounting, including responsibilities of general ledger accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(vii) explore careers in accounting, including education requirements of management accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(viii) explore careers in accounting, including roles of management accountants

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(ix) explore careers in accounting, including responsibilities of management accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(x) explore careers in accounting, including education requirements of auditors
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xi) explore careers in accounting, including roles of auditors
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xii) explore careers in accounting, including responsibilities of auditors

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xiii) explore careers in accounting, including education requirements of government accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xiv) explore careers in accounting, including roles of government accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xv) explore careers in accounting, including responsibilities of government accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xvi) explore careers in accounting, including education requirements of international accountants

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xvii) explore careers in accounting, including roles of international accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xviii) explore careers in accounting, including responsibilities of international accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xix) explore careers in accounting, including education requirements of forensic accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xx) explore careers in accounting, including roles of forensic accountants

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xxi) explore careers in accounting, including responsibilities of forensic accountants
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xxii) explore careers in accounting, including education requirements of senior management in accounting
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xxiii) explore careers in accounting, including roles of senior management in accounting
(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:	(B) explore careers in accounting, including education requirements, roles, and responsibilities of certified public accountants, general ledger accountants, management accountants, auditors, government accountants, international accountants, forensic accountants, and senior management in accounting	(xxiv) explore careers in accounting, including responsibilities of senior management in accounting

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:</p>	<p>(C) identify accounting licensing and certification programs, including professional designations for accountants such as certified public accountant and certified management accountant</p>	<p>(i) identify accounting licensing programs, including professional designations for accountants</p>
<p>(3) The student uses career planning concepts, tools, and strategies to explore accounting careers. The student is expected to:</p>	<p>(C) identify accounting licensing and certification programs, including professional designations for accountants such as certified public accountant and certified management accountant</p>	<p>(ii) identify accounting certification programs, including professional designations for accountants</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(A) illustrate the accounting cycle</p>	<p>(i) illustrate the accounting cycle</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(B) analyze the effects of transactions on the accounting equation and use T accounts to analyze transactions</p>	<p>(i) analyze the effects of transactions on the accounting equation</p>



Knowledge and Skill Statement	Student Expectation	Breakout
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(B) analyze the effects of transactions on the accounting equation and use T accounts to analyze transactions</p>	<p>(ii) use T accounts to analyze transactions</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(C) prepare a chart of accounts</p>	<p>(i) prepare a chart of accounts</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(D) journalize transactions in a general journal</p>	<p>(i) journalize transactions in a general journal</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(E) post journal entries to general ledger accounts</p>	<p>(i) post journal entries to general ledger accounts</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(F) prepare work sheets</p>	<p>(i) prepare work sheets</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(G) prepare a trial balance</p>	<p>(i) prepare a trial balance</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(H) journalize and post adjusting and closing entries</p>	<p>(i) journalize adjusting entries</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(H) journalize and post adjusting and closing entries</p>	<p>(ii) journalize closing entries</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(H) journalize and post adjusting and closing entries</p>	<p>(iii) post adjusting entries</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(H) journalize and post adjusting and closing entries</p>	<p>(iv) post closing entries</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(I) prepare a post-closing trial balance</p>	<p>(i) prepare a post-closing trial balance</p>
<p>(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:</p>	<p>(J) prepare financial statements, including income statements, balance sheets, statements of stockholders' equity, and changes in owners' equity</p>	<p>(i) prepare financial statements, including income statements</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:	(J) prepare financial statements, including income statements, balance sheets, statements of stockholders' equity, and changes in owners' equity	(ii) prepare financial statements, including balance sheets
(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:	(J) prepare financial statements, including income statements, balance sheets, statements of stockholders' equity, and changes in owners' equity	(iii) prepare financial statements, including statements of stockholders' equity
(4) The student uses equations, graphical representations, accounting tools, strategies, and automated systems in real-world situations to maintain, monitor, control, and plan the use of financial resources. The student will complete an accounting cycle for a service business. The student is expected to:	(J) prepare financial statements, including income statements, balance sheets, statements of stockholders' equity, and changes in owners' equity	(iv) prepare financial statements, including changes in owners' equity
(5) The student analyzes cash controls. The student is expected to:	(A) explain cash control procedures such as bank account access, dual control, timely account reconciliations, and security of check stock	(i) explain cash control procedures
(5) The student analyzes cash controls. The student is expected to:	(B) prove cash and reconcile bank statements	(i) prove cash

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student analyzes cash controls. The student is expected to:	(B) prove cash and reconcile bank statements	(ii) reconcile bank statements
(5) The student analyzes cash controls. The student is expected to:	(C) journalize and post entries to establish and replenish petty cash	(i) journalize entries to establish petty cash
(5) The student analyzes cash controls. The student is expected to:	(C) journalize and post entries to establish and replenish petty cash	(ii) journalize entries to replenish petty cash
(5) The student analyzes cash controls. The student is expected to:	(C) journalize and post entries to establish and replenish petty cash	(iii) post entries to establish petty cash
(5) The student analyzes cash controls. The student is expected to:	(C) journalize and post entries to establish and replenish petty cash	(iv) post entries to replenish petty cash
(5) The student analyzes cash controls. The student is expected to:	(D) journalize and post entries related to banking activities	(i) journalize entries related to banking activities
(5) The student analyzes cash controls. The student is expected to:	(D) journalize and post entries related to banking activities	(ii) post entries related to banking activities
(5) The student analyzes cash controls. The student is expected to:	(E) explain the benefits of electronic funds transfer	(i) explain the benefits of electronic funds transfer

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student performs accounting functions for a merchandising business. The student is expected to explain the nature of special journals and recording transactions in special journals.	(A) explain the nature of special journals and recording transactions in special journals	(i) explain the nature of special journals
(6) The student performs accounting functions for a merchandising business. The student is expected to explain the nature of special journals and recording transactions in special journals.	(A) explain the nature of special journals and recording transactions in special journals	(ii) explain recording transactions in special journals
(7) The student performs accounts payable functions. The student is expected to:	(A) maintain a vendor file	(i) maintain a vendor file
(7) The student performs accounts payable functions. The student is expected to:	(B) analyze purchase transactions	(i) analyze purchase transactions
(7) The student performs accounts payable functions. The student is expected to:	(C) post to an accounts payable subsidiary ledger	(i) post to an accounts payable subsidiary ledger
(7) The student performs accounts payable functions. The student is expected to:	(D) process invoices for payment	(i) process invoices for payment
(7) The student performs accounts payable functions. The student is expected to:	(E) prepare a schedule of accounts payable	(i) prepare a schedule of accounts payable
(7) The student performs accounts payable functions. The student is expected to:	(F) analyze the impact of accounts payable on the balance sheet and cash flow statements	(i) analyze the impact of accounts payable on the balance sheet

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student performs accounts payable functions. The student is expected to:	(F) analyze the impact of accounts payable on the balance sheet and cash flow statements	(ii) analyze the impact of accounts payable on cash flow statements
(8) The student performs accounts receivable functions. The student is expected to:	(A) explain the nature of accounts receivable	(i) explain the nature of accounts receivable
(8) The student performs accounts receivable functions. The student is expected to:	(B) maintain a customer file for accounts receivable	(i) maintain a customer file for accounts receivable
(8) The student performs accounts receivable functions. The student is expected to:	(C) analyze sales transactions	(i) analyze sales transactions
(8) The student performs accounts receivable functions. The student is expected to:	(D) post to an accounts receivable subsidiary ledger	(i) post to an accounts receivable subsidiary ledger
(8) The student performs accounts receivable functions. The student is expected to:	(E) process sales orders, returns, and allowances	(i) process sales orders
(8) The student performs accounts receivable functions. The student is expected to:	(E) process sales orders, returns, and allowances	(ii) process returns
(8) The student performs accounts receivable functions. The student is expected to:	(E) process sales orders, returns, and allowances	(iii) process allowances
(8) The student performs accounts receivable functions. The student is expected to:	(F) process customer payments	(i) process customer payments

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student performs accounts receivable functions. The student is expected to:	(G) process uncollectible accounts	(i) process uncollectible accounts
(8) The student performs accounts receivable functions. The student is expected to:	(H) prepare a schedule of accounts receivable	(i) prepare a schedule of accounts receivable
(8) The student performs accounts receivable functions. The student is expected to:	(I) determine uncollectible accounts receivable	(i) determine uncollectible accounts receivable
(8) The student performs accounts receivable functions. The student is expected to:	(J) analyze the impact of accounts receivable on the balance sheet and cash flow statements	(i) analyze the impact of accounts receivable on the balance sheet
(8) The student performs accounts receivable functions. The student is expected to:	(J) analyze the impact of accounts receivable on the balance sheet and cash flow statements	(ii) analyze the impact of accounts receivable on cash flow statements
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(A) discuss the importance of merchandise inventory to a corporation, including the benefits of determining the most efficient inventory levels	(i) discuss the importance of merchandise inventory to a corporation, including the benefits of determining the most efficient inventory levels
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(B) explain the difference between periodic and perpetual methods of calculating inventory quantities, including the use of inventory records, stock records, and point-of-sale terminals	(i) explain the difference between periodic and perpetual methods of calculating inventory quantities, including the use of inventory records



Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(B) explain the difference between periodic and perpetual methods of calculating inventory quantities, including the use of inventory records, stock records, and point-of-sale terminals	(ii) explain the difference between periodic and perpetual methods of calculating inventory quantities, including the use of stock records
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(B) explain the difference between periodic and perpetual methods of calculating inventory quantities, including the use of inventory records, stock records, and point-of-sale terminals	(iii) explain the difference between periodic and perpetual methods of calculating inventory quantities, including the use of point-of-sale terminals
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(C) calculate the cost of inventory, including the First In, First Out (FIFO) method, Last In, First Out (LIFO) method, weighted average method, and the Gross Profit method of estimating inventory	(i) calculate the cost of inventory, including the First In, First Out (FIFO) method of estimating inventory
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(C) calculate the cost of inventory, including the First In, First Out (FIFO) method, Last In, First Out (LIFO) method, weighted average method, and the Gross Profit method of estimating inventory	(ii) calculate the cost of inventory, including the Last In, First Out (LIFO) method of estimating inventory
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(C) calculate the cost of inventory, including the First In, First Out (FIFO) method, Last In, First Out (LIFO) method, weighted average method, and the Gross Profit method of estimating inventory	(iii) calculate the cost of inventory, including the weighted average method of estimating inventory
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(C) calculate the cost of inventory, including the First In, First Out (FIFO) method, Last In, First Out (LIFO) method, weighted average method, and the Gross Profit method of estimating inventory	(iv) calculate the cost of inventory, including the Gross Profit method of estimating inventory

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(D) analyze the results of valuing inventory under the FIFO method, LIFO method, weighted average method, and the Gross Profit method of estimating inventory to determine the effect on Net Income and Gross Profit	(i) analyze the results of valuing inventory under the FIFO method of estimating inventory to determine the effect on Net Income
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(D) analyze the results of valuing inventory under the FIFO method, LIFO method, weighted average method, and the Gross Profit method of estimating inventory to determine the effect on Net Income and Gross Profit	(ii) analyze the results of valuing inventory under the FIFO method of estimating inventory to determine the effect on Gross Profit
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(D) analyze the results of valuing inventory under the FIFO method, LIFO method, weighted average method, and the Gross Profit method of estimating inventory to determine the effect on Net Income and Gross Profit	(iii) analyze the results of valuing inventory under the LIFO method of estimating inventory to determine the effect on Net Income
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(D) analyze the results of valuing inventory under the FIFO method, LIFO method, weighted average method, and the Gross Profit method of estimating inventory to determine the effect on Net Income and Gross Profit	(iv) analyze the results of valuing inventory under the LIFO method of estimating inventory to determine the effect on Gross Profit
(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:	(D) analyze the results of valuing inventory under the FIFO method, LIFO method, weighted average method, and the Gross Profit method of estimating inventory to determine the effect on Net Income and Gross Profit	(v) analyze the results of valuing inventory under the weighted average method of estimating inventory to determine the effect on Net Income

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:</p>	<p>(D) analyze the results of valuing inventory under the FIFO method, LIFO method, weighted average method, and the Gross Profit method of estimating inventory to determine the effect on Net Income and Gross Profit</p>	<p>(vi) analyze the results of valuing inventory under the weighted average method of estimating inventory to determine the effect on Gross Profit</p>
<p>(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:</p>	<p>(D) analyze the results of valuing inventory under the FIFO method, LIFO method, weighted average method, and the Gross Profit method of estimating inventory to determine the effect on Net Income and Gross Profit</p>	<p>(vii) analyze the results of valuing inventory under the Gross Profit method of estimating inventory to determine the effect on Net Income</p>
<p>(9) The student investigates merchandise inventory to determine the impact on a company's financial position. The student is expected to:</p>	<p>(D) analyze the results of valuing inventory under the FIFO method, LIFO method, weighted average method, and the Gross Profit method of estimating inventory to determine the effect on Net Income and Gross Profit</p>	<p>(viii) analyze the results of valuing inventory under the Gross Profit method of estimating inventory to determine the effect on Gross Profit</p>
<p>(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:</p>	<p>(A) interpret time cards to calculate hours worked</p>	<p>(i) interpret time cards to calculate hours worked</p>
<p>(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:</p>	<p>(B) maintain employee earnings records and registers</p>	<p>(i) maintain employee earnings records</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:</p>	<p>(B) maintain employee earnings records and registers</p>	<p>(ii) maintain employee earnings registers</p>
<p>(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:</p>	<p>(C) calculate employee earnings, including gross earnings, withholdings, and net pay</p>	<p>(i) calculate employee earnings, including gross earnings</p>
<p>(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:</p>	<p>(C) calculate employee earnings, including gross earnings, withholdings, and net pay</p>	<p>(ii) calculate employee earnings, including withholdings</p>
<p>(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:</p>	<p>(C) calculate employee earnings, including gross earnings, withholdings, and net pay</p>	<p>(iii) calculate employee earnings, including net pay</p>
<p>(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:</p>	<p>(D) journalize salary expenses</p>	<p>(i) journalize salary expenses</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:	(E) calculate employer payroll taxes	(i) calculate employer payroll taxes
(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:	(F) journalize payroll tax expenses	(i) journalize payroll tax expenses
(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:	(G) discuss payroll tax expense forms and reports	(i) discuss payroll tax expense forms
(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:	(G) discuss payroll tax expense forms and reports	(ii) discuss payroll tax expense reports
(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:	(H) analyze the impact of salary expenses and payroll tax expense on total expenses and net income	(i) analyze the impact of salary expenses on total expenses

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:	(H) analyze the impact of salary expenses and payroll tax expense on total expenses and net income	(ii) analyze the impact of salary expenses on net income
(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:	(H) analyze the impact of salary expenses and payroll tax expense on total expenses and net income	(iii) analyze the impact of payroll tax expense on total expenses
(10) The student completes payroll procedures to calculate, record, and distribute payroll earnings and analyzes the impact of these expenses on a company's financial position. The student is expected to:	(H) analyze the impact of salary expenses and payroll tax expense on total expenses and net income	(iv) analyze the impact of payroll tax expense on net income
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(A) analyze the articles of incorporation needed to start a corporation	(i) analyze the articles of incorporation needed to start a corporation
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(B) journalize the issuance of stock	(i) journalize the issuance of stock
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(C) compute dividends payable on stock	(i) compute dividends payable on stock

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(D) complete a work sheet for a corporation, including calculating adjustments for depreciation, merchandise inventory, and federal taxes	(i) complete a work sheet for a corporation, including calculating adjustments for depreciation
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(D) complete a work sheet for a corporation, including calculating adjustments for depreciation, merchandise inventory, and federal taxes	(ii) complete a work sheet for a corporation, including calculating merchandise inventory
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(D) complete a work sheet for a corporation, including calculating adjustments for depreciation, merchandise inventory, and federal taxes	(iii) complete a work sheet for a corporation, including calculating federal taxes
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(E) prepare financial statements for a corporation, including a balance sheet, an income statement, a statement of stockholders' equity, and a statement of changes in retained earnings	(i) prepare financial statements for a corporation, including a balance sheet
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(E) prepare financial statements for a corporation, including a balance sheet, an income statement, a statement of stockholders' equity, and a statement of changes in retained earnings	(ii) prepare financial statements for a corporation, including an income statement
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(E) prepare financial statements for a corporation, including a balance sheet, an income statement, a statement of stockholders' equity, and a statement of changes in retained earnings	(iii) prepare financial statements for a corporation, including a statement of stockholders' equity

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(E) prepare financial statements for a corporation, including a balance sheet, an income statement, a statement of stockholders' equity, and a statement of changes in retained earnings	(iv) prepare financial statements for a corporation, including a statement of changes in retained earnings
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(F) understand that internal accounting controls exist to ensure the proper recording of financial transactions	(i) understand that internal accounting controls exist to ensure the proper recording of financial transactions
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(G) identify and perform tax accounting functions such as recordkeeping procedures and the nature of corporate tax accounting	(i) identify tax accounting functions
(11) The student performs specialized accounting functions for a corporation and completes an accounting cycle. The student is expected to:	(G) identify and perform tax accounting functions such as recordkeeping procedures and the nature of corporate tax accounting	(ii) perform tax accounting functions
(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:	(A) describe regulation of accounting	(i) describe regulation of accounting
(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:	(B) identify and analyze historical events that led to the regulation of accounting such as the fall of Enron; WorldCom; Tyco International, Ltd.; Adelphia Communications; and Arthur Andersen	(i) identify historical events that led to the regulation of accounting



Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:	(B) identify and analyze historical events that led to the regulation of accounting such as the fall of Enron; WorldCom; Tyco International, Ltd.; Adelphia Communications; and Arthur Andersen	(ii) analyze historical events that led to the regulation of accounting
(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:	(C) describe the impact of the Sarbanes-Oxley Act of 2002 on internal controls and financial reporting	(i) describe the impact of the Sarbanes-Oxley Act of 2002 on internal controls
(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:	(C) describe the impact of the Sarbanes-Oxley Act of 2002 on internal controls and financial reporting	(ii) describe the impact of the Sarbanes-Oxley Act of 2002 on financial reporting
(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:	(D) describe the role of the Securities and Exchange Commission in regulating the accounting industry	(i) describe the role of the Securities and Exchange Commission in regulating the accounting industry
(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:	(E) discuss state regulation of the accounting industry	(i) discuss state regulation of the accounting industry

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(F) identify and research a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; and (iv) determining which laws and regulations apply</p>	<p>(i) identify a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws</p>
<p>(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(F) identify and research a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; and (iv) determining which laws and regulations apply</p>	<p>(ii) research a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws, including formulating questions to analyze the issue</p>
<p>(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(F) identify and research a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; and (iv) determining which laws and regulations apply</p>	<p>(iii) research a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws, including gathering relevant sources</p>
<p>(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(F) identify and research a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; and (iv) determining which laws and regulations apply</p>	<p>(iv) research a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws, including evaluating the validity of those sources</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:	(F) identify and research a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; and (iv) determining which laws and regulations apply	(v) research a case study involving a historically significant compliance or regulatory agencies or laws, including the reliability of those sources
(12) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:	(F) identify and research a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; and (iv) determining which laws and regulations apply	(vi) research a case study involving a historically significant compliance or regulatory issue that led to the formation of regulatory agencies or laws, including determining which laws and regulations apply
(13) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(A) use accounting technology, including discussing the use of data mining and integrating technology into accounting	(i) use accounting technology, including discussing the use of data mining
(13) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(A) use accounting technology, including discussing the use of data mining and integrating technology into accounting	(ii) use accounting technology, including integrating technology into accounting
(13) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(B) engage in an accounting simulation covering an accounting cycle	(i) engage in an accounting simulation covering an accounting cycle

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(C) create a clear and coherent oral presentation that analyzes the results of an accounting simulation covering an accounting cycle and includes the use of correct grammar, spelling, punctuation, and citation of resource materials	(i) create a clear and coherent oral presentation that analyzes the results of an accounting simulation covering an accounting cycle
(13) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(C) create a clear and coherent oral presentation that analyzes the results of an accounting simulation covering an accounting cycle and includes the use of correct grammar, spelling, punctuation, and citation of resource materials	(ii) create a clear and coherent oral presentation that includes the use of correct grammar
(13) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(C) create a clear and coherent oral presentation that analyzes the results of an accounting simulation covering an accounting cycle and includes the use of correct grammar, spelling, punctuation, and citation of resource materials	(iii) create a clear and coherent oral presentation that analyzes includes the use of correct spelling
(13) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(C) create a clear and coherent oral presentation that analyzes the results of an accounting simulation covering an accounting cycle and includes the use of correct grammar, spelling, punctuation, and citation of resource materials	(iv) create a clear and coherent oral presentation that includes the use of correct punctuation
(13) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(C) create a clear and coherent oral presentation that analyzes the results of an accounting simulation covering an accounting cycle and includes the use of correct grammar, spelling, punctuation, and citation of resource materials	(v) create a clear and coherent oral presentation that includes the use of correct citation of resource materials

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter F. Finance</b>
<b>Course Title</b>	<b>§130.188. Accounting II (One Credit), Adopted 2015.</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grades 11 and 12. Prerequisite: Accounting I. This course satisfies a high school mathematics graduation requirement. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.</p> <p>(3) Accounting encompasses careers that record, classify, summarize, analyze, and communicate a business's financial information/business transactions for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.</p> <p>(4) In Accounting II, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.</p> <p>(5) The mathematical process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p>(6) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate effective oral and written communication skills	(i) demonstrate effective oral communication skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate effective oral and written communication skills	(ii) demonstrate effective written communication skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform numerical and arithmetic applications	(i) perform numerical applications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform numerical and arithmetic applications	(ii) perform arithmetic applications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of integrity and strong work ethic	(i) demonstrate an understanding of integrity
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of integrity and strong work ethic	(ii) demonstrate strong work ethic

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate attention to detail in completed assignments	(i) demonstrate attention to detail in completed assignments
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective problem solving	(i) demonstrate effective problem solving
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(i) apply mathematics to problems arising in everyday life
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace ↓	(ii) apply mathematics to problems arising in society
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace ↓	(iii) apply mathematics to problems arising in the workplace
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	(i) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;	(ii) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the reasonableness of the solution
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(i) select tools, including real objects as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	(ii) select tools, including manipulatives as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	(iii) select tools, including paper and pencil as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	(iv) select tools, including technology as appropriate, to solve problems



Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	(v) select techniques, including mental math as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	(vi) select techniques including estimation as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	(vii) select techniques, including number sense as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(i) communicate mathematical ideas using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(iv) communicate mathematical ideas using multiple representations, including language as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(v) communicate mathematical reasoning using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(viii) communicate mathematical reasoning using multiple representations, including language as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(ix) communicate [mathematical ideas'] implications using multiple representations, including symbols as appropriate

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(x) communicate [mathematical ideas'] implications using multiple representations, including diagrams as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(xi) communicate [mathematical ideas'] implications using multiple representations, including graphs as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(xii) communicate [mathematical ideas'] implications using multiple representations, including language as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	(xvi) communicate [mathematical reasoning's] implications using multiple representations, including language as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(i) create representations to organize mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas;	(ii) create representations to record mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas;	(iii) create representations to communicate mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas;	(iv) use representations to organize mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas;	(v) use representations to record mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas;	(vi) use representations to communicate mathematical ideas

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(i) analyze mathematical relationships to connect mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas; and	(ii) analyze mathematical relationships to communicate mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(i) display mathematical ideas using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(ii) display mathematical arguments using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iii) explain mathematical ideas using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iv) explain mathematical arguments using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(v) justify mathematical ideas using precise mathematical language in written or oral communication

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(vi) justify mathematical arguments using precise mathematical language in written or oral communication
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(A) analyze articles of incorporation	(i) analyze articles of incorporation
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(B) communicate methods used to account for the issuance of stock	(i) communicate methods used to account for the issuance of stock
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(C) compute the number of shares of common stock to be issued on the conversion of convertible preferred stock	(i) compute the number of shares of common stock to be issued on the conversion of convertible preferred stock
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(D) compute dividends payable on stock	(i) compute dividends payable on stock
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(E) describe internal accounting controls that exist to ensure the proper recording of financial transactions	(i) describe internal accounting controls that exist to ensure the proper recording of financial transactions
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(F) produce financial statements, including work sheets, income statements, statements of stockholders' equity, balance sheets, cash flow statements, statements of changes in retained earnings	(i) produce financial statements, including work sheets

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(F) produce financial statements including work sheets, income statements, statements of stockholders' equity, balance sheets, cash flow statements, statements of changes in retained earnings	(ii) produce financial statements, including income statements
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(F) produce financial statements including work sheets, income statements, statements of stockholders' equity, balance sheets, cash flow statements, statements of changes in retained earnings	(iii) produce financial statements, including statements of stockholders' equity
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(F) produce financial statements including work sheets, income statements, statements of stockholders' equity, balance sheets, cash flow statements, statements of changes in retained earnings;	(iv) produce financial statements, including balance sheets
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(F) produce financial statements including work sheets, income statements, statements of stockholders' equity, balance sheets, cash flow statements, statements of changes in retained earnings	(v) produce financial statements, including cash flow statements
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(F) produce financial statements including work sheets, income statements, statements of stockholders' equity, balance sheets, cash flow statements, statements of changes in retained earnings	(vi) produce financial statements, including statements of changes in retained earnings

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(G) discuss the nature of consolidated financial statements	(i) discuss the nature of consolidated financial statements
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(H) discuss the nature of corporate tax accounting	(i) discuss the nature of corporate tax accounting
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(I) perform accounting functions specific to corporate tax accounting, including calculating corporate taxes and target profits and preparing corporate tax returns	(i) perform accounting functions specific to corporate tax accounting, including calculating corporate taxes
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(I) perform accounting functions specific to corporate tax accounting, including calculating corporate taxes and target profits and preparing corporate tax returns	(ii) perform accounting functions specific to corporate tax accounting, including calculating target profits
(3) The student performs accounting functions specific to a corporation. The student is expected to:	(I) perform accounting functions specific to corporate tax accounting, including calculating corporate taxes and target profits and preparing corporate tax returns	(iii) perform accounting functions specific to corporate tax accounting, including preparing corporate tax returns
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(A) explain the nature of annual reports	(i) explain the nature of annual reports
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(B) discuss the use of financial ratios in accounting and explain how this data impacts business decisions	(i) discuss the use of financial ratios in accounting



Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(B) discuss the use of financial ratios in accounting and explain how this data impacts business decisions	(ii) explain how this data impacts business decisions
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(C) determine business liquidity, including current ratio, quick ratio, and cash ratio	(i) determine business liquidity, including current ratio
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(C) determine business liquidity, including current ratio, quick ratio, and cash ratio	(ii) determine business liquidity, including quick ratio
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(C) determine business liquidity, including current ratio, quick ratio, and cash ratio	(iii) determine business liquidity, including cash ratio
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(D) calculate business profitability, including gross profit margin, operating profit margin, net profit margin, cash flow margin, return on assets, return on investment, and return on equity, and analyze the relationships between these ratios	(i) calculate business profitability, including gross profit margin
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(D) calculate business profitability, including gross profit margin, operating profit margin, net profit margin, cash flow margin, return on assets, return on investment, and return on equity, and analyze the relationships between these ratios	(ii) calculate business profitability, including operating profit margin

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(D) calculate business profitability, including gross profit margin, operating profit margin, net profit margin, cash flow margin, return on assets, return on investment, and return on equity, and analyze the relationships between these ratios	(iii) calculate business profitability, including net profit margin
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(D) calculate business profitability, including gross profit margin, operating profit margin, net profit margin, cash flow margin, return on assets, return on investment, and return on equity, and analyze the relationships between these ratios	(iv) calculate business profitability, including cash flow margin
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(D) calculate business profitability, including gross profit margin, operating profit margin, net profit margin, cash flow margin, return on assets, return on investment, and return on equity, and analyze the relationships between these ratios	(v) calculate business profitability, including return on assets
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(D) calculate business profitability, including gross profit margin, operating profit margin, net profit margin, cash flow margin, return on assets, return on investment, and return on equity, and analyze the relationships between these ratios	(vi) calculate business profitability, including return on investment
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(D) calculate business profitability, including gross profit margin, operating profit margin, net profit margin, cash flow margin, return on assets, return on investment, and return on equity, and analyze the relationships between these ratios	(vii) calculate business profitability, including return on equity

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(D) calculate business profitability, including gross profit margin, operating profit margin, net profit margin, cash flow margin, return on assets, return on investment, and return on equity, and analyze the relationships between these ratios	(viii) analyze the relationships between these ratios
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(E) compute business efficiency ratios, including inventory turnover ratio, accounts receivable turnover ratio, accounts payable turnover ratio, average payment period, and average collection period	(i) compute business efficiency ratios, including inventory turnover ratio
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(E) compute business efficiency ratios, including inventory turnover ratio, accounts receivable turnover ratio, accounts payable turnover ratio, average payment period, and average collection period	(ii) compute business efficiency ratios, including accounts receivable turnover ratio
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(E) compute business efficiency ratios, including inventory turnover ratio, accounts receivable turnover ratio, accounts payable turnover ratio, average payment period, and average collection period	(iii) compute business efficiency ratios, including accounts payable turnover ratio
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(E) compute business efficiency ratios, including inventory turnover ratio, accounts receivable turnover ratio, accounts payable turnover ratio, average payment period, and average collection period	(iv) compute business efficiency ratios, including average payment period

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(E) compute business efficiency ratios, including inventory turnover ratio, accounts receivable turnover ratio, accounts payable turnover ratio, average payment period, and average collection period	(v) compute business efficiency ratios, including average collection period
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(F) determine business operating ratio	(i) determine business operating ratio
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(G) calculate business capital structure ratios, including debt-to-equity ratio and debt service coverage	(i) calculate business capital structure ratios, including debt-to-equity ratio
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(G) calculate business capital structure ratios, including debt-to-equity ratio and debt service coverage	(ii) calculate business capital structure ratios, including debt service coverage
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(H) compare financial ratios to industry benchmarks and past performance to identify key areas that need to be evaluated and improved	(i) compare financial ratios to industry benchmarks to identify key areas that need to be evaluated
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(H) compare financial ratios to industry benchmarks and past performance to identify key areas that need to be evaluated and improved	(ii) compare financial ratios to past performance to identify key areas that need to be evaluated
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(H) compare financial ratios to industry benchmarks and past performance to identify key areas that need to be evaluated and improved	(iii) compare financial ratios to industry benchmarks to identify key areas that need to be improved

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(H) compare financial ratios to industry benchmarks and past performance to identify key areas that need to be evaluated and improved	(iv) compare financial ratios to past performance to identify key areas that need to be improved
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(I) formulate and present recommendations based on financial ratio comparisons, using spreadsheet software, graphs and charts, that identify business strategies and solutions needed to improve financial performance	(i) formulate recommendations based on financial ratio comparisons, using spreadsheet software, that identify business strategies and solutions needed to improve financial performance
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(I) formulate and present recommendations based on financial ratio comparisons, using spreadsheet software, graphs and charts, that identify business strategies and solutions needed to improve financial performance	(ii) formulate recommendations based on financial ratio comparisons, using graphs, that identify business strategies and solutions needed to improve financial performance
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(I) formulate and present recommendations based on financial ratio comparisons, using spreadsheet software, graphs and charts, that identify business strategies and solutions needed to improve financial performance	(iii) formulate recommendations based on financial ratio comparisons, using charts, that identify business strategies and solutions to improve financial performance
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(I) formulate and present recommendations based on financial ratio comparisons, using spreadsheet software, graphs and charts, that identify business strategies and solutions needed to improve financial performance	(iv) present recommendations based on financial ratio comparisons, using spreadsheet software, that identify business strategies and solutions needed to improve financial performance

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(I) formulate and present recommendations based on financial ratio comparisons, using spreadsheet software, graphs and charts, that identify business strategies and solutions needed to improve financial performance	(v) present recommendations based on financial ratio comparisons, using graphs, that identify business strategies and solutions needed to improve financial performance
(4) The student discusses and performs accounting functions in a financial statement analysis. The student is expected to:	(I) formulate and present recommendations based on financial ratio comparisons, using spreadsheet software, graphs and charts, that identify business strategies and solutions needed to improve financial performance	(vi) present recommendations based on financial ratio comparisons, using charts, that identify business strategies and solutions to improve financial performance
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(A) explain the nature of managerial cost accounting, including costs and cost drivers	(i) explain the nature of managerial cost accounting, including costs
(4) The student describes and employs managerial accounting concepts. The student is expected to:	(A) explain the nature of managerial cost accounting including costs and cost drivers	(ii) explain the nature of managerial cost accounting, including cost drivers
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(B) conduct cost-volume-profit analysis, including the use of linear regression data to determine the relationship between production and costs	(i) conduct cost-volume-profit analysis, including the use of linear regression data to determine the relationship between production and costs
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(C) identify cost accounting systems such as job order costing, process costing, activity-based costing, and project costing	(i) identify cost accounting systems
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(D) calculate the cost of goods sold	(i) calculate the cost of goods sold

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(E) compute overhead rates	(i) compute overhead rates
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(F) apply overhead to jobs	(i) apply overhead to jobs
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(G) describe the nature of cost accounting decision making	(i) describe the nature of cost accounting decision making
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(H) discuss the nature of cost accounting budgets	(i) discuss the nature of cost accounting budgets
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(I) explain and create a variance analysis	(i) explain a variance analysis
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(I) explain and create a variance analysis	(ii) create a variance analysis
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(J) discuss the nature of cost allocation	(i) discuss the nature of cost allocation
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(K) compute variable costs and contribution margins for a product	(i) compute variable costs
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(K) compute variable costs and contribution margins for a product	(ii) compute contribution margins for a product

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(L) determine relevant costs in make-or-buy and accept-or-reject decisions	(i) determine relevant costs in make-or-buy decisions
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(L) determine relevant costs in make-or-buy and accept-or-reject decisions	(ii) determine relevant costs in accept-or-reject decisions
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(M) evaluate make-or-buy and accept-or-reject decisions to identify the best solutions for a business	(i) evaluate make-or-buy decisions to identify the best solutions for a business
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(M) evaluate make-or-buy and accept-or-reject decisions to identify the best solutions for a business	(ii) evaluate accept-or-reject decisions to identify the best solutions for a business
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(N) prepare written recommendations that identify make-or-buy and accept-or-reject solutions using empirical data to support and justify conclusions	(i) prepare written recommendations that identify make-or-buy solutions using empirical data to support conclusions
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(N) prepare written recommendations that identify make-or-buy and accept-or-reject solutions using empirical data to support and justify conclusions	(ii) prepare written recommendations that identify make-or-buy solutions using empirical data to justify conclusions
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(N) prepare written recommendations that identify make-or-buy and accept-or-reject solutions using empirical data to support and justify conclusions	(iii) prepare written recommendations that identify accept-or-reject solutions using empirical data to support conclusions
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(N) prepare written recommendations that identify make-or-buy and accept-or-reject solutions using empirical data to support and justify conclusions	(iv) prepare written recommendations that identify accept-or-reject solutions using empirical data to justify conclusions



Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(O) perform cost allocation functions	(i) perform cost allocation functions
(5) The student describes and employs managerial accounting concepts. The student is expected to:	(P) prepare cost of production reports	(i) prepare cost of production reports
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(A) describe fundamental financial concepts involved in the management of corporate finances, including the nature of depreciation and cash flows	(i) describe fundamental financial concepts involved in the management of corporate finances, including the nature of depreciation
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(A) describe fundamental financial concepts involved in the management of corporate finances, including the nature of depreciation and cash flows	(ii) describe fundamental financial concepts involved in the management of corporate finances, including cash flows
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(B) analyze the need for efficient capital markets in corporate finance	(i) analyze the need for efficient capital markets in corporate finance
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(C) explore the capital budgeting process	(i) explore the capital budgeting process
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(D) perform calculations necessary for capital budget decision making, including: (i) calculating the initial investment associated with a proposed capital expenditure; (ii) determining operating cash inflows; and (iii) determining terminal cash flow	(i) perform calculations necessary for capital budget decision making, including calculating the initial investment associated with a proposed capital expenditure

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(D) perform calculations necessary for capital budget decision making, including: (i) calculating the initial investment associated with a proposed capital expenditure; (ii) determining operating cash inflows; and (iii) determining terminal cash flow</p>	<p>(ii) perform calculations necessary for capital budget decision making, including determining operating cash inflows</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(D) perform calculations necessary for capital budget decision making, including: (i) calculating the initial investment associated with a proposed capital expenditure; (ii) determining operating cash inflows; and (iii) determining terminal cash flow</p>	<p>(iii) perform calculations necessary for capital budget decision making, including determining terminal cash flow</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(E) conduct cash-flow analysis to select an acceptable capital expenditure, including: (i) interpreting the nature of relevant cash flow-analysis; (ii) explaining the nature of the payback period; (iii) calculating the payback period; (iv) explaining the relationship between the internal rate of return and net present value; (v) calculating the net present value and future value; and (vi) calculating the internal rate of return</p>	<p>(i) conduct cash-flow analysis to select an acceptable capital expenditure, including interpreting the nature of relevant cash flow-analysis</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(E) conduct cash-flow analysis to select an acceptable capital expenditure, including: (i) interpreting the nature of relevant cash flow-analysis; (ii) explaining the nature of the payback period; (iii) calculating the payback period; (iv) explaining the relationship between the internal rate of return and net present value; (v) calculating the net present value and future value; and (vi) calculating the internal rate of return</p>	<p>(ii) conduct cash-flow analysis to select an acceptable capital expenditure, including explaining the nature of the payback period</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(E) conduct cash-flow analysis to select an acceptable capital expenditure, including: (i) interpreting the nature of relevant cash flow-analysis; (ii) explaining the nature of the payback period; (iii) calculating the payback period; (iv) explaining the relationship between the internal rate of return and net present value; (v) calculating the net present value and future value; and (vi) calculating the internal rate of return</p>	<p>(iii) conduct cash-flow analysis to select an acceptable capital expenditure, including calculating the payback period</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(E) conduct cash-flow analysis to select an acceptable capital expenditure, including: (i) interpreting the nature of relevant cash flow-analysis; (ii) explaining the nature of the payback period; (iii) calculating the payback period; (iv) explaining the relationship between the internal rate of return and net present value; (v) calculating the net present value and future value; and (vi) calculating the internal rate of return</p>	<p>(iv) conduct cash-flow analysis to select an acceptable capital expenditure, including explaining the relationship between the internal rate of return and net present value</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(E) conduct cash-flow analysis to select an acceptable capital expenditure, including: (i) interpreting the nature of relevant cash flow-analysis; (ii) explaining the nature of the payback period; (iii) calculating the payback period; (iv) explaining the relationship between the internal rate of return and net present value; (v) calculating the net present value and future value; and (vi) calculating the internal rate of return</p>	<p>(v) conduct cash-flow analysis to select an acceptable capital expenditure, including calculating the net present value</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(E) conduct cash-flow analysis to select an acceptable capital expenditure, including: (i) interpreting the nature of relevant cash flow-analysis; (ii) explaining the nature of the payback period; (iii) calculating the payback period; (iv) explaining the relationship between the internal rate of return and net present value; (v) calculating the net present value and future value; and (vi) calculating the internal rate of return</p>	<p>(vi) conduct cash-flow analysis to select an acceptable capital expenditure, including calculating the future value</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(E) conduct cash-flow analysis to select an acceptable capital expenditure, including: (i) interpreting the nature of relevant cash flow-analysis; (ii) explaining the nature of the payback period; (iii) calculating the payback period; (iv) explaining the relationship between the internal rate of return and net present value; (v) calculating the net present value and future value; and (vi) calculating the internal rate of return</p>	<p>(vii) conduct cash-flow analysis to select an acceptable capital expenditure, including calculating the internal rate of return</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(F) explain the role of financial planning in corporate finance, including the financial planning process, short-term operating, and long-term strategic planning</p>	<p>(i) explain the role of financial planning in corporate finance, including the financial planning process</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(F) explain the role of financial planning in corporate finance, including the financial planning process, short-term operating, and long-term strategic planning</p>	<p>(ii) explain the role of financial planning in corporate finance, including short-term operating</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(F) explain the role of financial planning in corporate finance, including the financial planning process, short-term operating, and long-term strategic planning	(iii) explain the role of financial planning in corporate finance, including the long-term strategic planning
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(G) conduct cash planning, including: (i) explaining the use of cash budgets; (ii) coping with uncertainty in cash budgets; (iii) preparing a cash budget; and (iv) evaluating a cash budget	(i) conduct cash planning, including explaining the use of cash budgets
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(G) conduct cash planning, including: (i) explaining the use of cash budgets; (ii) coping with uncertainty in cash budgets; (iii) preparing a cash budget; and (iv) evaluating a cash budget	(ii) conduct cash planning, including coping with uncertainty in cash budgets
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(G) conduct cash planning, including: (i) explaining the use of cash budgets; (ii) coping with uncertainty in cash budgets; (iii) preparing a cash budget; and (iv) evaluating a cash budget	(iii) conduct cash planning, including preparing a cash budget
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(G) conduct cash planning, including: (i) explaining the use of cash budgets; (ii) coping with uncertainty in cash budgets; (iii) preparing a cash budget; and (iv) evaluating a cash budget	(iv) conduct cash planning, including evaluating a cash budget
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(H) conduct profit planning, including pro forma income statements and balance sheets	(i) conduct profit planning, including pro forma income statements

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(H) conduct profit planning, including pro forma income statements and balance sheets	(ii) conduct profit planning, including balance sheets
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(I) define and describe the nature of short-term financial management	(i) define the nature of short-term financial management
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(I) define and describe the nature of short-term financial management	(ii) describe the nature of short-term financial management
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(J) explain the role of valuation in making appropriate financial decisions for a company, including: (i) discussing the role of project valuation in capital allocation decisions; (ii) comparing methods for valuing flexibility; and (iii) discussing the valuation implications in business finance	(i) explain the role of valuation in making appropriate financial decisions for a company, including discussing the role of project valuation in capital allocation decisions
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(J) explain the role of valuation in making appropriate financial decisions for a company, including: (i) discussing the role of project valuation in capital allocation decisions; (ii) comparing methods for valuing flexibility; and (iii) discussing the valuation implications in business finance	(ii) explain the role of valuation in making appropriate financial decisions for a company, including comparing methods for valuing flexibility

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(J) explain the role of valuation in making appropriate financial decisions for a company, including: (i) discussing the role of project valuation in capital allocation decisions; (ii) comparing methods for valuing flexibility; and (iii) discussing the valuation implications in business finance</p>	<p>(iii) explain the role of valuation in making appropriate financial decisions for a company, including discussing the valuation implications in business finance</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(K) use capital market securities to secure financing for a company, including: (i) analyzing models and methods to determine the best financing option for a company; (ii) analyzing the nature of corporate bonds; (iii) analyzing and determining the cost of long-term debt; (iv) describing the issuance of stock from a corporation; (v) comparing and contrasting preferred stock and common stock; (vi) calculating the cost of preferred stock and common stock; and (vii) computing leverage and debt to equity ratios</p>	<p>(i) use capital market securities to secure financing for a company, including analyzing models and methods to determine the best financing option for a company</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(K) use capital market securities to secure financing for a company, including: (i) analyzing models and methods to determine the best financing option for a company; (ii) analyzing the nature of corporate bonds; (iii) analyzing and determining the cost of long-term debt; (iv) describing the issuance of stock from a corporation; (v) comparing and contrasting preferred stock and common stock; (vi) calculating the cost of preferred stock and common stock; and (vii) computing leverage and debt to equity ratios</p>	<p>(ii) use capital market securities to secure financing for a company, including analyzing the nature of corporate bonds</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(K) use capital market securities to secure financing for a company, including: (i) analyzing models and methods to determine the best financing option for a company; (ii) analyzing the nature of corporate bonds; (iii) analyzing and determining the cost of long-term debt; (iv) describing the issuance of stock from a corporation; (v) comparing and contrasting preferred stock and common stock; (vi) calculating the cost of preferred stock and common stock; and (vii) computing leverage and debt to equity ratios</p>	<p>(iii) use capital market securities to secure financing for a company, including analyzing and determining the cost of long-term debt</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(K) use capital market securities to secure financing for a company, including: (i) analyzing models and methods to determine the best financing option for a company; (ii) analyzing the nature of corporate bonds; (iii) analyzing and determining the cost of long-term debt; (iv) describing the issuance of stock from a corporation; (v) comparing and contrasting preferred stock and common stock; (vi) calculating the cost of preferred stock and common stock; and (vii) computing leverage and debt to equity ratios</p>	<p>(iv) use capital market securities to secure financing for a company, including describing the issuance of stock from a corporation</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(K) use capital market securities to secure financing for a company, including: (i) analyzing models and methods to determine the best financing option for a company; (ii) analyzing the nature of corporate bonds; (iii) analyzing and determining the cost of long-term debt; (iv) describing the issuance of stock from a corporation; (v) comparing and contrasting preferred stock and common stock; (vi) calculating the cost of preferred stock and common stock; and (vii) computing leverage and debt to equity ratios</p>	<p>(v) use capital market securities to secure financing for a company, including comparing and contrasting preferred stock and common stock</p>



Knowledge and Skill Statement	Student Expectation	Breakout
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(K) use capital market securities to secure financing for a company, including: (i) analyzing models and methods to determine the best financing option for a company; (ii) analyzing the nature of corporate bonds; (iii) analyzing and determining the cost of long-term debt; (iv) describing the issuance of stock from a corporation; (v) comparing and contrasting preferred stock and common stock; (vi) calculating the cost of preferred stock and common stock; and (vii) computing leverage and debt to equity ratios</p>	<p>(vi) use capital market securities to secure financing for a company, including calculating the cost of preferred stock and common stock</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(K) use capital market securities to secure financing for a company, including: (i) analyzing models and methods to determine the best financing option for a company; (ii) analyzing the nature of corporate bonds; (iii) analyzing and determining the cost of long-term debt; (iv) describing the issuance of stock from a corporation; (v) comparing and contrasting preferred stock and common stock; (vi) calculating the cost of preferred stock and common stock; and (vii) computing leverage and debt to equity ratios</p>	<p>(vii) use capital market securities to secure financing for a company, including computing leverage and debt to equity ratios</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(L) explain the role of dividends in corporate finance, including forms of dividends and reinvestment plans</p>	<p>(i) explain the role of dividends in corporate finance, including forms of dividends</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(L) explain the role of dividends in corporate finance, including forms of dividends and reinvestment plans</p>	<p>(ii) explain the role of dividends in corporate finance, including reinvestment plans</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(M) describe the effect of a firm's dividend decisions on its external financing requirements	(i) describe the effect of a firm's dividend decisions on its external financing requirements
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(N) illustrate the residual theory of dividends	(i) illustrate the residual theory of dividends
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(O) describe the impact of dividends on the value of the firm	(i) describe the impact of dividends on the value of the firm
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(P) explain the nature of a dividend policy	(i) explain the nature of a dividend policy
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(Q) explain factors to consider when deciding on the form of dividend distribution	(i) explain factors to consider when deciding on the form of dividend distribution
(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:	(R) analyze ownership change transactions, including: (i) comparing mergers and acquisitions; (ii) explaining the nature of hostile takeovers; (iii) discussing issues that arise from mergers and acquisitions; (iv) explaining methods for evaluating potential merger/acquisition targets; (v) evaluating potential merger and acquisition targets; and (vi) analyzing the nature of restructurings	(i) analyze ownership change transactions, including comparing mergers and acquisitions

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<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(R) analyze ownership change transactions, including: (i) comparing mergers and acquisitions; (ii) explaining the nature of hostile takeovers; (iii) discussing issues that arise from mergers and acquisitions; (iv) explaining methods for evaluating potential merger/acquisition targets; (v) evaluating potential merger and acquisition targets; and (vi) analyzing the nature of restructurings</p>	<p>(ii) analyze ownership change transactions, including explaining the nature of hostile takeovers</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(R) analyze ownership change transactions, including: (i) comparing mergers and acquisitions; (ii) explaining the nature of hostile takeovers; (iii) discussing issues that arise from mergers and acquisitions; (iv) explaining methods for evaluating potential merger/acquisition targets; (v) evaluating potential merger and acquisition targets; and (vi) analyzing the nature of restructurings</p>	<p>(iii) analyze ownership change transactions, including discussing issues that arise from mergers and acquisitions</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(R) analyze ownership change transactions, including: (i) comparing mergers and acquisitions; (ii) explaining the nature of hostile takeovers; (iii) discussing issues that arise from mergers and acquisitions; (iv) explaining methods for evaluating potential merger/acquisition targets; (v) evaluating potential merger and acquisition targets; and (vi) analyzing the nature of restructurings</p>	<p>(iv) analyze ownership change transactions, including explaining methods for evaluating potential merger/acquisition targets</p>

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<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(R) analyze ownership change transactions, including: (i) comparing mergers and acquisitions; (ii) explaining the nature of hostile takeovers; (iii) discussing issues that arise from mergers and acquisitions; (iv) explaining methods for evaluating potential merger/acquisition targets; (v) evaluating potential merger and acquisition targets; and (vi) analyzing the nature of restructurings</p>	<p>(v) analyze ownership change transactions, including evaluating potential merger and acquisition targets</p>
<p>(6) The student maintains, monitors, controls, and plans the use of financial resources to ensure business stability. The student is expected to:</p>	<p>(R) analyze ownership change transactions, including: (i) comparing mergers and acquisitions; (ii) explaining the nature of hostile takeovers; (iii) discussing issues that arise from mergers and acquisitions; (iv) explaining methods for evaluating potential merger/acquisition targets; (v) evaluating potential merger and acquisition targets; and (vi) analyzing the nature of restructurings</p>	<p>(vi) analyze ownership change transactions, including analyzing the nature of restructurings</p>
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(A) describe and discuss regulation of accounting, including: (i) the impact of the Sarbanes-Oxley Act of 2002 on accounting; (ii) the role of the Securities and Exchange Commission in regulating the accounting industry; (iii) the state regulation of the accounting industry; and (iv) the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP)</p>	<p>(i) describe regulation of accounting, including the impact of the Sarbanes-Oxley Act of 2002 on accounting</p>

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<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(A) describe and discuss regulation of accounting, including: (i) the impact of the Sarbanes-Oxley Act of 2002 on accounting; (ii) the role of the Securities and Exchange Commission in regulating the accounting industry; (iii) the state regulation of the accounting industry; and (iv) the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP)</p>	<p>(ii) describe regulation of accounting, including the role of the Securities and Exchange Commission in regulating the accounting industry</p>
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(A) describe and discuss regulation of accounting, including: (i) the impact of the Sarbanes-Oxley Act of 2002 on accounting; (ii) the role of the Securities and Exchange Commission in regulating the accounting industry; (iii) the state regulation of the accounting industry; and (iv) the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP)</p>	<p>(iii) describe regulation of accounting, including the state regulation of the accounting industry</p>
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(A) describe and discuss regulation of accounting, including: (i) the impact of the Sarbanes-Oxley Act of 2002 on accounting; (ii) the role of the Securities and Exchange Commission in regulating the accounting industry; (iii) the state regulation of the accounting industry; and (iv) the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP)</p>	<p>(iv) describe regulation of accounting, including the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP)</p>

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<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(A) describe and discuss regulation of accounting, including: (i) the impact of the Sarbanes-Oxley Act of 2002 on accounting; (ii) the role of the Securities and Exchange Commission in regulating the accounting industry; (iii) the state regulation of the accounting industry; and (iv) the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP)</p>	<p>(v) discuss regulation of accounting, including the impact of the Sarbanes-Oxley Act of 2002 on accounting</p>
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(A) describe and discuss regulation of accounting, including: (i) the impact of the Sarbanes-Oxley Act of 2002 on accounting; (ii) the role of the Securities and Exchange Commission in regulating the accounting industry; (iii) the state regulation of the accounting industry; and (iv) the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP)</p>	<p>(vi) discuss regulation of accounting, including the role of the Securities and Exchange Commission in regulating the accounting industry</p>
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(A) describe and discuss regulation of accounting, including: (i) the impact of the Sarbanes-Oxley Act of 2002 on accounting; (ii) the role of the Securities and Exchange Commission in regulating the accounting industry; (iii) the state regulation of the accounting industry; and (iv) the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP)</p>	<p>(vii) discuss regulation of accounting, including the state regulation of the accounting industry</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(A) describe and discuss regulation of accounting, including: (i) the impact of the Sarbanes-Oxley Act of 2002 on accounting; (ii) the role of the Securities and Exchange Commission in regulating the accounting industry; (iii) the state regulation of the accounting industry; and (iv) the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP)</p>	<p>(viii) discuss regulation of accounting, including the impact of International Financial Reporting Standards (IFRS) versus Generally Accepted Accounting Principles (GAAP)</p>
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(B) identify and research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; (iv) identifying and communicating which laws and regulations apply; (v) gathering data that supports evidence of fraud or non-compliance with regulations; and (vi) creating a clear and coherent presentation, including the use of correct grammar, spelling, punctuation, and citation of resource materials</p>	<p>(i) identify a case study involving a fraud, compliance, or regulatory issue or possible scenario</p>
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(B) identify and research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; (iv) identifying and communicating which laws and regulations apply; (v) gathering data that supports evidence of fraud or non-compliance with regulations; and (vi) creating a clear and coherent presentation, including the use of correct grammar, spelling, punctuation, and citation of resource materials</p>	<p>(ii) research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including formulating questions to analyze the issue</p>

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<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(B) identify and research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; (iv) identifying and communicating which laws and regulations apply; (v) gathering data that supports evidence of fraud or non-compliance with regulations; and (vi) creating a clear and coherent presentation, including the use of correct grammar, spelling, punctuation, and citation of resource materials</p>	<p>(iii) research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including gathering relevant sources</p>
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(B) identify and research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; (iv) identifying and communicating which laws and regulations apply; (v) gathering data that supports evidence of fraud or non-compliance with regulations; and (vi) creating a clear and coherent presentation, including the use of correct grammar, spelling, punctuation, and citation of resource materials</p>	<p>(iv) research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including evaluating the validity and reliability of those sources</p>



Knowledge and Skill Statement	Student Expectation	Breakout
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(B) identify and research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; (iv) identifying and communicating which laws and regulations apply; (v) gathering data that supports evidence of fraud or non-compliance with regulations; and (vi) creating a clear and coherent presentation, including the use of correct grammar, spelling, punctuation, and citation of resource materials</p>	<p>(v) research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including identifying and communicating which laws and regulations apply</p>
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(B) identify and research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; (iv) identifying and communicating which laws and regulations apply; (v) gathering data that supports evidence of fraud or non-compliance with regulations; and (vi) creating a clear and coherent presentation, including the use of correct grammar, spelling, punctuation, and citation of resource materials</p>	<p>(vi) research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including gathering data that supports evidence of fraud or non-compliance with regulations</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(7) The student describes laws and regulations in order to manage business operations and transactions in accounting. The student is expected to:</p>	<p>(B) identify and research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including: (i) formulating questions to analyze the issue; (ii) gathering relevant sources; (iii) evaluating the validity and reliability of those sources; (iv) identifying and communicating which laws and regulations apply; (v) gathering data that supports evidence of fraud or non-compliance with regulations; and (vi) creating a clear and coherent presentation, including the use of correct grammar, spelling, punctuation, and citation of resource materials</p>	<p>(vii) identify and research a case study involving a fraud, compliance, or regulatory issue or possible scenario, including creating a clear and coherent presentation, including the use of correct grammar, spelling, punctuation, and citation of resource materials</p>
<p>(8) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:</p>	<p>(A) use technology to acquire information such as the use of data mining and automated financial programs into accounting</p>	<p>(i) use technology to acquire information</p>
<p>(8) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:</p>	<p>(B) create a clear and coherent oral and written presentation that includes the use of correct grammar, spelling, punctuation, and citation of resource materials on a current topic in accounting using concepts learned in this course</p>	<p>(i) create a clear and coherent oral presentation that includes the use of correct grammar on a current topic in accounting using concepts learned in this course</p>
<p>(8) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:</p>	<p>(B) create a clear and coherent oral and written presentation that includes the use of correct grammar, spelling, punctuation, and citation of resource materials on a current topic in accounting using concepts learned in this course</p>	<p>(ii) create a clear and coherent oral presentation that includes the use of correct spelling on a current topic in accounting using concepts learned in this course</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(B) create a clear and coherent oral and written presentation that includes the use of correct grammar, spelling, punctuation, and citation of resource materials on a current topic in accounting using concepts learned in this course	(iii) create a clear and coherent oral presentation that includes the use of correct punctuation on a current topic in accounting using concepts learned in this course
(8) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(B) create a clear and coherent oral and written presentation that includes the use of correct grammar, spelling, punctuation, and citation of resource materials on a current topic in accounting using concepts learned in this course	(iv) create a clear and coherent oral presentation that includes the use of correct citation of resource materials on a current topic in accounting using concepts learned in this course
(8) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(B) create a clear and coherent oral and written presentation that includes the use of correct grammar, spelling, punctuation, and citation of resource materials on a current topic in accounting using concepts learned in this course	(v) create a clear and coherent written presentation that includes the use of correct grammar on a current topic in accounting using concepts learned in this course
(8) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(B) create a clear and coherent oral and written presentation that includes the use of correct grammar, spelling, punctuation, and citation of resource materials on a current topic in accounting using concepts learned in this course	(vi) create a clear and coherent written presentation that includes the use of correct spelling on a current topic in accounting using concepts learned in this course
(8) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(B) create a clear and coherent oral and written presentation that includes the use of correct grammar, spelling, punctuation, and citation of resource materials on a current topic in accounting using concepts learned in this course	(vii) create a clear and coherent written presentation that includes the use of correct punctuation on a current topic in accounting using concepts learned in this course

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student accesses, processes, maintains, evaluates, and disseminates financial information to assist business decision making. The student is expected to:	(B) create a clear and coherent oral and written presentation that includes the use of correct grammar, spelling, punctuation, and citation of resource materials on a current topic in accounting using concepts learned in this course	(viii) create a clear and coherent written presentation that includes the use of correct citation of resource materials on a current topic in accounting using concepts learned in this course

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter F. Finance</b>
<b>Course Title</b>	<b>§130.189. Financial Analysis (One Credit), Adopted 2015.</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grades 11 and 12. Prerequisite: Accounting I. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.</p> <p>(3) In Financial Analysis, students will apply knowledge and technical skills in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students will develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate effective oral and written communication skills	(i) demonstrate effective oral communication skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate effective oral and written communication skills	(ii) demonstrate effective written communication skills
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform numerical and arithmetic applications	(i) perform numerical applications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform numerical and arithmetic applications	(ii) perform arithmetic applications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of integrity and strong work ethic	(i) demonstrate an understanding of integrity
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of integrity and strong work ethic	(ii) demonstrate an understanding of strong work ethic

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate attention to detail in completed assignments	(i) demonstrate attention to detail in completed assignments
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) demonstrate effective problem solving	(i) demonstrate effective problem solving
(2) The student analyzes accounting systems to examine their contribution to the fiscal stability of businesses. The student is expected to:	(A) describe the nature and scope of accounting	(i) describe the nature of accounting
(2) The student analyzes accounting systems to examine their contribution to the fiscal stability of businesses. The student is expected to:	(A) describe the nature and scope of accounting	(ii) describe the scope of accounting
(2) The student analyzes accounting systems to examine their contribution to the fiscal stability of businesses. The student is expected to:	(B) examine accounting procedures for tracking money flow and determining financial status through the preparation of financial statements	(i) examine accounting procedures for tracking money flow
(2) The student analyzes accounting systems to examine their contribution to the fiscal stability of businesses. The student is expected to:	(B) examine accounting procedures for tracking money flow and determining financial status through the preparation of financial statements	(ii) examine accounting procedures for determining financial status through the preparation of financial statements
(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.	(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources	(i) describe tools used to maintain the use of financial resources

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(ii) describe tools used to monitor the use of financial resources</p>
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(iii) describe tools used to control the use of financial resources</p>
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(iv) describe tools used to plan the use of financial resources</p>
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(v) describe strategies used to maintain the use of financial resources</p>
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(vi) describe strategies used to monitor the use of financial resources</p>
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(vii) describe strategies used to control the use of financial resources</p>



Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(viii) describe strategies used to plan the use of financial resources</p>
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(ix) describe systems used to maintain the use of financial resources</p>
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(x) describe system used to monitor the use of financial resources</p>
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(xi) describe systems used to control the use of financial resources</p>
<p>(3) The student explores the use of financial resources. The student is expected to describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p>	<p>(A) describe tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</p>	<p>(xii) describe systems used to plan the use of financial resources</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates mathematics knowledge and skills required when interpreting business operation documents. The student is expected to apply data to solve a problem; construct charts, tables, and graphs; and analyze data.	(A) apply data to solve a problem; construct charts, tables, and graphs; and analyze data	(i) apply data to solve a problem
(4) The student demonstrates mathematics knowledge and skills required when interpreting business operation documents. The student is expected to apply data to solve a problem; construct charts, tables, and graphs; and analyze data.	(A) apply data to solve a problem; construct charts, tables, and graphs; and analyze data	(ii) construct charts
(4) The student demonstrates mathematics knowledge and skills required when interpreting business operation documents. The student is expected to apply data to solve a problem; construct charts, tables, and graphs; and analyze data.	(A) apply data to solve a problem; construct charts, tables, and graphs; and analyze data	(iii) construct tables
(4) The student demonstrates mathematics knowledge and skills required when interpreting business operation documents. The student is expected to apply data to solve a problem; construct charts, tables, and graphs; and analyze data.	(A) apply data to solve a problem; construct charts, tables, and graphs; and analyze data	(iv) construct graphs
(4) The student demonstrates mathematics knowledge and skills required when interpreting business operation documents. The student is expected to apply data to solve a problem; construct charts, tables, and graphs; and analyze data.	(A) apply data to solve a problem; construct charts, tables, and graphs; and analyze data	(v) analyze data

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student analyzes financial resources to ensure business solvency. The student is expected to:	(A) describe the nature of budgets	(i) describe the nature of budgets
(5) The student analyzes financial resources to ensure business solvency. The student is expected to:	(B) determine relationships among total revenue, marginal revenue, output, and profit	(i) determine relationships among total revenue, marginal revenue, output, and profit
(5) The student analyzes financial resources to ensure business solvency. The student is expected to:	(C) calculate financial ratios	(i) calculate financial ratios
(5) The student analyzes financial resources to ensure business solvency. The student is expected to:	(D) interpret financial statements	(i) interpret financial statements
(5) The student analyzes financial resources to ensure business solvency. The student is expected to:	(E) describe types of financial statement analyses such as ratio analysis and trend analysis	(i) describe types of financial statement analyses
(5) The student analyzes financial resources to ensure business solvency. The student is expected to:	(F) identify problems and issues with financial statements	(i) identify problems and issues with financial statements
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(A) discuss the use of financial ratios in business finance	(i) discuss the use of financial ratios in business finance

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(i) use multiple ratios to evaluate company performance, including income
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(ii) use multiple ratios to evaluate company performance, including profitability
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(iii) use multiple ratios to evaluate company performance, including operating performance
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(iv) use multiple ratios to evaluate company performance, including liquidity
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(v) use multiple ratios to evaluate company performance, including working capital

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(vi) use multiple ratios to evaluate company performance, including bankruptcy prediction
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(vii) use multiple ratios to evaluate company performance, including long-term analysis
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(viii) use multiple ratios to evaluate company performance, including coverage
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(ix) use multiple ratios to evaluate company performance, including debt
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(x) use multiple ratios to evaluate company performance, including cash flow indicator

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(B) use multiple ratios to evaluate company performance, including income, profitability, operating performance, liquidity, working capital, bankruptcy prediction, long-term analysis, coverage, debt, cash flow indicator, and investment valuation	(xi) use multiple ratios to evaluate company performance, including investment valuation
(6) The student calculates business ratios to evaluate company performance. The student is expected to:	(C) discuss the use of benchmarks in analyzing ratios	(i) discuss the use of benchmarks in analyzing ratios
(7) The student analyzes a financial statement. The student is expected to:	(A) discuss the analysis of a company's financial situation using its financial statements	(i) discuss the analysis of a company's financial situation using its financial statements
(7) The student analyzes a financial statement. The student is expected to:	(B) describe external forces affecting a company's value	(i) describe external forces affecting a company's value
(7) The student analyzes a financial statement. The student is expected to:	(C) explain how value is created for a company	(i) explain how value is created for a company
(7) The student analyzes a financial statement. The student is expected to:	(D) understand and interpret financial statement notes	(i) understand financial statement notes
(7) The student analyzes a financial statement. The student is expected to:	(D) understand and interpret financial statement notes	(ii) interpret financial statement notes
(7) The student analyzes a financial statement. The student is expected to:	(E) evaluate results from the aspect of management, creditors, and investors	(i) evaluate results from the aspect of management

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student analyzes a financial statement. The student is expected to:	(E) evaluate results from the aspect of management, creditors, and investors	(ii) evaluate results from the aspect of creditors
(7) The student analyzes a financial statement. The student is expected to:	(E) evaluate results from the aspect of management, creditors, and investors	(iii) evaluate results from the aspect of investors
(8) The student examines the nature and scope of risk management in finance. The student is expected to:	(A) discuss the nature of risk control such as internal and external controls	(i) discuss the nature of risk control
(8) The student examines the nature and scope of risk management in finance. The student is expected to:	(B) explain ways to assess risk	(i) explain ways to assess risk
(8) The student examines the nature and scope of risk management in finance. The student is expected to:	(C) describe the importance of auditing risk control	(i) describe the importance of auditing risk control
(8) The student examines the nature and scope of risk management in finance. The student is expected to:	(D) discuss risk-control systems	(i) discuss risk-control systems
(8) The student examines the nature and scope of risk management in finance. The student is expected to:	(E) describe the use of technology in risk management	(i) describe the use of technology in risk management

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student examines the nature and scope of risk management in finance. The student is expected to:	(F) discuss legal considerations affecting risk management	(i) discuss legal considerations affecting risk management
(8) The student examines the nature and scope of risk management in finance. The student is expected to:	(G) discuss the relationship between risk and business objectives	(i) discuss the relationship between risk and business objectives
(8) The student examines the nature and scope of risk management in finance. The student is expected to:	(H) evaluate a risk-management program	(i) evaluate a risk-management program
(9) The student develops an understanding and working knowledge of annual reports. The student is expected to:	(A) discuss the objective of an annual report	(i) discuss the objective of an annual report
(9) The student develops an understanding and working knowledge of annual reports. The student is expected to:	(B) identify the components of an annual report	(i) identify the components of an annual report
(9) The student develops an understanding and working knowledge of annual reports. The student is expected to:	(C) identify laws and regulations that are applied to annual reports	(i) identify laws that are applied to annual reports
(9) The student develops an understanding and working knowledge of annual reports. The student is expected to:	(C) identify laws and regulations that are applied to annual reports	(ii) identify regulations that are applied to annual reports



Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student develops an understanding and working knowledge of annual reports. The student is expected to:	(D) create an annual report	(i) create an annual report
(10) The student explores the role of ethics in finance. The student is expected to:	(A) explain the nature of business ethics	(i) explain the nature of business ethics
(10) The student explores the role of ethics in finance. The student is expected to:	(B) discuss the role of ethics in finance	(i) discuss the role of ethics in finance
(10) The student explores the role of ethics in finance. The student is expected to:	(C) analyze the activities of Enron Corporation that led to the company's downfall	(i) analyze the activities of Enron Corporation that led to the company's downfall
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(A) identify common tasks that require employees to use problem-solving skills	(i) identify common tasks that require employees to use problem-solving skills
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(B) analyze elements of a financial problem to develop creative solutions	(i) analyze elements of a financial problem to develop creative solutions
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(C) create and evaluate ideas, proposals, and solutions to financial problems	(i) create ideas

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(C) create and evaluate ideas, proposals, and solutions to financial problems	(ii) create proposals
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(C) create and evaluate ideas, proposals, and solutions to financial problems	(iii) create solutions to financial problems
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(C) create and evaluate ideas, proposals, and solutions to financial problems	(iv) evaluate ideas
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(C) create and evaluate ideas, proposals, and solutions to financial problems	(v) evaluate proposals
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(C) create and evaluate ideas, proposals, and solutions to financial problems	(vi) evaluate solutions to financial problems
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(D) analyze financial information to determine its value to the problem-solving task	(i) analyze financial information to determine its value to the problem-solving task
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(E) identify and evaluate alternative financial solutions using a variety of problem-solving and critical-thinking skills	(i) identify alternative financial solutions using a variety of problem-solving skills

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(E) identify and evaluate alternative financial solutions using a variety of problem-solving and critical-thinking skills	(ii) identify alternative financial solutions using a variety of critical-thinking skills
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(E) identify and evaluate alternative financial solutions using a variety of problem-solving and critical-thinking skills	(iii) evaluate alternative financial solutions using a variety of problem-solving skills
(11) The student employs critical-thinking skills independently and in teams to solve problems and make decisions. The student is expected to:	(E) identify and evaluate alternative financial solutions using a variety of problem-solving and critical-thinking skills	(iv) evaluate alternative financial solutions using a variety of critical-thinking skills
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(A) summarize the company's background	(i) summarize the company's background
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(B) analyze the company's history, development, and growth	(i) analyze the company's history
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(B) analyze the company's history, development, and growth	(ii) analyze the company's development

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(B) analyze the company's history, development, and growth	(iii) analyze the company's growth
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(C) identify the company's strengths and weaknesses, internally	(i) identify the company's strengths, internally
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(C) identify the company's strengths and weaknesses, internally	(ii) identify the company's weaknesses, internally
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(D) describe the external environment	(i) describe the external environment
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(E) evaluate the strengths, weaknesses, opportunities, and threats (SWOT) analysis	(i) evaluate the strengths, weaknesses, opportunities, and threats (SWOT) analysis
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(F) examine the corporate and business level strategy	(i) examine the corporate strategy

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(F) examine the corporate and business level strategy	(ii) examine the business level strategy
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(G) investigate the structure and control systems	(i) investigate the structure
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(G) investigate the structure and control systems	(ii) investigate the control systems
(12) The student performs a case study analysis of a specific company to apply the concepts learned in the course and present the findings. The student is expected to:	(H) formulate recommendations	(i) formulate recommendations

<b>Subject</b>	<b>Chapter 130. Career and Technical Education, Subchapter F. Finance</b>
<b>Course Title</b>	<b>§130.190. Statistics and Business Decision Making (One Credit), Adopted 2015.</b>
<p>(a) <b>General Requirements.</b> This course is recommended for students in Grades 11 and 12. Prerequisite: Algebra II. This course satisfies a high school mathematics graduation requirement. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) <b>Introduction.</b></p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Finance Career Cluster focuses on planning, services for financial and investment planning, banking, insurance, and business financial management.</p> <p>(3) Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.</p> <p>(4) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, and number sense to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p> <p>(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means	(i) demonstrate an understanding of appropriate communication with customers through verbal, nonverbal, or digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means	(ii) demonstrate an understanding of appropriate communication with employers through verbal, nonverbal, or digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate an understanding of appropriate communication with customers, employers, and coworkers through verbal, nonverbal, or digital means	(iii) demonstrate an understanding of appropriate communication with coworkers through verbal, nonverbal, or digital means
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate an understanding of the use of business etiquette	(i) demonstrate an understanding of the use of business etiquette
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate an understanding of appropriate customer service such as building customer relationships and resolving customer complaints	(i) demonstrate an understanding of appropriate customer service
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate an understanding of ethical and legal issues in business	(i) demonstrate an understanding of ethical issues in business
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate an understanding of ethical and legal issues in business	(ii) demonstrate an understanding of legal issues in business

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(i) apply mathematics to problems arising in everyday life
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(ii) apply mathematics to problems arising in society
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(A) apply mathematics to problems arising in everyday life, society, and the workplace	(iii) apply mathematics to problems arising in the workplace
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	(i) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	(ii) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the reasonableness of the solution
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(i) select tools, including real objects, as appropriate, to solve problems



Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(ii) select tools, including manipulatives, as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iii) select tools, including paper and pencil, as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(iv) select tools, including technology, as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(v) select techniques, including mental math, as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(vi) select techniques, including estimation, as appropriate, to solve problems
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	(vii) select techniques, including number sense, as appropriate, to solve problems

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(i) communicate mathematical ideas using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ii) communicate mathematical ideas using multiple representations, including diagrams as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iii) communicate mathematical ideas using multiple representations, including graphs as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(iv) communicate mathematical ideas using multiple representations, including language as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(v) communicate mathematical reasoning using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vi) communicate mathematical reasoning using multiple representations, including diagrams as appropriate

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(vii) communicate mathematical reasoning using multiple representations, including graphs as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(viii) communicate mathematical reasoning using multiple representations, including language as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(ix) communicate [mathematical ideas'] implications using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(x) communicate [mathematical ideas'] implications using multiple representations, including diagrams as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xi) communicate [mathematical ideas'] implications using multiple representations, including graphs as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xii) communicate [mathematical ideas'] implications using multiple representations, including language as appropriate

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiii) communicate [mathematical reasoning's] implications using multiple representations, including symbols as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xiv) communicate [mathematical reasoning's] implications using multiple representations, including diagrams as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xv) communicate [mathematical reasoning's] implications using multiple representations, including graphs as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	(xvi) communicate [mathematical reasoning's] implications using multiple representations, including language as appropriate
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(i) create representations to organize mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(ii) create representations to record mathematical ideas

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iii) create representations to communicate mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(iv) use representations to organize mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(v) use representations to record mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(E) create and use representations to organize, record, and communicate mathematical ideas	(vi) use representations to communicate mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(i) analyze mathematical relationships to connect mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(F) analyze mathematical relationships to connect and communicate mathematical ideas	(ii) analyze mathematical relationships to communicate mathematical ideas
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(i) display mathematical ideas using precise mathematical language in written or oral communication

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(ii) explain mathematical ideas using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iii) justify mathematical ideas using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(iv) display mathematical arguments using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(v) explain mathematical arguments using precise mathematical language in written or oral communication
(2) The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	(vi) justify mathematical arguments using precise mathematical language in written or oral communication
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(A) compare and contrast the fundamentals of risk management, including the reasons for and benefits of risk management	(i) compare and contrast the fundamentals of risk management, including the reasons for risk management
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(A) compare and contrast the fundamentals of risk management, including the reasons for and benefits of risk management	(ii) compare and contrast the fundamentals of risk management, including the benefits of risk management

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(B) discuss the role of ethics and responsibility in risk management	(i) discuss the role of ethics in risk management
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(B) discuss the role of ethics and responsibility in risk management	(ii) discuss the role of responsibility in risk management
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(i) compare and contrast roles of careers related to managing personal financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(ii) compare and contrast responsibilities of careers related to managing personal financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(iii) compare and contrast licensing of careers related to managing personal financial portfolios

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(iv) compare and contrast certification programs of careers related to managing personal financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(v) compare and contrast roles of careers related to analyzing personal financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(vi) compare and contrast responsibilities of careers related to analyzing personal financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(vii) compare and contrast licensing of careers related to analyzing personal financial portfolios



Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(viii) compare and contrast certification programs of careers related to analyzing personal financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(ix) compare and contrast roles of careers related to managing corporate financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(x) compare and contrast responsibilities of careers related to managing corporate financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(xi) compare and contrast licensing of careers related to managing corporate financial portfolios

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(xii) compare and contrast certification programs of careers related to managing corporate financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(xiii) compare and contrast roles of careers related to analyzing corporate financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(xiv) compare and contrast responsibilities of careers related to analyzing corporate financial portfolios
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(xv) compare and contrast licensing of careers related to analyzing corporate financial portfolios

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student is expected to:	(C) compare and contrast roles, responsibilities, licensing, and certification programs of careers related to managing and analyzing personal and corporate financial portfolios such as financial planners, financial managers, financial analysts, controllers, risk managers, cash managers, treasurers, and chief financial officers	(xvi) compare and contrast certification programs of careers related to analyzing corporate financial portfolios
(4) The student understands and demonstrates the use of statistics in business areas, including accounting, economics, finance, management, and marketing. The student is expected to:	(A) evaluate the use of statistics in accounting such as forecasting consumption, earnings, cash flows, book value, and allowance for doubtful accounts	(i) evaluate the use of statistics in accounting
(4) The student understands and demonstrates the use of statistics in business areas, including accounting, economics, finance, management, and marketing. The student is expected to:	(B) evaluate how statistics are used in economics such as reports for labor market, trade balance, Gross Domestic Product, unemployment, and consumer spending	(i) evaluate how statistics are used in economics
(4) The student understands and demonstrates the use of statistics in business areas, including accounting, economics, finance, management, and marketing. The student is expected to:	(C) evaluate how statistics are used in finance such as the use by financial intermediaries or in the evaluation of investments, securities, derivatives, futures, or options	(i) evaluate how statistics are used in finance
(4) The student understands and demonstrates the use of statistics in business areas, including accounting, economics, finance, management, and marketing. The student is expected to:	(D) evaluate how statistics are used in management such as in the evaluation of production efficiency, production quantity, quality control, workforce trends, staffing issues, and employee satisfaction	(i) evaluate how statistics are used in management

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and demonstrates the use of statistics in business areas, including accounting, economics, finance, management, and marketing. The student is expected to:	(E) evaluate how statistics are used in marketing such as reports for projected market share, advertising effectiveness, sales effectiveness, brand loyalty, spending habits, and customer satisfaction	(i) evaluate how statistics are used in marketing
(5) The student understands and demonstrates the ethical and responsible use of statistics in business. The student is expected to evaluate how statistics are used in accounting, economics, finance, management, and marketing.	[A] evaluate how statistics are used in accounting, economics, finance, management, and marketing	(i) evaluate how statistics are used in accounting
(5) The student understands and demonstrates the ethical and responsible use of statistics in business. The student is expected to evaluate how statistics are used in accounting, economics, finance, management, and marketing.	[A] evaluate how statistics are used in accounting, economics, finance, management, and marketing	(ii) evaluate how statistics are used in economics
(5) The student understands and demonstrates the ethical and responsible use of statistics in business. The student is expected to evaluate how statistics are used in accounting, economics, finance, management, and marketing.	[A] evaluate how statistics are used in accounting, economics, finance, management, and marketing	(iii) evaluate how statistics are used in finance
(5) The student understands and demonstrates the ethical and responsible use of statistics in business. The student is expected to evaluate how statistics are used in accounting, economics, finance, management, and marketing.	[A] evaluate how statistics are used in accounting, economics, finance, management, and marketing	(iv) evaluate how statistics are used in management

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands and demonstrates the ethical and responsible use of statistics in business. The student is expected to evaluate how statistics are used in accounting, economics, finance, management, and marketing.	[A] evaluate how statistics are used in accounting, economics, finance, management, and marketing	(v) evaluate how statistics are used in marketing
(6) The student evaluates risk-management strategies and techniques in corporate finance to maximize profit and minimize loss. The student is expected to:	(A) manage risk to protect business stability	(i) manage risk to protect business stability
(6) The student evaluates risk-management strategies and techniques in corporate finance to maximize profit and minimize loss. The student is expected to:	(B) analyze the relationship between risk management and operations	(i) analyze the relationship between risk management and operations
(6) The student evaluates risk-management strategies and techniques in corporate finance to maximize profit and minimize loss. The student is expected to:	(C) evaluate various risk-management strategies and techniques, including the use of insurance, stock, derivatives, and options	(i) evaluate various risk-management strategies, including the use of insurance
(6) The student evaluates risk-management strategies and techniques in corporate finance to maximize profit and minimize loss. The student is expected to:	(C) evaluate various risk-management strategies and techniques, including the use of insurance, stock, derivatives, and options	(ii) evaluate various risk-management strategies, including the use of stock
(6) The student evaluates risk-management strategies and techniques in corporate finance to maximize profit and minimize loss. The student is expected to:	(C) evaluate various risk-management strategies and techniques, including the use of insurance, stock, derivatives, and options	(iii) evaluate various risk-management strategies, including the use of derivatives
(6) The student evaluates risk-management strategies and techniques in corporate finance to maximize profit and minimize loss. The student is expected to:	(C) evaluate various risk-management strategies and techniques, including the use of insurance, stock, derivatives, and options	(iv) evaluate various risk-management strategies, including the use of options

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student evaluates risk-management strategies and techniques in corporate finance to maximize profit and minimize loss. The student is expected to:	(C) evaluate various risk-management strategies and techniques, including the use of insurance, stock, derivatives, and options	(v) evaluate various risk-management techniques, including the use of insurance
(6) The student evaluates risk-management strategies and techniques in corporate finance to maximize profit and minimize loss. The student is expected to:	(C) evaluate various risk-management strategies and techniques, including the use of insurance, stock, derivatives, and options	(vi) evaluate various risk-management techniques, including the use of stock
(6) The student evaluates risk-management strategies and techniques in corporate finance to maximize profit and minimize loss. The student is expected to:	(C) evaluate various risk-management strategies and techniques, including the use of insurance, stock, derivatives, and options	(vii) evaluate various risk-management techniques, including the use of derivatives
(6) The student evaluates risk-management strategies and techniques in corporate finance to maximize profit and minimize loss. The student is expected to:	(C) evaluate various risk-management strategies and techniques, including the use of insurance, stock, derivatives, and options	(viii) evaluate various risk-management techniques, including the use of options
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(A) communicate the value of statistical information in a variety of business disciplines and environments	(i) communicate the value of statistical information in a variety of business disciplines
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(A) communicate the value of statistical information in a variety of business disciplines and environments	(ii) communicate the value of statistical information in a variety of business environments
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(B) assess statistical information portrayed in areas such as advertising, investments and securities, human resource management, and economics	(i) assess statistical information portrayed in areas

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(C) generate a spreadsheet to collect, collate, organize, and analyze quantitative data	(i) generate a spreadsheet to collect quantitative data
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(C) generate a spreadsheet to collect, collate, organize, and analyze quantitative data	(ii) generate a spreadsheet to collate quantitative data
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(C) generate a spreadsheet to collect, collate, organize, and analyze quantitative data	(iii) generate a spreadsheet to organize quantitative data
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(C) generate a spreadsheet to collect, collate, organize, and analyze quantitative data	(iv) generate a spreadsheet to analyze quantitative data
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(D) use spreadsheets and graphical techniques to present data in a manner that is understood by and meaningful to colleagues and clients	(i) use spreadsheets to present data in a manner that is understood by colleagues
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(D) use spreadsheets and graphical techniques to present data in a manner that is understood by and meaningful to colleagues and clients	(ii) use spreadsheets to present data in a manner that is understood by clients
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(D) use spreadsheets and graphical techniques to present data in a manner that is understood by and meaningful to colleagues and clients	(iii) use spreadsheets to present data in a manner that is meaningful to colleagues

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(D) use spreadsheets and graphical techniques to present data in a manner that is understood by and meaningful to colleagues and clients	(iv) use spreadsheets to present data in a manner that is meaningful to clients
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(D) use spreadsheets and graphical techniques to present data in a manner that is understood by and meaningful to colleagues and clients	(v) use graphical techniques to present data in a manner that is understood by colleagues
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(D) use spreadsheets and graphical techniques to present data in a manner that is understood by and meaningful to colleagues and clients	(vi) use graphical techniques to present data in a manner that is understood by clients
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(D) use spreadsheets and graphical techniques to present data in a manner that is understood by and meaningful to colleagues and clients	(vii) use graphical techniques to present data in a manner that is meaningful to colleagues
(7) The student evaluates financial information using statistical analysis to assist business decision making using appropriate software. The student is expected to:	(D) use spreadsheets and graphical techniques to present data in a manner that is understood by and meaningful to colleagues and clients	(viii) use graphical techniques to present data in a manner that is meaningful to clients
(8) The student understands and demonstrates the defining and collecting of data. The student is expected to:	(A) define the types of variables and the measurement scales of variables	(i) define the types of variables
(8) The student understands and demonstrates the defining and collecting of data. The student is expected to:	(A) define the types of variables and the measurement scales of variables	(ii) define the measurement scales of variables



Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student understands and demonstrates the defining and collecting of data. The student is expected to:	(B) understand the collecting of data and its source	(i) understand the collecting of data
(8) The student understands and demonstrates the defining and collecting of data. The student is expected to:	(B) understand the collecting of data and its source	(ii) understand the source [of data]
(8) The student understands and demonstrates the defining and collecting of data. The student is expected to:	(C) understand populations and samples	(i) understand populations
(8) The student understands and demonstrates the defining and collecting of data. The student is expected to:	(C) understand populations and samples	(ii) understand samples
(8) The student understands and demonstrates the defining and collecting of data. The student is expected to:	(D) understand sampling methods	(i) understand sampling methods
(8) The student understands and demonstrates the defining and collecting of data. The student is expected to:	(E) understand and define survey error type	(i) understand survey error type
(8) The student understands and demonstrates the defining and collecting of data. The student is expected to:	(E) understand and define survey error type	(ii) define survey error type

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student will understand and demonstrate the organization and visualization of data. The student is expected to organize and visualize categorical data and numerical data.	[A] organize and visualize categorical data and numerical data	(i) organize categorical data
(9) The student will understand and demonstrate the organization and visualization of data. The student is expected to organize and visualize categorical data and numerical data.	[A] organize and visualize categorical data and numerical data	(ii) organize numerical data
(9) The student will understand and demonstrate the organization and visualization of data. The student is expected to organize and visualize categorical data and numerical data.	[A] organize and visualize categorical data and numerical data	(iii) visualize categorical data
(9) The student will understand and demonstrate the organization and visualization of data. The student is expected to organize and visualize categorical data and numerical data.	[A] organize and visualize categorical data and numerical data	(iv) visualize numerical data
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(A) understand and calculate the central tendency of the data set using mean, median, and mode	(i) understand the central tendency of the data set using mean, median, and mode
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(A) understand and calculate the central tendency of the data set using mean, median, and mode	(ii) calculate the central tendency of the data using mean

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(A) understand and calculate the central tendency of the data set using mean, median, and mode	(iii) calculate the central tendency of the data using median
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(A) understand and calculate the central tendency of the data set using mean, median, and mode	(iv) calculate the central tendency of the data set using mode
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(i) understand the variation of the data set using range
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(ii) understand the variation of the data set using sample variance
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(iii) understand the variation of the data set using sample standard deviation
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(iv) understand the variation of the data set using population variance

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(v) understand the variation of the data set using population standard deviation
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(vi) understand the variation of the data set using the coefficient of the variation
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(vii) understand the variation of the data set using Z score
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(viii) determine the variation of the data set using range
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(ix) determine the variation of the data set using sample variance
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(x) determine the variation of the data set using sample standard deviation

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(xi) determine the variation of the data set using population variance
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(xii) determine the variation of the data set using population standard deviation
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(xiii) determine the variation of the data set using the coefficient of the variation
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(B) understand and determine the variation of the data set using range, sample variance, sample standard deviation, population variance, population standard deviation, coefficient of the variation, and Z score	(xiv) determine the variation of the data set using Z score
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(C) understand and demonstrate the measure of shape of the data set using skewness, symmetry, and kurtosis	(i) understand the shape of the data set using skewness, symmetry, and kurtosis
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(C) understand and demonstrate the measure of shape of the data set using skewness, symmetry, and kurtosis	(ii) understand the shape of the data set using symmetry

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(C) understand and demonstrate the measure of shape of the data set using skewness, symmetry, and kurtosis	(iii) understand the shape of the data set using kurtosis
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(C) understand and demonstrate the measure of shape of the data set using skewness, symmetry, and kurtosis	(iv) demonstrate the measure of shape of the data set using skewness
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(C) understand and demonstrate the measure of shape of the data set using skewness, symmetry, and kurtosis	(v) demonstrate the measure of shape of the data set using symmetry
(10) The student understands and demonstrates the use of descriptive measures. The student is expected to:	(C) understand and demonstrate the measure of shape of the data set using skewness, symmetry, and kurtosis	(vi) demonstrate the measure of shape of the data set using kurtosis
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, independence, and Bayes' Theorem	(i) define event
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, independence, and Bayes' Theorem	(ii) define compound event

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, independence, and Bayes' Theorem	(iii) define complement of an event
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, independence, and Bayes' Theorem	(iv) define sample space
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, independence, and Bayes' Theorem	(v) define marginal probability
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, independence, and Bayes' Theorem	(vi) define conditional probability
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, independence, and Bayes' Theorem	(vii) define independence

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, impence, and Bayes' Theorem	(viii) define multiplication rule
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, impence, and Bayes' Theorem	(ix) define multiplication rule for independent events
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, impence, and Bayes' Theorem	(x) define probability of an event
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, impence, and Bayes' Theorem	(xi) define impence
(11) The student understands and demonstrates the use of probability. The student is expected to:	(A) define event, compound event, complement of an event, sample space, marginal probability, conditional probability, independence, multiplication rule, multiplication rule for independent events, probability of an event, impence, and Bayes' Theorem	(xii) define Bayes' Theorem



Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(i) define simple probability
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(ii) define compound probability
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(iii) define marginal probability
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(iv) define general addition rule
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(v) define marginal probability using the multiplication rule
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(vi) define probability with Bayes' Theorem

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(vii) calculate simple probability
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(viii) calculate compound probability
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(ix) calculate marginal probability
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(x) calculate general addition rule
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(xi) calculate marginal probability using the multiplication rule
(11) The student understands and demonstrates the use of probability. The student is expected to:	(B) define and calculate simple probability, compound probability, marginal probability, general addition rule, marginal probability using the multiplication rule, and probability with Bayes' Theorem	(xii) calculate probability with Bayes' Theorem

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands and demonstrates the use of probability distribution for discrete variables. The student is expected to understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution.	[A] understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution	(i) understand the uniform distribution
(12) The student understands and demonstrates the use of probability distribution for discrete variables. The student is expected to understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution.	[A] understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution	(ii) understand the binomial distribution
(12) The student understands and demonstrates the use of probability distribution for discrete variables. The student is expected to understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution.	[A] understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution	(iii) understand the Poisson distribution
(12) The student understands and demonstrates the use of probability distribution for discrete variables. The student is expected to understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution.	[A] understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution	(iv) demonstrate the use of the uniform distribution
(12) The student understands and demonstrates the use of probability distribution for discrete variables. The student is expected to understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution.	[A] understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution	(v) demonstrate the use of the binomial distribution

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student understands and demonstrates the use of probability distribution for discrete variables. The student is expected to understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution.	[A] understand and demonstrate the use of the uniform distribution, the binomial distribution, and the Poisson distribution	(vi) demonstrate the use of the Poisson distribution
(13) The student understands and demonstrates the use of probability distribution for continuous variables. The student is expected to understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution.	[A] understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution	(i) understand the normal distribution
(13) The student understands and demonstrates the use of probability distribution for continuous variables. The student is expected to understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution.	[A] understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution	(ii) understand uniform distribution
(13) The student understands and demonstrates the use of probability distribution for continuous variables. The student is expected to understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution.	[A] understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution	(iii) understand exponential distribution
(13) The student understands and demonstrates the use of probability distribution for continuous variables. The student is expected to understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution.	[A] understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution	(iv) demonstrate the use of the normal distribution

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student understands and demonstrates the use of probability distribution for continuous variables. The student is expected to understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution.	[A] understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution	(v) demonstrate the use of uniform distribution
(13) The student understands and demonstrates the use of probability distribution for continuous variables. The student is expected to understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution.	[A] understand and demonstrate the use of the normal distribution, uniform distribution, and exponential distribution	(vi) demonstrate the use of exponential distribution
(14) The student understands and demonstrates the use of sampling distribution, sampling distribution of the mean, and the central limit theorem. The student is expected to:	(A) calculate the population mean and population standard deviation	(i) calculate the population mean
(14) The student understands and demonstrates the use of sampling distribution, sampling distribution of the mean, and the central limit theorem. The student is expected to:	(A) calculate the population mean and population standard deviation	(ii) calculate the population standard deviation
(14) The student understands and demonstrates the use of sampling distribution, sampling distribution of the mean, and the central limit theorem. The student is expected to:	(B) calculate standard error of the mean	(i) calculate standard error of the mean
(14) The student understands and demonstrates the use of sampling distribution, sampling distribution of the mean, and the central limit theorem. The student is expected to:	(C) calculate the Z- and X-bar for the sampling distribution of the mean	(i) calculate the Z-bar for the sampling distribution of the mean

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student understands and demonstrates the use of sampling distribution, sampling distribution of the mean, and the central limit theorem. The student is expected to:	(C) calculate the Z- and X-bar for the sampling distribution of the mean	(ii) calculate the X-bar for the sampling distribution of the mean
(15) The student understands and demonstrates the use and construction of confidence intervals. The student is expected to:	(A) construct a confidence interval for the mean for a known and unknown population standard deviation	(i) construct a confidence interval for the mean for a known population standard deviation
(15) The student understands and demonstrates the use and construction of confidence intervals. The student is expected to:	(A) construct a confidence interval for the mean for a known and unknown population standard deviation	(ii) construct a confidence interval for the mean for an unknown population standard deviation
(15) The student understands and demonstrates the use and construction of confidence intervals. The student is expected to:	(B) evaluate ethical issues associated with confidence intervals	(i) evaluate ethical issues associated with confidence intervals
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(A) understand and demonstrate the use of hypothesis testing, null hypothesis, and alternative hypothesis	(i) understand hypothesis testing
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(A) understand and demonstrate the use of hypothesis testing, null hypothesis, and alternative hypothesis	(ii) understand null hypothesis
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(A) understand and demonstrate the use of hypothesis testing, null hypothesis, and alternative hypothesis	(iii) understand alternative hypothesis

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(A) understand and demonstrate the use of hypothesis testing, null hypothesis, and alternative hypothesis	(iv) demonstrate the use of hypothesis testing
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(A) understand and demonstrate the use of hypothesis testing, null hypothesis, and alternative hypothesis	(v) demonstrate the use of null hypothesis
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(A) understand and demonstrate the use of hypothesis testing, null hypothesis, and alternative hypothesis	(vi) demonstrate the use of alternative hypothesis
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(B) create a null hypothesis and alternative hypothesis	(i) create a null hypothesis
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(B) create a null hypothesis and alternative hypothesis	(ii) create an alternative hypothesis
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(C) understand and demonstrate the use of Type I error and Type II error	(i) understand Type I error
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(C) understand and demonstrate the use of Type I error and Type II error	(ii) understand Type II error

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(C) understand and demonstrate the use of Type I error and Type II error	(iii) demonstrate the use of Type I error
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(C) understand and demonstrate the use of Type I error and Type II error	(iv) demonstrate the use of Type II error
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(D) calculate the level of significance and calculate beta risk	(i) calculate the level of significance
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(D) calculate the level of significance and calculate beta risk	(ii) calculate beta risk
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(E) understand and demonstrate the use of the complements of Type I error and Type II error by calculating the confidence coefficient and the power of a statistical test	(i) understand the complements of Type I error
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(E) understand and demonstrate the use of the complements of Type I error and Type II error by calculating the confidence coefficient and the power of a statistical test	(ii) understand the complements of Type II error
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(E) understand and demonstrate the use of the complements of Type I error and Type II error by calculating the confidence coefficient and the power of a statistical test	(iii) demonstrate the use of the complements of Type I error by calculating the confidence coefficient



Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(E) understand and demonstrate the use of the complements of Type I error and Type II error by calculating the confidence coefficient and the power of a statistical test	(iv) demonstrate the use of the complements of Type I error by calculating the power of a statistical test
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(E) understand and demonstrate the use of the complements of Type I error and Type II error by calculating the confidence coefficient and the power of a statistical test	(v) demonstrate the use of the complements of Type II error by calculating the confidence coefficient
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(E) understand and demonstrate the use of the complements of Type I error and Type II error by calculating the confidence coefficient and the power of a statistical test	(vi) demonstrate the use of the complements of Type II error by calculating the power of a statistical test
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(F) understand and calculate Z test for the mean	(i) understand Z test
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(F) understand and calculate Z test for the mean	(ii) calculate Z test for the mean
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(G) understand and demonstrate hypothesis one-tail tests, critical value, and p-value	(i) understand hypothesis one-tail tests
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(G) understand and demonstrate hypothesis one-tail tests, critical value, and p-value	(ii) understand critical value

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(G) understand and demonstrate hypothesis one-tail tests, critical value, and p-value	(iii) understand p-value
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(G) understand and demonstrate hypothesis one-tail tests, critical value, and p-value	(iv) demonstrate hypothesis one-tail tests
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(G) understand and demonstrate hypothesis one-tail tests, critical value, and p-value	(v) demonstrate critical value
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(G) understand and demonstrate hypothesis one-tail tests, critical value, and p-value	(vi) demonstrate p-value
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(H) understand and demonstrate hypothesis two-tail tests, critical value, and p-value	(i) understand hypothesis two-tail tests
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(H) understand and demonstrate hypothesis two-tail tests, critical value, and p-value	(ii) understand critical value

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(H) understand and demonstrate hypothesis two-tail tests, critical value, and p-value	(iii) understand p-value
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(H) understand and demonstrate hypothesis two-tail tests, critical value, and p-value	(iv) demonstrate hypothesis two-tail tests
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(H) understand and demonstrate hypothesis two-tail tests, critical value, and p-value	(v) demonstrate critical value
(16) The student understands and demonstrates hypothesis testing for one sample tests and two sample tests. The student is expected to:	(H) understand and demonstrate hypothesis two-tail tests, critical value, and p-value	(vi) demonstrate p-value
(17) The student understands analysis of variance. The student is expected to understand and demonstrate the analysis of more than two populations.	[A] understand and demonstrate the analysis of more than two populations	(i) understand the analysis of more than two populations
(17) The student understands analysis of variance. The student is expected to understand and demonstrate the analysis of more than two populations.	[A] understand and demonstrate the analysis of more than two populations	(ii) demonstrate the analysis of more than two populations
(18) The student understands and demonstrates the use of chi-square test. The student is expected to:	[A] use a chi-square test	(i) use a chi-square test

Knowledge and Skill Statement	Student Expectation	Breakout
(19) The student understands and demonstrates the use of nonparametric test. The student is expected to use nonparametric tests such as the Wilcoxon Sum test.	[A] use nonparametric tests such as the Wilcoxon Sum test	(i) use nonparametric tests
(20) The student understands simple linear regression. The student is expected to:	(A) understand and demonstrate the use of various types of regression models	(i) understand various types of regression models
(20) The student understands simple linear regression. The student is expected to:	(A) understand and demonstrate the use of various types of regression models	(ii) demonstrate the use of various types of regression models
(20) The student understands simple linear regression. The student is expected to:	(B) create the regression equation	(i) create the regression equation
(20) The student understands simple linear regression. The student is expected to:	(C) make predictions based on regression models	(i) make predictions based on regression models
(21) The student understands an introduction to multivariable regression: The student is expected to use a multivariable regression model.	[A] use a multivariable regression model	(i) use a multivariable regression model
(22) The student understands time series analysis and forecasting. The student is expected to:	(A) understand times series models	(i) understand times series models
(22) The student understands time series analysis and forecasting. The student is expected to:	(B) understand trend component	(i) understand trend component
(22) The student understands time series analysis and forecasting. The student is expected to:	(C) understand seasonal component	(i) understand seasonal component

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student understands time series analysis and forecasting. The student is expected to:	(D) understand cyclical component	(i) understand cyclical component
(23) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(A) understand educational, military, and current job opportunities	(i) understand educational job opportunities
(23) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(A) understand educational, military, and current job opportunities	(ii) understand military job opportunities
(23) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(A) understand educational, military, and current job opportunities	(iii) understand current job opportunities
(23) The student demonstrates an understanding of a postsecondary plan. The student is expected to:	(B) create a postsecondary plan that includes topics such as application requirements; testing requirements; certification requirements; associated deadlines; associated costs, including living expenses; job prospects and opportunities; beginning earnings; expected future earnings; and resumes and cover letters	(i) create a postsecondary plan