

Standards - State | National | Common Core

In the pages of this document you will find:

1. The **contact information** for your Foundations Advisor. He is an expert in the personal finance standards of your state. Call or email anytime if you have curriculum questions.
2. Your **state-specific** personal finance standards correlation
3. The correlation between the **National JumpStart Standards** and our curriculum
4. **Common Core** correlations for ELA

Your State-Specific Curriculum Expert is:



Dennis Palmer

Dennis's Story: I grew up under the assumption that debt was a part of life. After getting in to piles of student loan and credit card debt in college, someone suggested I read *Financial Peace* by Dave Ramsey. The book changed my thinking about debt and money. My wife and I are now working on our debt snowball!

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State Standards and Benchmarks Chart

Foundations in Personal Finance

Michigan

STATE STANDARD OR BENCHMARK:	CORRELATES WITH:
Economics Education and Personal Finance	
ECONOMICS — The Market Economy	
Scarcity, Choice, Opportunity Costs, and Comparative Advantage - Using examples, explain how scarcity, choice, and opportunity costs affect decisions that households make in the marketplace	Unit 2, Ch. 6 Unit 3, Ch. 7
Entrepreneurship - Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career	Unit 2, Ch. 5
Price in the Market - Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market	Unit 2, Ch. 6
Government and Consumers - Analyze the role of government in protecting consumers and enforcing contracts, and explain how this role influences the incentives for people to produce and exchange goods and services	Unit 2, Ch. 4 Unit 3, Ch. 8, 9
PERSONAL FINANCE	
Scarcity and Opportunity Costs - Apply concepts of scarcity and opportunity costs to personal financial decision making	Unit 2, Ch. 6
Marginal Benefit and Cost - Explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions	Unit 2, Ch. 6 Unit 3, Ch. 7
Personal Finance Strategy - Develop a personal finance strategy for earning, spending, saving and investing resources	Unit 1, Ch. 2, 3 Unit 2, Ch. 6 Unit 3, Ch. 7, 8
Key Components of Personal Finance - Evaluate key components of personal finance including money management, saving and investment, spending and credit, income, mortgages, retirement, investing, and insurance	Unit 1, Ch. 1, 2, 3 Unit 2, Ch. 4, 5, 6 Unit 3, Ch. 7, 8, 9 Unit 4, Ch. 11
Personal Decisions - Use a decision-making model to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation	Unit 1, Ch. 1, 2, 3 Unit 3, Ch. 8 Unit 4, Ch. 11

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Risk Management Plan - Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).	Unit 3, Ch. 9
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National Standards

STATE STANDARD OR BENCHMARK:	CORRELATES WITH:
Financial Responsibility and Decision Making	
Apply reliable information and systematic decision making to personal financial decisions.	
Take responsibility for personal financial decisions.	Unit 1, 2, 3, and 4 Ch. 1-12
Find and evaluate financial information from a variety of sources.	Unit 1, Ch. 1 Unit 3, Ch. 7
Summarize major consumer protection laws.	Unit 2, Ch. 4
Make financial decisions by systematically considering alternatives and consequences.	Unit 1, 2, 3, and 4 Ch. 1-12
Develop communication strategies for discussing financial issues.	Unit 1, Ch. 1 Unit 4, Ch. 10
Control personal information	Unit 2, Ch. 4 Unit 3, Ch. 9
Income and Careers	
Use a career plan to develop personal income potential.	
Explore Career Options	Unit 2, Ch. 5 Unit 4, Ch. 11
Identify sources of personal income.	Unit 3, Ch. 8 Unit 4, Ch. 11
Describe factors affecting take-home pay.	Unit 3, Ch. 8 Unit 4, Ch. 11
Planning and Money Management	
Organize and plan personal finances and use a budget to manage cash flow.	

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Develop a plan for spending and saving.	Unit 1, 2, 3, 4 Ch. 1-12 Budget Builder
Develop a system for keeping and using financial records.	Unit 1, Ch. 3
Describe how to use different payment methods.	Unit 1, Ch. 3 Unit 2, Ch. 4 Unit 3, Ch. 7
Apply consumer skills to purchase decisions.	Unit 1, Ch. 3 Unit 2, Ch. 6 Unit 3, Ch. 7
Consider charitable giving.	Unit 4, Ch. 12
Develop a personal financial plan.	Unit 1, 2, 3, 4 Ch. 1-12 Budget Builder
Examine the purpose and importance of a will	Unit 3, Ch. 9
Credit and Debt	
Maintain creditworthiness, borrow at favorable terms, and manage debt.	
Identify the costs and benefits of various types of credit.	Unit 1, Ch. 1 Unit 2, Ch. 4, 5, 6
Explain the purpose of a credit record and identify borrowers' credit report rights.	Unit 2, Ch. 4
Describe ways to avoid or correct debt problems.	Unit 1, Ch. 2, 3 Unit 2, Ch. 4, 5
Summarize major consumer credit laws.	Unit 2, Ch. 4
Risk Management and Insurance	
Use appropriate and cost-effective risk management strategies.	
Identify common types of risks and basic risk management methods.	Unit 3, Ch. 9
Explain the purpose and importance of property and liability insurance protection.	Unit 3, Ch. 9

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Explain the purpose and importance of health, disability, and life insurance protection.	Unit 3, Ch. 8, 9
Saving and Investing	
Implement a diversified investment strategy that is compatible with personal goals.	Unit 3, Ch. 8
Discuss how saving contributes to financial well-being.	Unit 1, Ch. 2 Unit 3, Ch. 8
Explain how investing builds wealth and helps meet financial goals	Unit 1, Ch. 2, 3 Unit 2, Ch. 6 Unit 3, Ch. 8
Evaluate investment alternatives.	Unit 3, Ch. 8
Describe how to buy and sell investments.	Unit 3, Ch. 8
Explain how taxes affect the rate of return on investments.	Unit 3, Ch. 8
Investigate how agencies that regulate financial markets protect investors.	Unit 3, Ch. 8

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Common Core State Standards

STATE STANDARD OR BENCHMARK: Grades: 9-10/ 11-12	CORRELATES WITH ACTIVITIES IN:
English Language Arts Standards: History/Social	
Craft and Structure	
<u>CCSS.ELA-Literacy.RH.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Unit 1, Ch. 1, 3 Unit 2, Ch. 6 Unit 3, Ch. 8, 9
Integration of Knowledge and Ideas	
<u>CCSS.ELA-Literacy.RH.11-12.8</u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	Unit 2, Ch. 4, 6 Unit 3, Ch. 8
Craft and Structure	
<u>CCSS.ELA-Literacy.RH.11-12.6</u> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Unit 2, Ch. 6 Unit 3, Ch. 8
English Language Arts Standards: Speaking & Listening	
Comprehension and Collaboration	
<u>CCSS.ELA-Literacy.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Unit 1, 2, 3, 4
<u>CCSS.ELA-Literacy.SL.11-12.1a</u> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Unit 2, Ch. 6 Unit 3, Ch. 8 Unit 4, Ch. 12
<u>CCSS.ELA-Literacy.SL.11-12.1b</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	Unit 2, Ch. 6 Unit 3, Ch. 8, 9 Unit 4, Ch. 10, 12
<u>CCSS.ELA-Literacy.SL.11-12.1c</u> Propel conversations by posing and	Unit 1, 2, 3, 4

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responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
<u>CCSS.ELA-Literacy.SL.11-12.1d</u> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	Unit 1, Ch. 2 Unit 2, Ch. 4, 6 Unit 3, Ch. 8 Unit 4, Ch. 10, 12
<u>CCSS.ELA-Literacy.SL.11-12.2</u> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Unit 2, Ch. 4, 6 Unit 3, Ch. 7
<u>CCSS.ELA-Literacy.SL.11-12.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Unit 2, Ch. 4, 6 Unit 4, Ch. 12
Presentation of Knowledge and Ideas	
<u>CCSS.ELA-Literacy.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Unit 1, Ch. 1, 2 Unit 2, Ch. 4, 5, 6 Unit 3, Ch. 7, 8, 9 Unit 4, Ch. 10, 12
<u>CCSS.ELA-Literacy.SL.11-12.5</u> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Unit 2, Ch. 4
<u>CCSS.ELA-Literacy.SL.11-12.6</u> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Unit 1, 2, 3, 4
English Language Arts Standards: Writing	
Text Types and Purposes	

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<u>CCSS.ELA-Literacy.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Unit 1, Ch. 1, 2 Unit 2, Ch. 4, 5 Unit 4, Ch. 12
<u>CCSS.ELA-Literacy.W.11-12.1a</u> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Unit 1, Ch. 1 2 Unit 2, Ch. 4, 5, 6 Unit 3, Ch. 7, 9 Unit 4, Ch. 12
<u>CCSS.ELA-Literacy.W.11-12.1b</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Unit 1, Ch. 1, 2 Unit 2, Ch. 4, 5 Unit 3, Ch. 7 Unit 4, CH. 10, 12
<u>CCSS.ELA-Literacy.W.11-12.1e</u> Provide a concluding statement or section that follows from and supports the argument presented.	Unit 1, 2, 3, 4
<u>CCSS.ELA-Literacy.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Unit 1, Ch. 2 Unit 3, Ch. 9 Unit 1, Ch. 11
<u>CCSS.ELA-Literacy.W.11-12.2e</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Unit 1, Ch. 1, 2 Unit 3, Ch. 9 Unit 4, Ch. 11, 12
<u>CCSS.ELA-Literacy.W.11-12.2f</u> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Unit 1, 2, 3, 4
Production and Distribution of Writing	
<u>CCSS.ELA-Literacy.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Unit 1, Ch. 1, 2 Unit 2, Ch. 4, 5, 6 Unit 3, Ch. 9 Unit 4, Ch. 11, 12
Research to Build and Present Knowledge	
<u>CCSS.ELA-Literacy.W.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating	Unit 1, Ch. 1 Unit 2, Ch. 4, 6 Unit 3, Ch. 7 Unit 4, Ch. 10, 11, 12

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understanding of the subject under investigation.	
<u>CCSS.ELA-Literacy.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.	Unit 1, Ch. 1 Unit 2, Ch. 4, 5, 6 Unit 3, Ch. 7 Unit 4, Ch. 12
Range of Writing	
<u>CCSS.ELA-Literacy.W.11-12.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Unit 1, 2, 3, 4
English Language Arts Standards: Science & Technical	
Key Ideas and Details	
<u>CCSS.ELA-Literacy.RST.11-12.2</u> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Unit 1, Ch. 2 Unit 2, Ch. 4, 5, 6 Unit 3, Ch. 7 Unit 4, Ch. 12
Integration of Knowledge and Ideas	
<u>CCSS.ELA-Literacy.RST.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	Unit 1, Ch. 2 Unit 2, Ch. 4, 6 Unit 3, Ch. 7 Unit 4, Ch. 11
<u>CCSS.ELA-Literacy.RST.11-12.9</u> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	Unit 1, Ch. 2 Unit 2, Ch. 4, 5, 6 Unit 3, Ch. 7
English Language Arts Standards: Reading	
Craft and Structure	
<u>CCSS.ELA-Literacy.RH.9-10.4</u> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Unit 1, Ch. 1, 3

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Integration of Knowledge and Ideas	
<u>CCSS.ELA-Literacy.RH.11-12.8</u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	Unit 1, Ch. 1 Unit 2, Ch. 4, 5 Unit 4, Ch. 12

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