

Connecticut State Department of Education

# Mathematics Crosswalk Common Core State Standards aligned to Personal Finance Standards

*The high school standards specify the mathematics that all students should study in order to be college and career ready. Below is a list of Mathematics standards and the Personal Finance Concept that could be utilized to teach the specific CCCS standard. For more information about high school conceptual following [http://www.sde.ct.gov/sde/lib/sde/PDF/CCSS/CCSS\\_Math\\_Overview\\_HS.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/CCSS/CCSS_Math_Overview_HS.pdf).*

**Content Standard 1: Personal Decision Making**

**Apply reliable information and systemic decision making to personal financial decisions**

**1.0 Use the rational decision-making process as it applies to the roles of citizens, workers, and consumers.**

| CT Personal Finance FRAMEWORKS PERFORMANCE STANDARDS 1-8   | Mathematics Crosswalk Common Course State Standard 9-12   |
|--|---|
| <b>Beginning</b>   |   |
| <ul style="list-style-type: none"> <li>Define and give examples of economic wants and needs.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Recognize and assume responsibility for the consequences of economic choices.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual.</li> </ul>  |   |
| <b>Intermediate</b>  |   |
| <ul style="list-style-type: none"> <li>Examine the impact of advertising, peer pressure, and family history on personal financial decisions.</li> </ul>                  |   |
| <ul style="list-style-type: none"> <li>Apply the decision-making process to various types of decisions at different stages of the life-cycle.</li> </ul>                 |   |
| <b>Advanced</b>  |   |
| <ul style="list-style-type: none"> <li>Differentiate between types of decisions and identify those for which a formal decision-making process should be used.</li> </ul> |   |
| <ul style="list-style-type: none"> <li>Analyze the effects of ethics on business and financial management decisions.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Analyze the effects of inflations and taxes on business and financial management decisions.</li> </ul>                            | <p><b>CC.9-12.A.SSE.1:</b> Interpret expressions that represent a quantity in terms of its context.</p> <p><b>CC.9-12.A.CED.1:</b> Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> |

**Content Standard 2: Earning and Reporting Income**  
**Use a career plan to develop personal income potential**

**2.0 Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.**

| CT Personal Finance FRAMEWORKS PERFORMANCE STANDARDS 1-8  | Mathematics Crosswalk Common Course State Standard 9-12   |
|---|---|
| <b>Beginning</b>  |   |
| <ul style="list-style-type: none"> <li>Identify various ways people earn a living.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Differentiate between earned and unearned income.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Distinguish between income and wealth.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Identify sources of unearned income (e.g. transfer payments and gifts).</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Calculate Net Pay</li> </ul>   | <p><b>CC.9-12.A.SSE.1:</b> Interpret expressions that represent a quantity in terms of its context.</p> <p><b>CC.9-12.A.CED.1:</b> Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p><b>CC.9-12.A.CED.2</b> Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> |
| <b>Intermediate</b>   |   |
| <ul style="list-style-type: none"> <li>Analyze how career choice, education, and skills affect income and goal attainment.</li> </ul>                               |   |
| <ul style="list-style-type: none"> <li>Analyze the characteristics and requirements of occupations of interest, including entrepreneurial opportunities.</li> </ul> |   |

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| <ul style="list-style-type: none"> <li>Explain the effect on take-home pay of changing allowances claimed on an “Employees’ Withholding Allowance Certificate” (IRS Form W-4).</li> </ul>    | <p><b>CC.9-12.A.SSE.1:</b> Interpret expressions that represent a quantity in terms of its context.</p> <p><b>CC.9-12.A.CED.1:</b> Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p>   |
| <ul style="list-style-type: none"> <li>Discuss how personal choices concerning human capital (experiences, technology, educational/training, and other factors) influence income.</li> </ul> |   |
| <b>Advanced</b>  |   |
| <ul style="list-style-type: none"> <li>Analyze and prepare a federal and state income tax return.</li> </ul>   | <p><b>CC.9-12.A.REI.1</b> Explain each step in solving simple equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p><b>CC. 9-12.A.REI.2</b> Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p>  |
| <ul style="list-style-type: none"> <li>Compare and contrast compensation packages that include varying levels of wages and benefits.</li> </ul>  | <p><b>CC.9-12.A.CED.2</b> Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p><b>CC.9-12.A.CED.3</b> Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> |

**Content Standard 3: Managing Finances and Budgeting**  
**Organize personal finances and use a budget to manage cash flow**

**3.0 Develop and evaluate a budget plan.**

| CT Personal Finance FRAMEWORKS PERFORMANCE STANDARDS 1-8  | Mathematics Crosswalk Common Course State Standard 9-12  |
|---|--|
| <b>Beginning</b>  |  |
| <ul style="list-style-type: none"> <li>Identify various sources of money for personal spending.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Construct and use a personal budget plan and evaluate it according to short- and long-term goals.</li> </ul>                   |  |
| <b>Intermediate</b>   |  |
| <ul style="list-style-type: none"> <li>Identify ways in which individuals and families obtain financial resources.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Define fixed and variable expenses.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Categorize and classify expenses as fixed or variable.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Determine discretionary income in a budget plan.</li> </ul>  |  |
| <b>Advanced</b>   |  |
| <ul style="list-style-type: none"> <li>Compare a personal budget plan with typical consumer spending as a tool for determining individual financial goals.</li> </ul> | <p><b>CC.9-12.F.1F.4</b> For a function that models a relationship between two quantities, interpret key features of the graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p><b>CC.9-12.F.1F.5</b> Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p> <p><b>CC.9-12.F.1F.6</b> Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> |

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| <ul style="list-style-type: none"> <li>Describe how income and spending patterns change throughout the life cycle for the typical person or family.</li> </ul> | <p><b>CC.9-12.N.Q.2</b> Define appropriate quantities for the purpose of descriptive modeling.</p> <p><b>CC.9-12.F.LE.1b</b> Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p><b>CC.9-12.F.LE.1c</b> Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> |
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**Content Standard 4: Saving and Investing**  
**Implement a diversified investment strategy that is compatible with personal goals**

**4.0 Evaluate savings and investment options to meet short- and long-term goals.**

| CT Personal Finance FRAMEWORKS PERFORMANCE STANDARDS 1-8   | Mathematics Crosswalk Common Course State Standard 9-12   |
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| <b>Beginning</b>   |   |
| <ul style="list-style-type: none"> <li>Describe why and how people save.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Identify the opportunity costs of saving.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Differentiate between saving and investing.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Distinguish between simple and compound interest.</li> </ul>  |   |
| <b>Intermediate</b>  |   |
| <ul style="list-style-type: none"> <li>Apply criteria for choosing a saving or investment instrument (e.g. market risk, inflation risk, interest rate risk, liquidity, and minimum amount needed for investment).</li> </ul> |   |
| <ul style="list-style-type: none"> <li>Explain why a savings and investing plan changes as one proceeds through the life cycle.</li> </ul>   | <p><b>CC.9-12.F.LE.1b</b> Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p><b>CC.9-12.F.LE.1c</b> Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p><b>CC.9-12.F.LE.3</b> Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p> |

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| <ul style="list-style-type: none"> <li>• Explain how and why the stock market works.</li> </ul>  | <p><b>CC.9-12.F.1F.4</b> For a function that models a relationship between two quantities, interpret key features of the graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p><b>CC.9-12.F.IF.5</b> Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p> <p><b>CC.9-12.F.IF.6</b> Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> |
| <ul style="list-style-type: none"> <li>• Identify the risk/return trade-offs for saving and investing.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Analyze the power of compounding and the importance of starting early in implementing a plan for saving and investing.</li> </ul> | <p><b>CC.9-12.N.Q.1</b> Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p><b>CC.9-12.F.LE.1</b> Distinguish between situations that can be modeled with linear functions and with exponential functions</p> <p><b>CC.9-12.F.LE.1a</b> Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.</p> <p><b>CC.9-12.F.LE.3</b> Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p>   |

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| <ul style="list-style-type: none"> <li>• Develop financial goals for the future based on one's lifestyle expectations and career choices.</li> </ul>                |  |
| <ul style="list-style-type: none"> <li>• Calculate and apply the Rule of '72.</li> </ul>  | <p><b>CC.9-12.A.CED.1:</b> Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p><b>CC.9-12.A.CED.3</b> Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p>  |
| <p><b>Advanced</b></p>  |  |
| <ul style="list-style-type: none"> <li>• Examine the fundamental workings of the Social Security System and the system's effects on retirement planning.</li> </ul> | <p><b>CC.9-12.F.IF.7</b> Graph functions expressed symbolically and show key feature of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p><b>CC.9-12.F.BF.1</b> Write a function that describes a relationship between two quantities.</p> <p><b>CC.9-12.F.LE.1</b> Distinguish between situations that can be modeled with linear functions and with exponential functions</p> <p><b>CC.9-12.F.LE.1a</b> Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.</p> <p><b>CC.9-12.F.LE.3</b> Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p> |

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| <ul style="list-style-type: none"> <li>Describe the advantages provided by employer-sponsored retirement savings plans including 401K and related plans.</li> </ul> | <p><b>CC.9-12.F.LE.1</b> Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p><b>CC.9-12.F.LE.1a</b> Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.</p> <p><b>CC.9-12.F.LE.3</b> Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p> |
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**Content Standard 5: Buying Goods and Services**

**Use a rational decision making process to evaluate factors involved in buying decisions to optimize consumer satisfaction**

**5.0 Apply a decision-making model to maximize consumer satisfaction when buying goods and services.**

| <b>CT Personal Finance FRAMEWORKS PERFORMANCE STANDARDS 1-8</b>  | <b>Mathematics Crosswalk Common Course State Standard 9-12</b> |
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| <b>Beginning</b>   |  |
| <ul style="list-style-type: none"> <li>Apply a rational decision-making process to personal buying decisions</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Identify goods and services and distinguish between the two.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Apply comparison shopping practices and return policies.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Identify alternative sources for purchases (on-line, retail stores, catalogs).</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>Recognize that laws are available to protect the rights of consumers.</li> </ul>  |  |
| <b>Intermediate</b>  |  |
| <ul style="list-style-type: none"> <li>Discuss various ways competition among buyers helps the consumer.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Describe reasons why there are variances in price for a given item bought from different providers.</li> </ul>                    |  |
| <ul style="list-style-type: none"> <li>Use reliable consumer resources to collect information for making buying decisions about durable and nondurable goods.</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>Analyze and evaluate advertising claims.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Investigate current types of consumer fraud, including on-line scams.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Describe consumer rights, responsibilities, and remedies, give examples of each.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Compare the costs and benefits of purchasing, leasing, and renting.</li> </ul>   | <p><b>CC.9-12.A.CED.2</b> Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p><b>CC.9-12.A.CED.3</b> Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> |
| <ul style="list-style-type: none"> <li>Identify and describe consumer assistance services provided by public and private organizations (e.g. government, the Better Business Bureau, and manufacturers).</li> </ul> |   |
| <ul style="list-style-type: none"> <li>Calculate the costs of utilities, services, maintenance, and other expenses involved in independent living.</li> </ul>   | <p><b>CC.9-12.A.REI.1</b> Explain each step in solving simple equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p><b>CC. 9-12.A.REI.2</b> Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p>  |
| <ul style="list-style-type: none"> <li>Explain how a consumer can identify and report fraudulent behavior and practices observed on the Internet.</li> </ul>  |   |
| <b>Advanced</b>   |   |
| <ul style="list-style-type: none"> <li>Examine the impact of advertising and marketing on consumer demand and decision-making in the global marketplace.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Research consumer advocacy groups that address consumer rights and responsibilities and describe how an individual can participate.</li> </ul>                               |   |

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| <ul style="list-style-type: none"> <li>Describe the role that supply and demand and market structure play in determining the availability and prices of goods and services.</li> </ul> |  |
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**Content Standard 6: Banking and Financial Institutions**  
**Banking services are an integral part of managing and organizing financial transaction**

**6.0 Evaluate services provided by financial deposit institutions to transfer funds.**

| CT Personal Finance FRAMEWORKS PERFORMANCE STANDARDS 1-8   | Mathematics Crosswalk Common Course State Standard 9-12 |
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| <b>Beginning</b>   |   |
| <ul style="list-style-type: none"> <li>Identify various types of financial institutions.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>List the basic services provided by financial institutions.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Identify the rights and responsibilities associated with using a checking account.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Describe the steps involved in opening and using a checking account.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Compare and contrast the different types of checking accounts offered by various institutions.</li> </ul>   |   |
| <b>Intermediate</b>  |   |
| <ul style="list-style-type: none"> <li>Differentiate among types of electronic monetary transactions (e.g. debit cards, ATM, and automatic deposits/payments) offered by various financial institutions</li> </ul> |   |
| <ul style="list-style-type: none"> <li>Identify other means of transferring funds (e.g., money orders and certified checks).</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Evaluate services and related costs associated with financial institutions in terms of personal banking needs.</li> </ul>   |   |

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| <ul style="list-style-type: none"> <li>Describe and use the steps involved in the bank reconciliation process.</li> </ul>  | <p><b>CC.9-12.A.REI.1</b> Explain each step in solving simple equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p><b>CC. 9-12.A.REI.2</b> Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p>  |
| <ul style="list-style-type: none"> <li>Compare and contrast the various forms of endorsement.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Compare costs and benefits of online and traditional banking.</li> </ul>  | <p><b>CC.9-12.A.CED.2</b> Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p><b>CC.9-12.A.CED.3</b> Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> |
| <ul style="list-style-type: none"> <li>Analyze privacy and security issues associated with financial transactions.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Identify the functions of the Federal Reserve System.</li> </ul>  |   |
| <p><b>Advanced</b></p>   |   |
| <ul style="list-style-type: none"> <li>Explain how certain historical events have influenced the banking systems and other financial institutions.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Examine the use of banks and other financial institutions from a global consumer perspective (e.g., immigrants to the U.S., fear of banks, cash-based systems in some countries, safety if deposits made in banks in other countries).</li> </ul> |   |

**Content Standard 7: Using Credit**  
**Maintain credit worthiness, borrow at favorable terms and manage debt**

**7.0 Analyze factors that affect the choice of credit and the legal aspects of using credit.**

| CT Personal Finance FRAMEWORKS PERFORMANCE STANDARDS 1-8  | Mathematics Crosswalk Common Course State Standard 9-12 |
|---|---|
| <b>Beginning</b>  |   |
| <ul style="list-style-type: none"> <li>Explain when and why borrowing is used for the purchase of goods and services.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Describe the risks and responsibilities associated with using credit.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Identify the opportunity cost of credit decisions.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Identify methods of establishing and maintaining a good credit rating.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Determine the advantages and disadvantages of using credit.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Evaluate the various methods of financing a purchase.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Define interest as a cost of credit and explain why it is charged.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Select an appropriate form of credit for a particular buying decision.</li> </ul>  |   |
| <ul style="list-style-type: none"> <li>Explain the need for a sound credit rating.</li> </ul>   |   |
| <b>Intermediate</b>   |   |
| <ul style="list-style-type: none"> <li>Analyze credit card features and their impact on personal financial planning.</li> </ul>   |   |
| <ul style="list-style-type: none"> <li>Explain how the amount of principal, the period of the loan, and the interest rate affect the amount of interest charged.</li> </ul> |   |
| <ul style="list-style-type: none"> <li>Explain why an interest rate varies with the amount of assumed risk.</li> </ul>  |   |

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| <ul style="list-style-type: none"> <li>• Calculate a payment schedule for a loan.</li> </ul>   | <p><b>CC.9-12.A.REI.1</b> Explain each step in solving simple equations as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p><b>CC. 9-12.A.REI.2</b> Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> |
| <ul style="list-style-type: none"> <li>• Analyze various sources and types of credit (e.g. short-and long term) and related costs.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Explain credit ratings and credit reports and describe why they are important to consumers.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Describe the relationship between credit rating and the cost of credit.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Give examples of benefits of financial responsibility and the cost of financial irresponsibility.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Identify strategies for effective debt management.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• Analyze the sources of assistance for debt management.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• Identify the components listed on a credit report and explain how that information is used and how it is received by and reported from the credit reporting agencies.</li> </ul>                                    |  |
| <ul style="list-style-type: none"> <li>• Identify specific steps that consumers can take to minimize their exposure to identify theft.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Describe problems that occur when one is victim of identity theft.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• Identify specific steps that should be taken by a victim of identity theft.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Identify ways that thieves can fraudulently obtain personal information.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• List entities that have a right to obtain individual Social Security numbers</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• Explain the implications of bankruptcy.</li> </ul>  |  |
| <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Examine the use of credit from a global consumer perspective (e.g., immigrant to U.S., family history, cash-based system in some countries, and east of overextension of credit).</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>Compare and contrast the various aspects of credit cards (e.g., APR, grace period, incentive buying, methods of calculating interest, and fees).</li> </ul>                                       | <p><b>CC.9-12.A.CED.2</b> Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p><b>CC.9-12.A.CED.3</b> Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</p> |
| <ul style="list-style-type: none"> <li>Research rights and responsibilities of consumers according to credit legislation (e.g., truth-in-lending, fair credit reporting, equal credit opportunity, and fair debt collection).</li> </ul> |   |
| <ul style="list-style-type: none"> <li>Compare and contrast the legal aspects of different forms of credit (e.g., title transfer, responsibility limits, collateral requirements, and co-signing).</li> </ul>                            |   |
| <ul style="list-style-type: none"> <li>Describe legal and illegal types of credit that carry high interest rates (e.g., payday loans, rent-to-buy agreements, and loan sharking).</li> </ul>   |   |

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**Content Standard 8: Protecting against risk**

**Use appropriate and cost-effective risk management strategies**

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**8.0 Analyze choices available to consumers for protection against risk and financial loss.**

| CT Personal Finance FRAMEWORKS PERFORMANCE STANDARDS 1-8  | Mathematics Crosswalk Common Course State Standard 9-12 |
|---|---|
| <b>Beginning</b>  |   |
| <ul style="list-style-type: none"> <li>Identify risk in like and how to gain protection again the consequences of risk.</li> </ul>                                    |   |
| <ul style="list-style-type: none"> <li>Explain how all types of insurance are based on the concept of risk sharing and statistical probability.</li> </ul>            |   |
| <ul style="list-style-type: none"> <li>Evaluate insurance as a risk management strategy.</li> </ul>   |   |
| <b>Intermediate</b>   |   |
| <ul style="list-style-type: none"> <li>Identify the type of insurance associated with different types of risk (e.g., automobile, personal and professional</li> </ul> |   |

|   |  |
|---|--|
| liability, home and apartment, health, life, long term care and disability).  |  |
| <ul style="list-style-type: none"> <li>• Explain why insurance needs change throughout the life cycle.</li> </ul>   |  |
| <ul style="list-style-type: none"> <li>• Identify various suppliers of insurance (e.g. public and private).</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Explain the role of insurance in financial planning.</li> </ul>  |  |
| <b>Advanced</b>   |  |
| <ul style="list-style-type: none"> <li>• Develop recommended insurance coverage for individuals/families for various risks and different income levels.</li> </ul>  | <b>CC.9-12.F.LE.5</b> Interpret the parameters in a linear, quadratic, or exponential function in terms of a context |
| <ul style="list-style-type: none"> <li>• Develop a plan for family financial security (e.g., secure storage of documents, cash reserve, household inventory, medical records retention) in case of a disaster.</li> </ul> |  |