

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
Consumer/Business Math**

**Date:** October 2003

**Proposed Grade Level(s):** 11-12

**Grading:** A-F

**Prerequisites:** Completion of Algebra graduation requirement

**Subject Area:** Mathematics

**Course Length:** 1 Year

**Number of Credits:** 5/Semester

**BRIEF COURSE DESCRIPTION:**

This course is intended to provide students an overview of personal finance and business concepts. Concepts will be personalized through student activities and projects.

**GENERAL GOALS/PURPOSES:**

The key goals are to provide students with the personal finance information that will prepare them for their lives after high school. Students will apply Excel, word processing and power point to the business math topics through various activities, projects, and class presentations thereby developing additional skills they will find generally useful to their future work. Through studying the topics in the course students will also apply many previously studied math skills.

**STUDENT READING COMPONENT:**

Students will receive instruction on the effective use of their textbook. This course emphasizes applications where effective reading and analysis are taught as part of the course. Also, projects will emphasize reading across the curriculum. Much of the reading is technical reading, whether it is reading a bank statement, a paycheck stub, or tables and graphs.

**STUDENT WRITING/ORAL COMPONENT:**

Students will have opportunities to express their understanding of concepts in writing as well as presenting work orally to the class. All written work will follow standard rules of English. Any research projects will follow MLA format, which has been distributed at all secondary sites.

**Final Assessment:**

Each semester includes projects that will produce evidence of a student's mastery of the topics taught.

## DETAILED UNITS OF INSTRUCTION:

Text Reference: Glencoe; Mathematics with Business Applications; 2004

<b>Semester 1: Personal Finance</b>			
<b>Part 1: Basic Math Skills: Workshops</b>			
	Recommended Number of Weeks	Text References	Supplementary Projects
<ul style="list-style-type: none"><li>Working with numbers, including fractions and decimals</li><li>Percentages</li><li>Tables, Charts, and Graphs</li><li>Estimation</li><li>Problem Solving</li></ul>	2-3	Workshops 1-42	
<b>Part 2: Personal Finance</b>			
<b>Gross Income</b> <ul style="list-style-type: none"><li>Hourly Pay</li><li>Overtime Pay</li><li>Weekly Time Card</li><li>Piecework</li><li>Salary</li><li>Commission</li></ul>	1	1.1-7	Job Search- use Web as resource to gather information about a job of interest
<b>Net Income</b> <ul style="list-style-type: none"><li>Federal and State Income Taxes</li><li>Social Security and Medicare</li><li>Group Health Insurance</li><li>Statement of Earnings</li></ul>	1	2.1-6	<ol style="list-style-type: none"><li>Fed/State Tax forms 1040A and 540A</li><li>Read statement of earnings</li></ol>
<b>Record Keeping</b> <ul style="list-style-type: none"><li>Monthly Expenditures</li><li>Preparing a Budget Sheet</li><li>Using a budget</li></ul>	1	3.1-3	<ol style="list-style-type: none"><li>Prepare a budget (Excel)</li><li>Reconcile your budget</li></ol>
<b>Checking Accounts</b> <ul style="list-style-type: none"><li>Deposits</li><li>Writing Checks</li><li>Check Registers</li><li>Bank Statements</li><li>Reconciling statements</li><li>Online Banking</li></ul>	1	4.1-6	<ol style="list-style-type: none"><li>Banking Services and costs</li><li>Reconcile a bank statement (Excel)</li></ol>

	Recommended Number of Weeks	Text References	Supplementary Projects
<b><i>Savings Accounts</i></b> <ul style="list-style-type: none"> <li>• Deposits and Withdrawals</li> <li>• Account Statements</li> <li>• Simple Interest</li> <li>• Compound interest</li> <li>• Daily Compounding</li> <li>• Annuities</li> </ul>	1	5.1-8	Comparison of simple and compound interest investments (Excel)
<b><i>Cash Purchases</i></b> <ul style="list-style-type: none"> <li>• Sales Tax</li> <li>• Total Purchase Price</li> <li>• Unit Pricing and Comparison Shopping</li> <li>• Coupons and Rebates</li> <li>• Markdowns</li> <li>• Sale Price</li> </ul>	1-1 1/2	6.1-7	<ol style="list-style-type: none"> <li>1. Unit Pricing (Excel)</li> <li>2. Compute discounts/costs (Excel)</li> </ol>
<b><i>Charge Accounts and Credit Cards</i></b> <ul style="list-style-type: none"> <li>• Account Statements</li> <li>• Finance Charges</li> </ul>	1-1 1/2	7.1-4	<ol style="list-style-type: none"> <li>1. Compare installment, revolving credit costs (Excel)</li> <li>2. Read a credit report</li> </ol>
<b><i>Charge Accounts and Credit Cards</i></b> <ul style="list-style-type: none"> <li>• Account Statements</li> <li>• Finance Charges</li> </ul>	1-1 1/2	7.1-4	<ol style="list-style-type: none"> <li>1. Compare installment, revolving credit costs (Excel)</li> <li>2. Read a credit report</li> </ol>
<b><i>Loans</i></b> <ul style="list-style-type: none"> <li>• Single-payment Loans</li> <li>• Installment Loans</li> <li>• Paying off loans</li> <li>• Determining the APR</li> </ul>	1-1 1/2	8.1-6	<ol style="list-style-type: none"> <li>1. How much can you borrow?</li> <li>2. Compare 2 credit cards</li> <li>3. Read a credit card statement</li> <li>4. Compute APR</li> </ol>
<b><i>Vehicle Transportation</i></b> <ul style="list-style-type: none"> <li>• Purchasing a new vehicle</li> <li>• Dealer's cost</li> <li>• Purchasing a used vehicle</li> <li>• Insurance</li> <li>• Operating and maintaining a vehicle</li> <li>• Leasing a vehicle</li> <li>• Renting a vehicle</li> </ul>	1-1 1/2	9.1-7	<ol style="list-style-type: none"> <li>1. Costs of operating a car</li> <li>2. How much car can I afford?</li> <li>3. Depreciation of a car (Excel)</li> </ol>
<b><i>Housing Costs</i></b> <ul style="list-style-type: none"> <li>• Mortgage Loans</li> <li>• Monthly payment and total interest</li> <li>• Closing costs</li> <li>• Monthly payment</li> <li>• Real Estate Taxes</li> <li>• Insurance</li> <li>• Other costs</li> </ul>	1-1 1/2	10.1-8	<ol style="list-style-type: none"> <li>1. Real cost of buying a house (Excel)</li> <li>2. How much house can I afford (Excel)</li> </ol>

	Recommended Number of Weeks	Text References	Supplementary Projects
<b><i>Insurance</i></b> <ul style="list-style-type: none"> <li>• Health Insurance premiums</li> <li>• Health Insurance benefits</li> <li>• Term Life</li> <li>• Other types of life insurance</li> </ul>	1	11.1-4	1. Why insurance? 2. Compare policies (Excel)
<b><i>Investments</i></b> <ul style="list-style-type: none"> <li>• Certificates of Deposit</li> <li>• Effective annually yield</li> <li>• Stocks, bonds, and dividends</li> </ul>	1	12.1-6	Compare types of investments (Excel)

## Semester 2

### Part 3: Business Math

**\*\*\*April 1 – 15<sup>th</sup> (2 week unit on filing personal income taxes)\*\*\***

	Recommended Pacing	Text Reference	Projects
<b><i>Personnel</i></b> <ul style="list-style-type: none"> <li>• Hiring</li> <li>• Wages and Salaries</li> <li>• Benefits</li> <li>• Disability insurance</li> <li>• Workers Compensation and unemployment insurance</li> <li>• Travel expenses</li> <li>• Employee training</li> </ul>	1-1 1/2  *see additional note in projects column	13.1-7	Instead of the several mini-projects found in the first semester, 2 <sup>nd</sup> semester features one cumulative project where students will develop their own business ideas. Below are two suggested pacing plans for this semester:  Option 1: 12 weeks focused on text material; 2 weeks working in groups to develop project; 2 weeks where students present their projects to the class using power point.  Option 2: Break the semester project down into subunits that correspond to the material as covered, still allowing time at the end of the semester for student presentations.
<b><i>Production</i></b> <ul style="list-style-type: none"> <li>• Manufacturing</li> <li>• Break-even analysis</li> <li>• Quality control</li> <li>• Time Study</li> <li>• Packaging</li> </ul>	1-1 1/2	14.1-6	
<b><i>Purchasing</i></b> <ul style="list-style-type: none"> <li>• Trade Discounts</li> <li>• Chain discounts</li> </ul>	1-1 1/2	15.1-7	
<b><i>Sales</i></b> <ul style="list-style-type: none"> <li>• Markup</li> <li>• Net Profit</li> <li>• Determining Selling price</li> <li>• Markdown</li> </ul>	1-1 1/2	16.1-8	
<b><i>Marketing</i></b> <ul style="list-style-type: none"> <li>• Opinion surveys</li> <li>• Sales potential</li> <li>• Market share</li> <li>• Sales Projections</li> <li>• Advertising</li> <li>• Pricing</li> <li>• *There is a supplementary unit on advertising emphasizing the various appeal types in the supplementary materials</li> </ul>	1-1 1/2	17.1-8	
<b><i>Warehousing and Distributing</i></b> <ul style="list-style-type: none"> <li>• Storage Space</li> <li>• Inventory</li> <li>• Transportation Costs</li> </ul>	1-1 1/2	18.1-6	

	Recommended Pacing	Text Reference	Projects
<b>Services</b> <ul style="list-style-type: none"> <li>• Building Rental</li> <li>• Maintenance and Improvement</li> <li>• Equipment Rental</li> <li>• Utilities Costs</li> <li>• Professional Services</li> </ul>	1-1 1/2	19.1-6	
<b>Accounting</b> <ul style="list-style-type: none"> <li>• Payroll</li> <li>• Business Expenses</li> <li>• Apportioning expenses</li> <li>• Depreciation</li> </ul>	1-1 1/2	20.1-6	
<b>Accounting Records</b> <ul style="list-style-type: none"> <li>• Assets, Liabilities, and Equity</li> <li>• Balance sheet</li> <li>• Cost of Goods Sold</li> <li>• Income Statement</li> <li>• Vertical and Horizontal Analysis</li> </ul>	1-1 1/2	21.1-6	
<b>Financial Management</b> <ul style="list-style-type: none"> <li>• Corporate Income Taxes</li> <li>• Issuing stocks and bonds</li> <li>• Borrowing</li> <li>• Investments</li> <li>• Growth expenses</li> </ul>	1-1 1/2	22.1-6	
<b>Corporate Planning</b> (optional) <ul style="list-style-type: none"> <li>• Inflation</li> <li>• Gross Domestic Product</li> <li>• Consumer Price Index</li> <li>• Budget</li> </ul>	1	Ch 23	

**THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:**

Math

**LAB FEE, IF REQUIRED:** None

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

See “Detailed Units of Instruction”.

**DISTRICT ESLRs TO BE ADDRESSED:**

When students exit a secondary mathematics course, they will be:

- **Self-directed Learners** who will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.

- **Efficient Communicators** who can explain mathematical concepts to others and use mathematics to organize and explain data.
- **Quality Producers**, who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they've formed to solve a problem.
- **Constructive Thinkers** who are able to attack problems with organization, logic, and mathematical skills they've developed in a systematic fashion.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Responsible Citizens** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.