mheducation.com/west-virginia

Focus on Personal Financial Literacy

1st Edition | High School Edition

Program Overview

Kapoor
Dlabay
Hughes
Hart

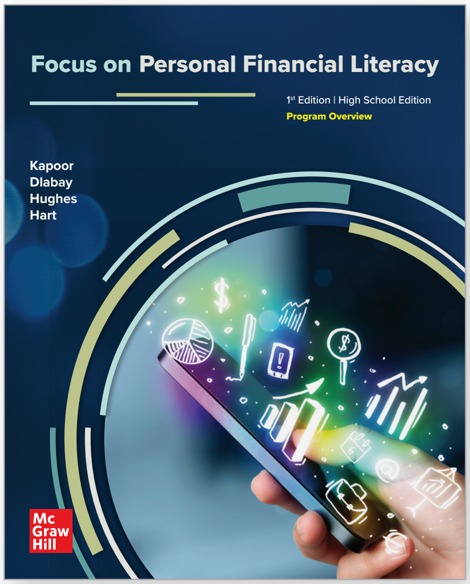
OVERVIEW AND DIGITAL REVIEW GUIDE

West Virginia Personal Financial Literacy

Focus on . . .
Personal Financial Literacy

A Real-World Approach to Personal Financial Literacy

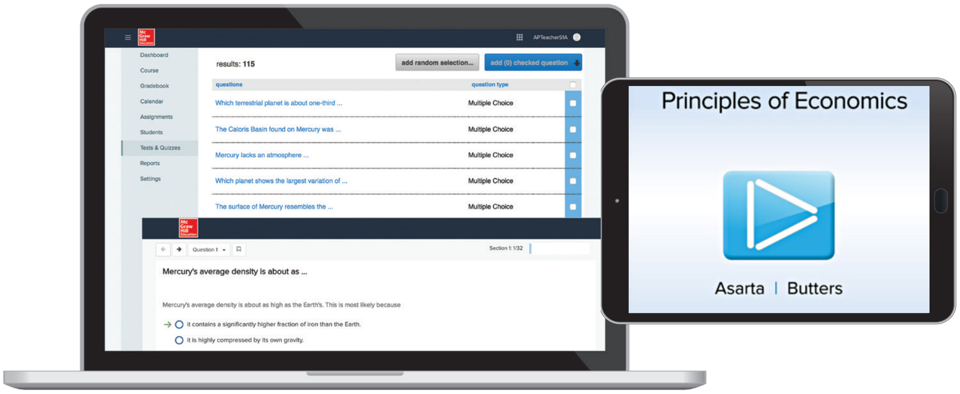
Delivering comprehensive coverage of the key topics in Personal Finance courses, the program is designed to appeal to a diverse student population with a variety of life situations and financial literacy levels. The hands-on approach encourages students to think about relevant, real-life situations and goals, and to develop an understanding of financial issues that impact their lives today and in the future. Customized content aligns to the Council for Economic Education and Jump$tart Coalition National Standards for Personal Financial Education.



Comprehensive Economics Coverage

Principles of Economics is included with the digital resources. This comprehensive, modular course supports student mastery of foundational concepts through adaptive learning with just-in-time resources paired with practical assessments covering dozens of topics. Each topic is anchored by an engaging 2- to 4-minute video and support with vocabulary, worked-out examples, and assessment tools.

Through a concept-level approach, teachers are able to handpick every aspect of the curriculum, from concepts covered to sequencing, providing flexibility for diverse teaching and learning styles. The result is an experience that is motivating, accessible, and adaptable to how today's students learn and master course content.



Module 1. Fundamentals

Module 2. Institutions and the Marketplace

Module 3. Demand

Module 4. Supply

Module 5. Market Equilibrium and Policy

Module 6. Market Efficiency

Module 7. Elasticity

Module 8. Market Failures

Module 9. Consumer Choice

Module 10. Production

Module 11. Perfect Competition

Module 12. Pure Monopoly

Module 13. Monopolistic Competition and Oligopoly

Module 14. The Demand for Resources

Module 15. Resource Prices and Utilization

Module 16. Public Finance

Module 17. Measuring Output and Income

Module 18. Economic Growth

Module 19. Business Cycles, Unemployment, and Inflation

Module 20. Aggregate Expenditures Model

Module 21. Aggregate Demand and Aggregate Supply

Module 22. Fiscal Policy

Module 23. Money

Module 24. Monetary Policy

Module 25. Competing Views in Macroeconomic Theory

Module 26. International Trade

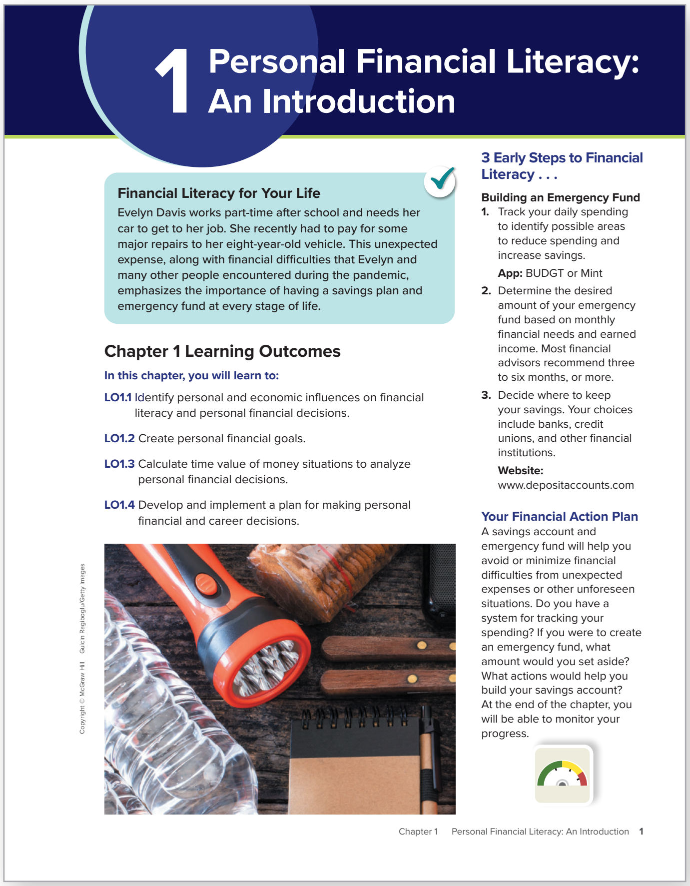
Module 27. International Finance

Guided Tour Focus on . . . Learning

Clear chapter-opening features break down the key action items and introduce the most important personal finance issues in the chapter. Chapters are organized in a simple, consistent format with lessons, quizzes, and supplemental features that keep students engaged.

Financial Literacy for Your Life appears in each chapter opener and is continued at the beginning of each lesson. In these scenarios, students have an opportunity to follow a real-life situation and consider how it applies to the chapter and lesson content, connecting the classroom learning to actual, relevant situations that students may encounter in their own lives.

Learning Outcomes ▶ highlight the goals of each chapter to provide context for the learning ahead. Throughout the book, in the end-of-chapter material, and in the supplemental materials, these objectives provide a valuable foundation for assessment. Citations appear in the margins next to relevant text throughout the chapter.



1 Personal Financial Literacy: An Introduction

Financial Literacy for Your Life

Evelyn Davis works part-time after school and needs her car to get to her job. She recently had to pay for some major repairs to her eight-year-old vehicle. This unexpected expense, along with financial difficulties that Evelyn and many other people encountered during the pandemic, emphasizes the importance of having a savings plan and emergency fund at every stage of life.

Chapter 1 Learning Outcomes

In this chapter, you will learn to:

LO1.1 Identify personal and economic influences on financial literacy and personal financial decisions.

LO1.2 Create personal financial goals.

LO1.3 Calculate time value of money situations to analyze personal financial decisions.

LO1.4 Develop and implement a plan for making personal financial and career decisions.

Copyright © McGraw Hill Gulcin Ragiboglu/Getty Images

3 Early Steps to Financial Literacy . . .

Building an Emergency Fund

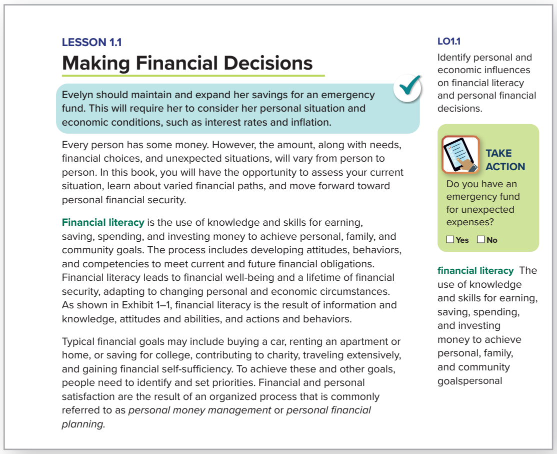
1. Track your daily spending to identify possible areas to reduce spending and increase savings.
   App: BUDGT or Mint
2. Determine the desired amount of your emergency fund based on monthly financial needs and earned income. Most financial advisors recommend three to six months, or more.
3. Decide where to keep your savings. Your choices include banks, credit unions, and other financial institutions.
   Website: www.depositaccounts.com

Your Financial Action Plan

A savings account and emergency fund will help you avoid or minimize financial difficulties from unexpected expenses or other unforeseen situations. Do you have a system for tracking your spending? If you were to create an emergency fund, what amount would you set aside? What actions would help you build your savings account? At the end of the chapter, you will be able to monitor your progress.

Chapter 1 Personal Financial Literacy: An Introduction 1

◀ 3 Steps to Financial Literacy presents a plan for getting finances in order. These steps connect with the Road Map to Financial Literacy and the Financial Literacy Dashboard at the end of each chapter.



LESSON 1.1

Making Financial Decisions

Evelyn should maintain and expand her savings for an emergency fund. This will require her to consider her personal situation and economic conditions, such as interest rates and inflation.

Every person has some money. However, the amount, along with needs, financial choices, and unexpected situations, will vary from person to person. In this book, you will have the opportunity to assess your current situation, learn about varied financial paths, and move forward toward personal financial security.

Financial literacy is the use of knowledge and skills for earning, saving, spending, and investing money to achieve personal, family, and community goals. The process includes developing attitudes, behaviors, and competencies to meet current and future financial obligations. Financial literacy leads to financial well-being and a lifetime of financial security, adapting to changing personal and economic circumstances. As shown in Exhibit 1–1, financial literacy is the result of information and knowledge, attitudes and abilities, and actions and behaviors.

Typical financial goals may include buying a car, renting an apartment or home, or saving for college, contributing to charity, traveling extensively, and gaining financial self-sufficiency. To achieve these and other goals, people need to identify and set priorities. Financial and personal satisfaction are the result of an organized process that is commonly referred to as *personal money management* or *personal financial planning.*

LO1.1

Identify personal and economic influences on financial literacy and personal financial decisions.

TAKE ACTION

Do you have an emergency fund for unexpected expenses?

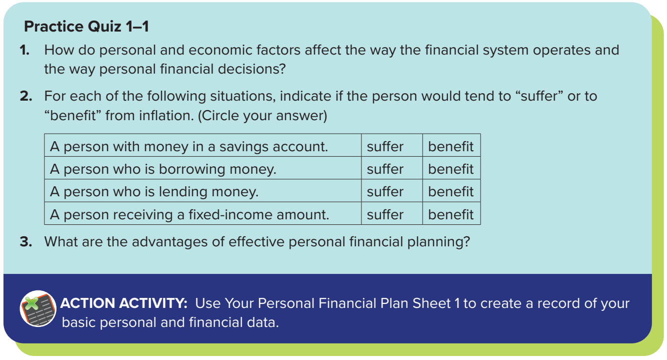
☐ Yes ☐ No

financial literacy The use of knowledge and skills for earning, saving, spending, and investing money to achieve personal, family, and community goalspersonal

◀ **Take Action boxes** are posted at the start of each main section and are designed to get students thinking about what daily actions they can take to achieve financial literacy and independence.

◀ **Key terms** appear in bold within the text and are defined in the margins to support financial literacy. A list of key terms and page references is located at the end of each chapter.

Practice Quizzes at the end of each major section provide questions and exercises to assess knowledge of the main ideas. Results will determine whether students have mastered the concepts and are ready to move on to the next topic or whether additional study is needed. ▶



Practice Quiz 1–1

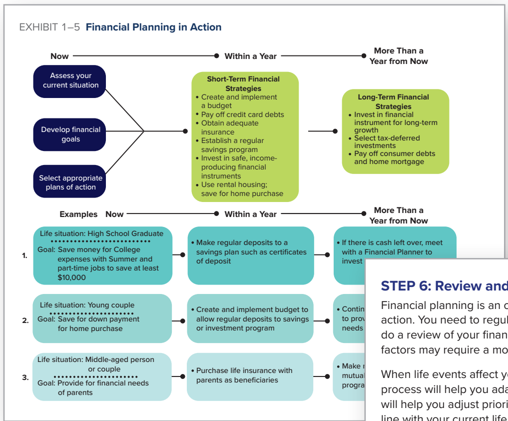
1. How do personal and economic factors affect the way the financial system operates and the way personal financial decisions?
2. For each of the following situations, indicate if the person would tend to "suffer" or to "benefit" from inflation. (Circle your answer)

A person with money in a savings account.	suffer	benefit
A person who is borrowing money.	suffer	benefit
A person who is lending money.	suffer	benefit
A person receiving a fixed-income amount.	suffer	benefit

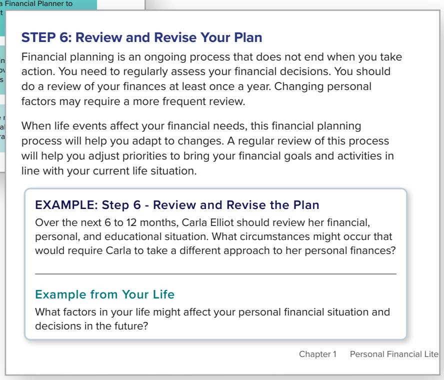
3. What are the advantages of effective personal financial planning?

ACTION ACTIVITY: Use Your Personal Financial Plan Sheet 1 to create a record of your basic personal and financial data.

The integrated use of the **Your Personal Financial Plan** sheets is highlighted with an icon next to the Action Activity.



◀ To support visual learners and offer a variety of learning modalities, **graphics, exhibits,** and **tables** illustrate important personal finance concepts and processes.



STEP 6: Review and Revise Your Plan

Financial planning is an ongoing process that does not end when you take action. You need to regularly assess your financial decisions. You should do a review of your finances at least once a year. Changing personal factors may require a more frequent review.

When life events affect your financial needs, this financial planning process will help you adapt to changes. A regular review of this process will help you adjust priorities to bring your financial goals and activities in line with your current life situation.

EXAMPLE: Step 6 - Review and Revise the Plan

Over the next 6 to 12 months, Carla Elliot should review her financial, personal, and educational situation. What circumstances might occur that would require Carla to take a different approach to her personal finances?

Example from Your Life

What factors in your life might affect your personal financial situation and decisions in the future?

Chapter 1 Personal Financial Lite

◀ Worked-out **examples** featuring key concepts and calculations appear throughout the text, a valuable model for students to see how personal finance works in practice.

Focus on . . .
Personal Finance in Real Life

The goal of a personal finance course is to give students the knowledge, skills, and tools they need to successfully set out on their personal financial journey. A wealth of interactive features within the text and the digital resources allows students to participate in the decision-making, critical-thinking, and application processes they will need for sound financial planning.

BE AWARE! boxes highlight situations where students should take pause and think a decision through. This feature also provides insights into avoiding and remediating common pitfalls. ▶

> **BE AWARE !**
>
> People who encounter money troubles start their bad habits when they are young. To avoid a life of financial difficulties, take these actions:
>
> - spend less than you take in
> - track your spending
> - set specific savings goals
> - create and follow a budget
> - pay your bills on time

FinTech for Financial Literacy covers apps, software, and computers for banking and other financial activities. This feature highlights the emerging and expanding use of financial technology. ▶

> **FinTech for Financial Literacy**
>
> FinTech (financial technology) involves apps, websites, computers, and other automated systems for banking and personal finance activities. Artificia… intelligence, robotics, drones, blo… and other innovations will influen… you earn, save, spend, and inves… Robo-advisors, for example, offer… personalized investment advice b… your income, assets, debt, financi… and risk tolerance. Other FinTech… include crowdfunding, cryptocurr… budgeting and payment apps, an… start-ups providing insurance.

Your Dollars and $ense boxes contain fun facts, information, and financial planning guidance, tips, and tricks. ▶

> **your dollars and $ense**
>
> To become financially disciplined:
>
> - Select a word or short phrase to describe your goal.
> - Use a visual reminder—a photo, sticky note, or note card on your desk, computer, bathroom mirror, refrigerator, or car dashboard.
> - Keep a financial diary or journal.
> - Obtain support; work with a friend, roommate, spouse, or group to stay accountable.
>
> Financial goals often lack the "why" to achieve meaningful results. If you are unable to answer "why," this may indicate a goal that is not appropriate. What is the "why" for one of your financial goals?

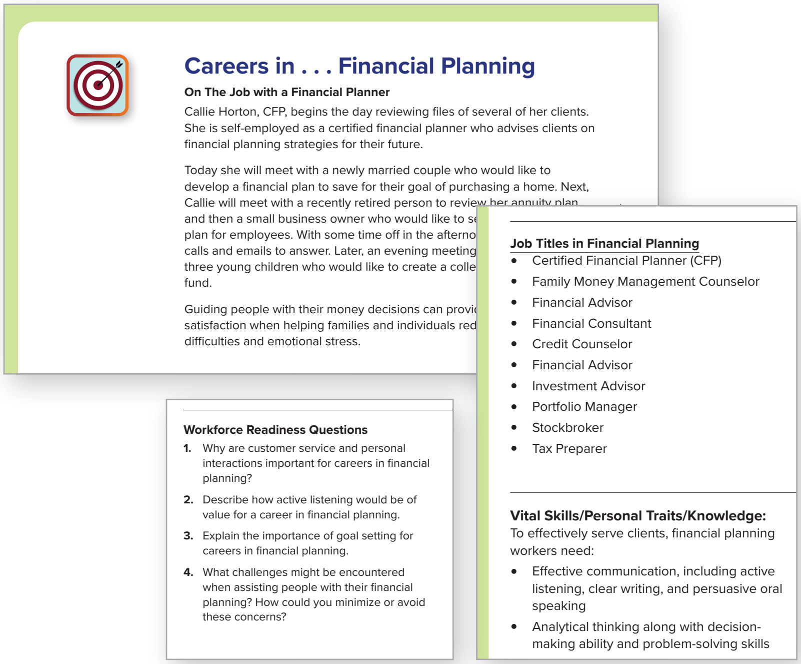
> **Digital Financial Literacy With. . .**
>
> Online resources (apps, websites, podcasts, blogs, videos, social media) are valuable for learning. As both a consumer and producer of digital content, you need to be able to locate, assess, create, and share information for wise money management. Also, online safety, privacy settings, social media sharing, and fake news can influence your financial well-being and career opportunities. Improving your *digital financial literacy* involves developing skills for using information to identify, research, and implement money decisions.
>
> and other features. A recent article in the magazine featured an individual who had a strong savings program but wanted to invest for a higher return. His goals included continuing to save for retirement and buying a car and a house. He also kept some of his savings in an account as an emergency fund.
>
> As the years progressed, and marriage was on the horizon, consideration was given to some additional goals. These financial targets included buying a bigger house and renting out the current one. *Kiplinger's Personal Finance*

◀ **Digital Financial Literacy** features remind students that they are both consumers and producers of digital content. This feature provides students with an opportunity to enhance their digital financial literacy skills as they identify, research, and implement money decisions.

Financial Literacy for Your Life appears in each chapter opener and is continued at the beginning of each lesson. In these scenarios, students have an opportunity to follow a specific financial situation and tie it back to the chapter and lesson content to contextualize what they're learning. ▶

> **Financial Literacy For Your Life**
>
> Evelyn Davis works part-time after school and needs her car to get to her job. She recently had to pay for some major repairs to her eight-year-old vehicle. This unexpected expense, along with financial difficulties that Evelyn and many other people encountered during the pandemic, emphasizes the importance of having a savings plan and emergency fund at every stage of life.

Careers in . . . allows students to read about on-the-job scenarios that require financial understanding and learn about what it's like to work in a finance-related field. This feature also identifies needed training and skills as well as Workforce Readiness study questions that assess student awareness of these skills. ▶



Careers in . . . Financial Planning

On The Job with a Financial Planner

Callie Horton, CFP, begins the day reviewing files of several of her clients. She is self-employed as a certified financial planner who advises clients on financial planning strategies for their future.

Today she will meet with a newly married couple who would like to develop a financial plan to save for their goal of purchasing a home. Next, Callie will meet with a recently retired person to review her annuity plan and then a small business owner who would like to se… plan for employees. With some time off in the afterno… calls and emails to answer. Later, an evening meeting… three young children who would like to create a colle… fund.

Guiding people with their money decisions can provi… satisfaction when helping families and individuals red… difficulties and emotional stress.

Job Titles in Financial Planning

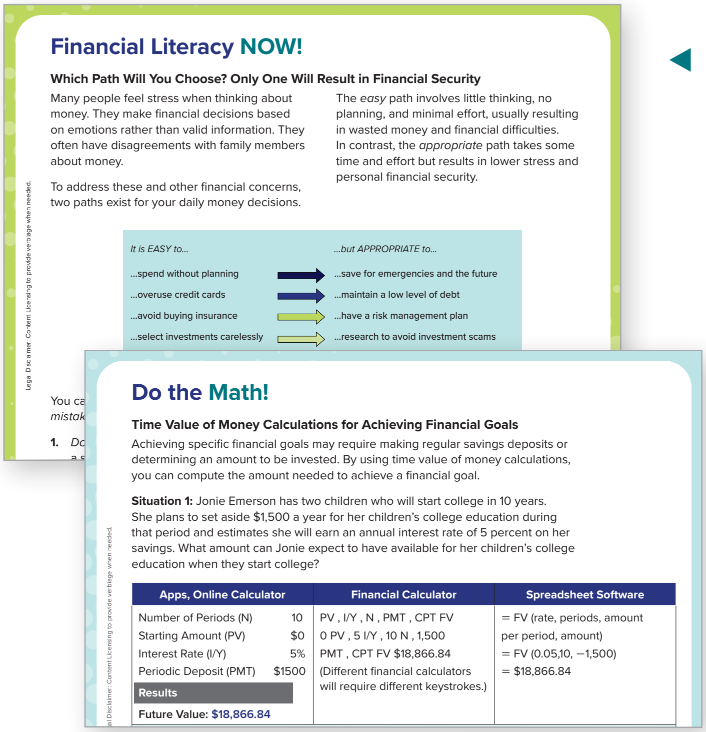
- Certified Financial Planner (CFP)
- Family Money Management Counselor
- Financial Advisor
- Financial Consultant
- Credit Counselor
- Financial Advisor
- Investment Advisor
- Portfolio Manager
- Stockbroker
- Tax Preparer

Vital Skills/Personal Traits/Knowledge:
To effectively serve clients, financial planning workers need:

- Effective communication, including active listening, clear writing, and persuasive oral speaking
- Analytical thinking along with decision-making ability and problem-solving skills

Workforce Readiness Questions

1. Why are customer service and personal interactions important for careers in financial planning?
2. Describe how active listening would be of value for a career in financial planning.
3. Explain the importance of goal setting for careers in financial planning.
4. What challenges might be encountered when assisting people with their financial planning? How could you minimize or avoid these concerns?



Financial Literacy NOW!

Which Path Will You Choose? Only One Will Result in Financial Security

Many people feel stress when thinking about money. They make financial decisions based on emotions rather than valid information. They often have disagreements with family members about money.

To address these and other financial concerns, two paths exist for your daily money decisions.

The *easy* path involves little thinking, no planning, and minimal effort, usually resulting in wasted money and financial difficulties. In contrast, the *appropriate* path takes some time and effort but results in lower stress and personal financial security.

Do the Math!

Time Value of Money Calculations for Achieving Financial Goals

Achieving specific financial goals may require making regular savings deposits or determining an amount to be invested. By using time value of money calculations, you can compute the amount needed to achieve a financial goal.

Situation 1: Jonie Emerson has two children who will start college in 10 years. She plans to set aside $1,500 a year for her children's college education during that period and estimates she will earn an annual interest rate of 5 percent on her savings. What amount can Jonie expect to have available for her children's college education when they start college?

Apps, Online Calculator	Financial Calculator	Spreadsheet Software
Number of Periods (N) 10 Starting Amount (PV) $0 Interest Rate (I/Y) 5% Periodic Deposit (PMT) $1500 **Results** Future Value: $18,866.84	PV , I/Y , N , PMT , CPT FV 0 PV , 5 I/Y , 10 N , 1,500 PMT , CPT FV $18,866.84 (Different financial calculators will require different keystrokes.)	= FV (rate, periods, amount per period, amount) = FV (0.05,10, −1,500) = $18,866.84

◀ **Financial Literacy NOW!** features offer information that can assist students when faced with special situations and unique financial planning decisions. These features challenge students to apply the concepts they have learned to their lives and record personal responses.

◀ **Do the Math!** features show important mathematical applications relevant to personal finance situations and concepts.

What Would You Do? situations, placed throughout each chapter, are designed to engage students in decision making related to the topics being discussed. ▶

> **What Would You Do?**
>
> Each day, interest rates change, increasing or decreasing. If interest rates are expected to rise or fall, what saving, investing, or borrowing actions might be appropriate?

Focus on . . .
Practice and Assessment

Chapter-level practice and assessments provide an opportunity for students to refresh, reinforce, and assess their learning with an array of end-of-chapter activities, including summaries, review problems, and worksheets.

◀ The **Road Map to Financial Literacy** is designed to help students move forward in their personal financial journey.

◀ The **financial literacy dashboard** is designed to help monitor key performance indicators for personal financial situations.

Organized by learning objective, the concise **chapter summary** is a study and self-assessment tool to reinforce learning.

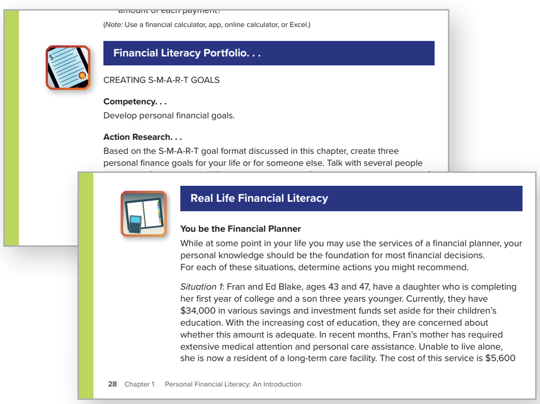
A list of **key terms and formulas** with page references appear at the end of select chapters, grouped for easy reference.

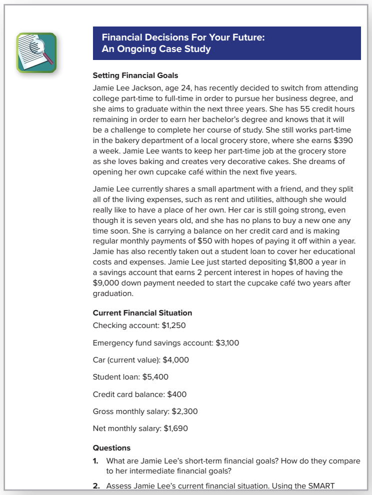
Self-test problems model step-by-step solutions, so students can see how the problems were solved. This user-friendly feature increases comprehension of the material and gives students the confidence to solve the end-of-chapter problems.

A variety of **financial literacy problems** allow students to put their quantitative analyses of personal financial decisions to work.

Financial Literacy Portfolio helps students develop competencies related to specific financial decisions. These activities ask students to conduct action research beyond the class setting. ▶

Real-Life Financial Literacy allows students to work through a hypothetical personal finance dilemma and apply concepts from the chapter. ▶





Financial Decisions For Your Future: An Ongoing Case Study

Setting Financial Goals

Jamie Lee Jackson, age 24, has recently decided to switch from attending college part-time to full-time in order to pursue her business degree, and she aims to graduate within the next three years. She has 55 credit hours remaining in order to earn her bachelor's degree and knows that it will be a challenge to complete her course of study. She still works part-time in the bakery department of a local grocery store, where she earns $390 a week. Jamie Lee wants to keep her part-time job at the grocery store as she loves baking and creates very decorative cakes. She dreams of opening her own cupcake café within the next five years.

Jamie Lee currently shares a small apartment with a friend, and they split all of the living expenses, such as rent and utilities, although she would really like to have a place of her own. Her car is still going strong, even though it is seven years old, and she has no plans to buy a new one any time soon. She is carrying a balance on her credit card and is making regular monthly payments of $50 with hopes of paying it off within a year. Jamie has also recently taken out a student loan to cover her educational costs and expenses. Jamie Lee just started depositing $1,800 a year in a savings account that earns 2 percent interest in hopes of having the $9,000 down payment needed to start the cupcake café two years after graduation.

Current Financial Situation

Checking account: $1,250

Emergency fund savings account: $3,100

Car (current value): $4,000

Student loan: $5,400

Credit card balance: $400

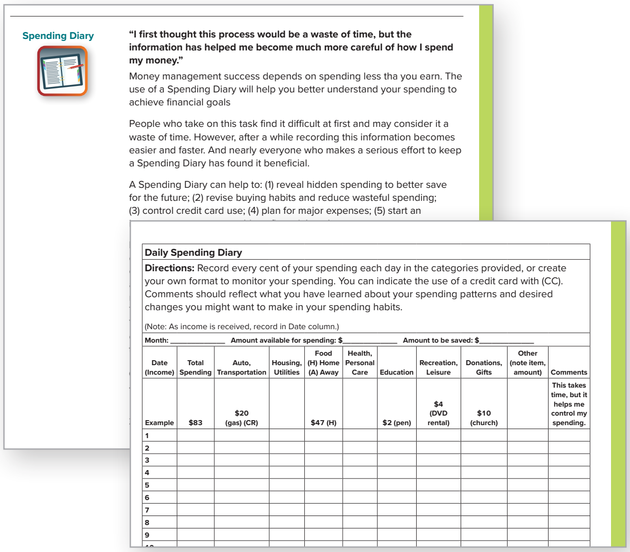
Gross monthly salary: $2,300

Net monthly salary: $1,690

Questions

1. What are Jamie Lee's short-term financial goals? How do they compare to her intermediate financial goals?
2. Assess Jamie Lee's current financial situation. Using the SMART

Financial Decisions for Your Future allows students to apply course concepts in a daily life situation that they are likely exposed to in their own homes. Each case encourages students to evaluate the finances that affect a household and respond to the resulting shift in needs, resources, and priorities by answering questions at the end.



Spending Diary

"I first thought this process would be a waste of time, but the information has helped me become much more careful of how I spend my money."

Money management success depends on spending less tha you earn. The use of a Spending Diary will help you better understand your spending to achieve financial goals

People who take on this task find it difficult at first and may consider it a waste of time. However, after a while recording this information becomes easier and faster. And nearly everyone who makes a serious effort to keep a Spending Diary has found it beneficial.

A Spending Diary can help to: (1) reveal hidden spending to better save for the future; (2) revise buying habits and reduce wasteful spending; (3) control credit card use; (4) plan for major expenses; (5) start an

Daily Spending Diary

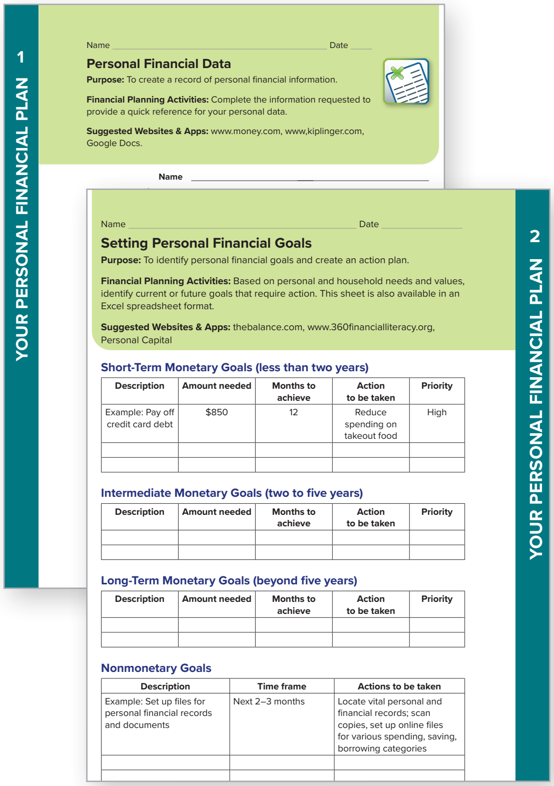
Directions: Record every cent of your spending each day in the categories provided, or create your own format to monitor your spending. You can indicate the use of a credit card with (CC). Comments should reflect what you have learned about your spending patterns and desired changes you might want to make in your spending habits.

(Note: As income is received, record in Date column.)

Month: ________ Amount available for spending: $________ Amount to be saved: $________

Date (Income)	Total Spending	Auto, Transportation	Housing, Utilities	Food (H) Home (A) Away	Health, Personal Care	Education	Recreation, Leisure	Donations, Gifts	Other (note item, amount)	Comments
Example	$83	$20 (gas) (CR)		$47 (H)		$2 (pen)	$4 (DVD rental)	$10 (church)		This takes time, but it helps me control my spending.
1										
2										
3										
4										
5										
6										
7										
8										
9										

Daily Spending Diary shows students that everyday spending activities might go largely unnoticed, but they have a significant effect on the overall financial health of an individual. The Daily Spending Diary sheet offers students a place to keep track of every cent they spend in any category.



YOUR PERSONAL FINANCIAL PLAN 1

Name ________ Date ____

Personal Financial Data

Purpose: To create a record of personal financial information.

Financial Planning Activities: Complete the information requested to provide a quick reference for your personal data.

Suggested Websites & Apps: www.money.com, www.kiplinger.com, Google Docs.

YOUR PERSONAL FINANCIAL PLAN 2

Name ________ Date ________

Setting Personal Financial Goals

Purpose: To identify personal financial goals and create an action plan.

Financial Planning Activities: Based on personal and household needs and values, identify current or future goals that require action. This sheet is also available in an Excel spreadsheet format.

Suggested Websites & Apps: thebalance.com, www.360financialliteracy.org, Personal Capital

Short-Term Monetary Goals (less than two years)

Description	Amount needed	Months to achieve	Action to be taken	Priority
Example: Pay off credit card debt	$850	12	Reduce spending on takeout food	High

Intermediate Monetary Goals (two to five years)

Description	Amount needed	Months to achieve	Action to be taken	Priority

Long-Term Monetary Goals (beyond five years)

Description	Amount needed	Months to achieve	Action to be taken	Priority

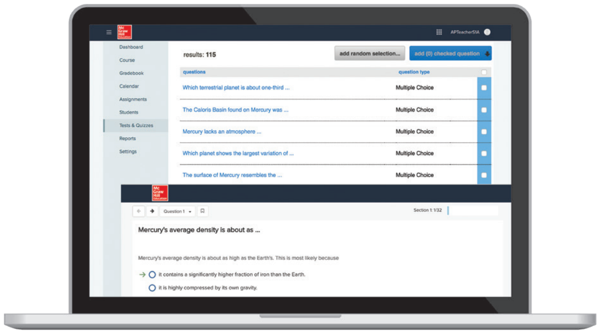
Nonmonetary Goals

Description	Time frame	Actions to be taken
Example: Set up files for personal financial records and documents	Next 2–3 months	Locate vital personal and financial records; scan copies, set up online files for various spending, saving, borrowing categories

Your Personal Financial Plan sheets correlate with sections of the text and ask students to work through the applications and record their own responses. These sheets apply concepts learned to students' unique situation and serve as a road map to their personal financial future.

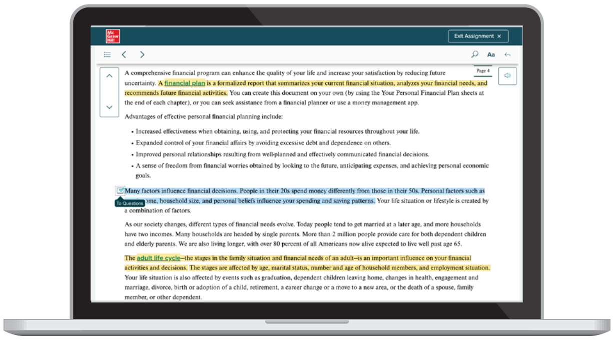
References to key websites and apps are provided to help students research and devise their own plan, and the What's Next for Your Personal Financial Plan? section at the end of each sheet challenges students to use their responses to plan the next level of their financial journey as well as foreshadow upcoming concepts. Look for the Your Personal Financial Plan icon next to most Practice Quizzes.

Focus on . . .
Robust Digital Resources



- An interactive eBook and assignable, adaptive SmartBook® with practice and assessments that support the core text
- A variety of *Principles of Economics* modules, each anchored by engaging videos, vocabulary, examples, practice solutions, and assessment tools
- Resources and activities that support EL instruction
- Application-based activities that employ role-play scenarios connected to case studies in the Student Edition

---



Adaptive Learning with SmartBook

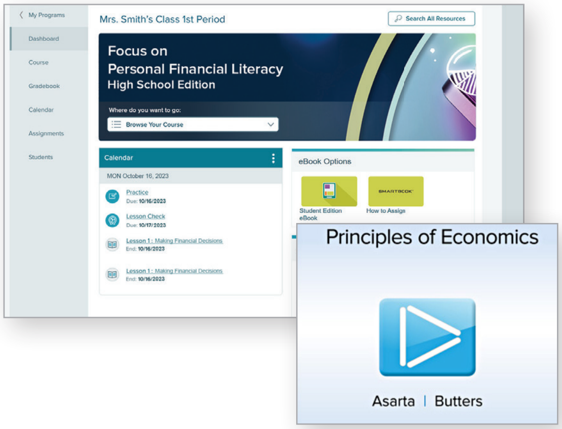
SmartBook delivers personalized, adaptive learning tailored to each student's individual needs by pinpointing knowledge gaps and focusing instruction on the concepts that require additional study. Teachers can assign a specific chapter, topic, or concept and access advanced reporting features that track individual and class progress with actionable insights to inform in-class instruction.

More Personalized. More Productive. More Accessible.

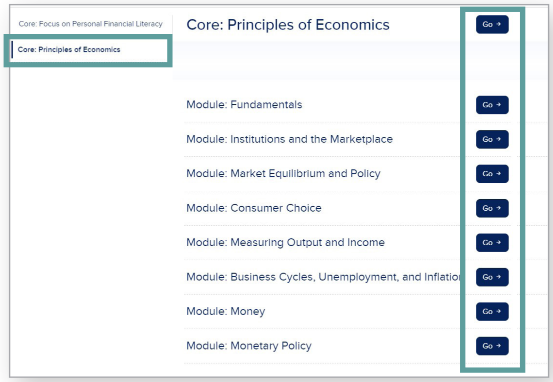
As students move through the material, multiple data points are captured to sequence and pace learning for each student's unique needs.

- **Focused Instruction:** Yellow highlights help students easily identify their assigned learning concepts.
- **Targeted Remediation:** Blue highlights bring focus to the concepts that require additional study.
- **Meaningful Practice:** Practice sets with instant feedback allow students to ask for guidance and rate their confidence level.
- **Recharged Learning:** Students can recharge their learning by accessing previously completed assignments with personalized recommendations.

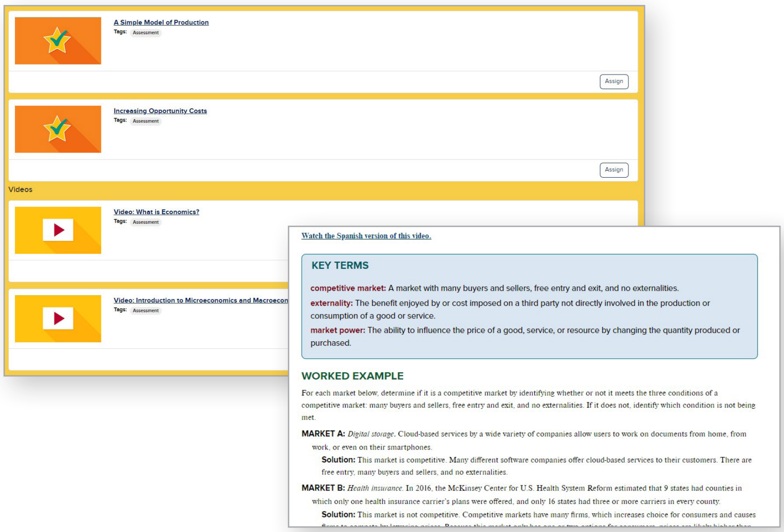
Focus on . . .
Principles of Economics



The *Principles of Economics* modular course, supports student mastery of foundational concepts with adaptive learning, dynamic applications, and worked-out examples through a concept-level approach.



Simply select the ***Principles of Economics*** table of contents from the dashboard to view all modules and click **GO** to explore a module.



Students have access to engaging resources paired with practical assessments, each anchored by 2- to 4-minute videos and accompanied by a suite of accessible learning resources.

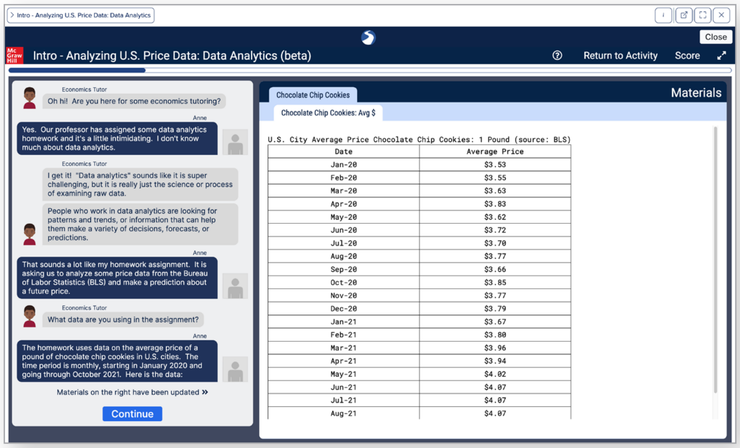
The eBook includes real-world examples, vocabulary support, and worked-out examples.

Video demonstrations with exercises provide an opportunity for students to apply their learning.

Test Banks, allow students to demonstrate their understanding and mastery of the discrete topics.

Focus on . . .
Application-Based Activities

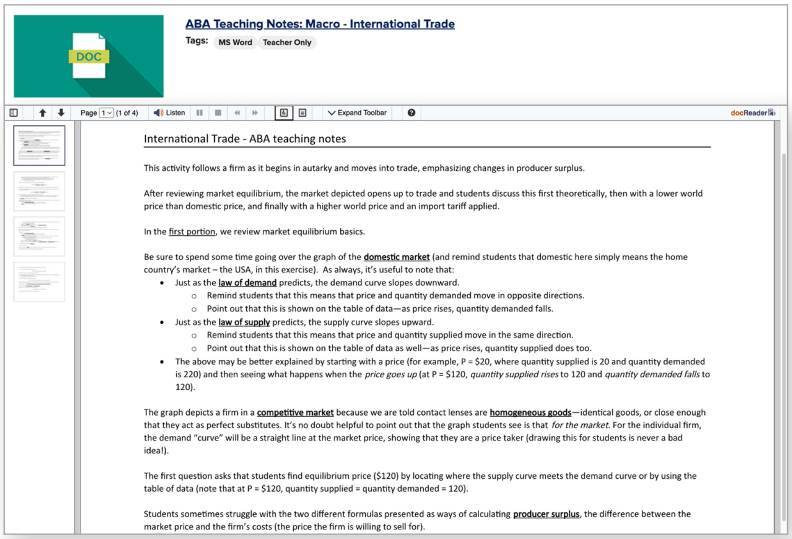
There are dozens of Application-Based Activities that provide students with valuable practice using problem-solving skills to apply their knowledge to realistic scenarios. Students progress from understanding basic concepts, to using their knowledge to analyze complex scenarios, and proposing solutions.



Date	Average Price
Jan-20	$3.53
Feb-20	$3.55
Mar-20	$3.63
Apr-20	$3.83
May-20	$3.62
Jun-20	$3.72
Jul-20	$3.70
Aug-20	$3.77
Sep-20	$3.66
Oct-20	$3.85
Nov-20	$3.77
Dec-20	$3.79
Jan-21	$3.67
Feb-21	$3.80
Mar-21	$3.96
Apr-21	$3.94
May-21	$4.02
Jun-21	$4.07
Jul-21	$4.07
Aug-21	$4.07

◀ **Application-Based Activities** are highly interactive, assignable exercises that boost engagement and provide a safe space to apply concepts used in the real world. Each exercise involves the application of multiple concepts, providing the ability to synthesize information and use critical-thinking skills to solve realistic scenarios.

Teacher resources provide robust support for Application-Based Activities, including exercise objections, suggested implementation models, and overviews. ▶



International Trade - ABA teaching notes

This activity follows a firm as it begins in autarky and moves into trade, emphasizing changes in producer surplus.

After reviewing market equilibrium, the market depicted opens up to trade and students discuss this first theoretically, then with a lower world price than domestic price, and finally with a higher world price and an import tariff applied.

In the first portion, we review market equilibrium basics.

Be sure to spend some time going over the graph of the domestic market (and remind students that domestic here simply means the home country's market – the USA, in this exercise). As always, it's useful to note that:

- Just as the law of demand predicts, the demand curve slopes downward.
  - Remind students that this means that price and quantity demanded move in opposite directions.
  - Point out that this is shown on the table of data—as price rises, quantity demanded falls.
- Just as the law of supply predicts, the supply curve slopes upward.
  - Remind students that this means that price and quantity supplied move in the same direction.
  - Point out that this is shown on the table of data as well—as price rises, quantity supplied does too.
- The above may be better explained by starting with a price (for example, P = $20, where quantity supplied is 20 and quantity demanded is 220) and then seeing what happens when the *price goes up* (at P = $120, *quantity supplied rises* to 120 and *quantity demanded falls* to 120).

The graph depicts a firm in a competitive market because we are told contact lenses are homogeneous goods—identical goods, or close enough that they act as perfect substitutes. It's no doubt helpful to point out that the graph students see is that *for the market*. For the individual firm, the demand "curve" will be a straight line at the market price, showing that they are a price taker (drawing this for students is never a bad idea!).

The first question asks that students find equilibrium price ($120) by locating where the supply curve meets the demand curve or by using the table of data (note that at P = $120, quantity supplied = quantity demanded = 120).

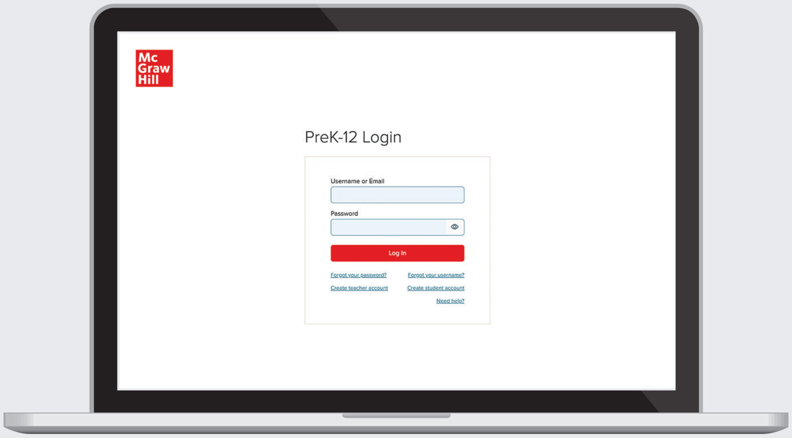
Students sometimes struggle with the two different formulas presented as ways of calculating producer surplus, the difference between the market price and the firm's costs (the price the firm is willing to sell for).

Application-Based Activities are available for some of the areas where students tend to struggle the most, such as supply and demand, utility, and price discrimination.

Take a Tour and Explore

Use this information to help you log in and get familiar with a variety of digital tools, resources, and support to meet the needs of your classroom and students.

Log In to the Digital Experience



Go to:

my.mheducation.com

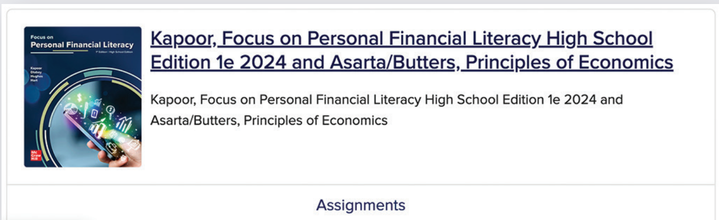
Log in using these credentials:

Teacher Username: **WVPFL**

Teacher Password: **WestVirginia*1**

Student Username: **WVPFLs**

Student Password: **WestVirginia*1**

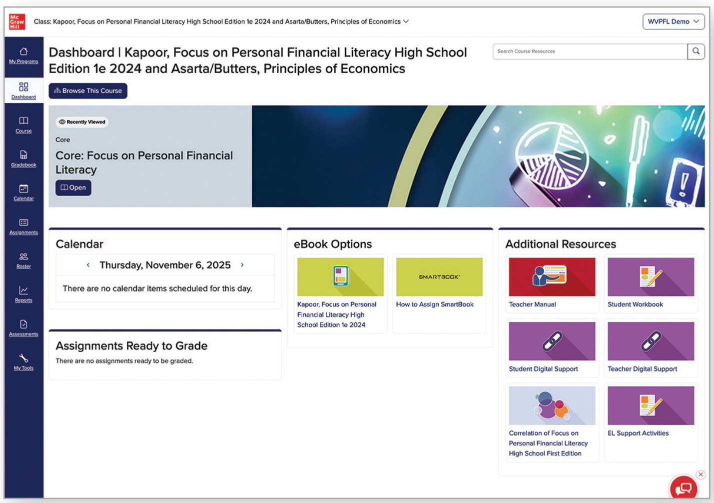


Select ***Focus on Personal Financial Literacy.***

Your Course Dashboard

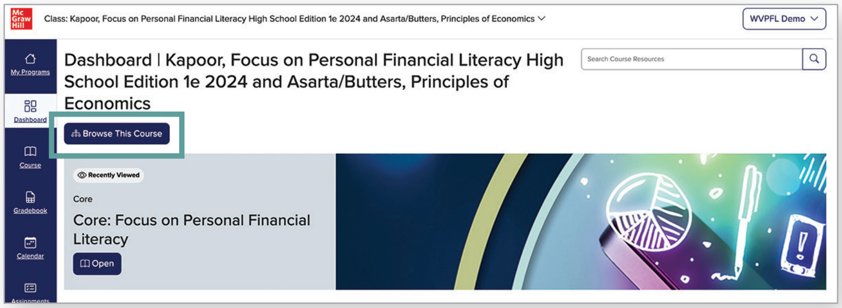
This is the **Digital Dashboard**. It's your home base for resources such as:

- Full Teacher Manual
- Quick eBook Access
- Correlations
- Digital Teacher Support
- Digital Student Support
- Calendar with Assignments
- EL Support Activities



Browse Your Course

Click **Browse This Course** to expand the menu and explore chapters, assignments, activities, assessments, and more.

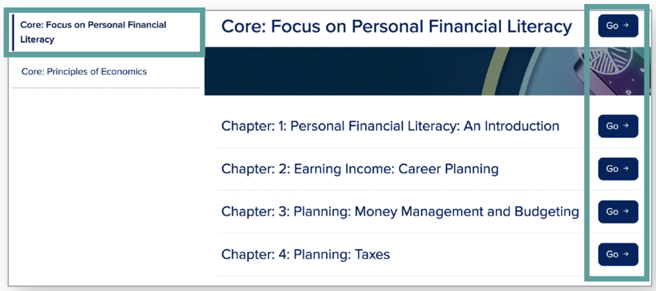


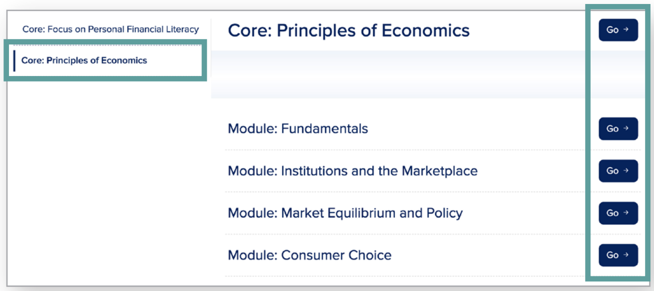
Browse Chapters and Modules

The course contains two pathways. Choose either option to explore based on your needs:

Select *Focus on Personal Financial Literacy* to view chapters, and select your desired destination to view chapter-level resources. Click **GO** to explore.

Select *Principles of Economics* to view economics modules, and select your desired destination to view module-level resources. Click **GO** to explore.

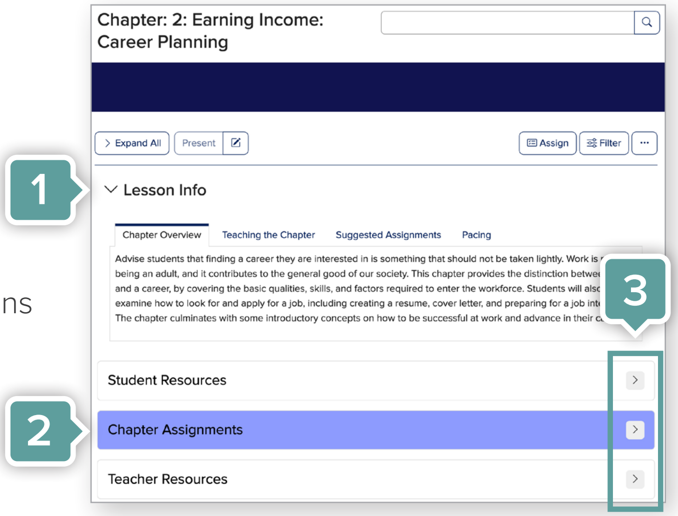




Browse Instructional Resources

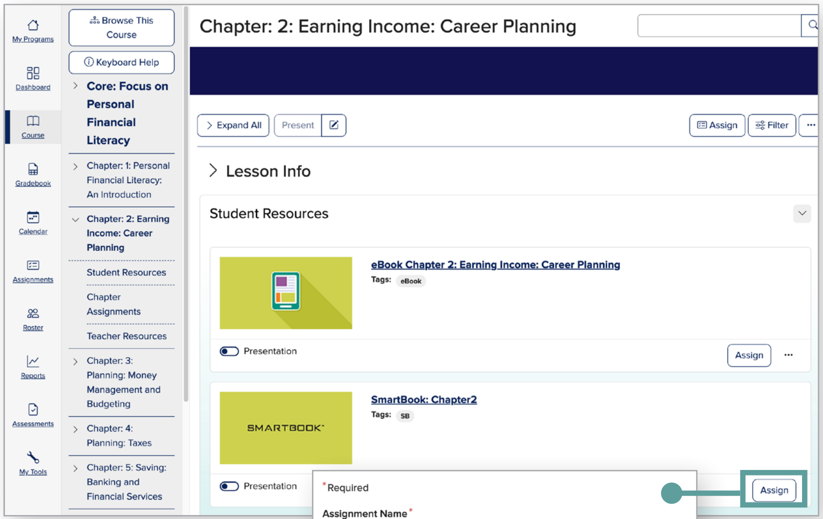
Selecting a chapter will take you to the **Chapter Landing Page.**

1. Click **Lesson Info** and use the tabs to explore Overviews, Pacing, Instructional Strategies, Suggested Assignments, and Benchmarks.
2. Chapter-level activities, assessments, and video lessons can be easily assigned from **Chapter Assignments.**
3. The arrows to the right open to reveal **Student Resources, Chapter Assignments,** and **Teacher Resources.**

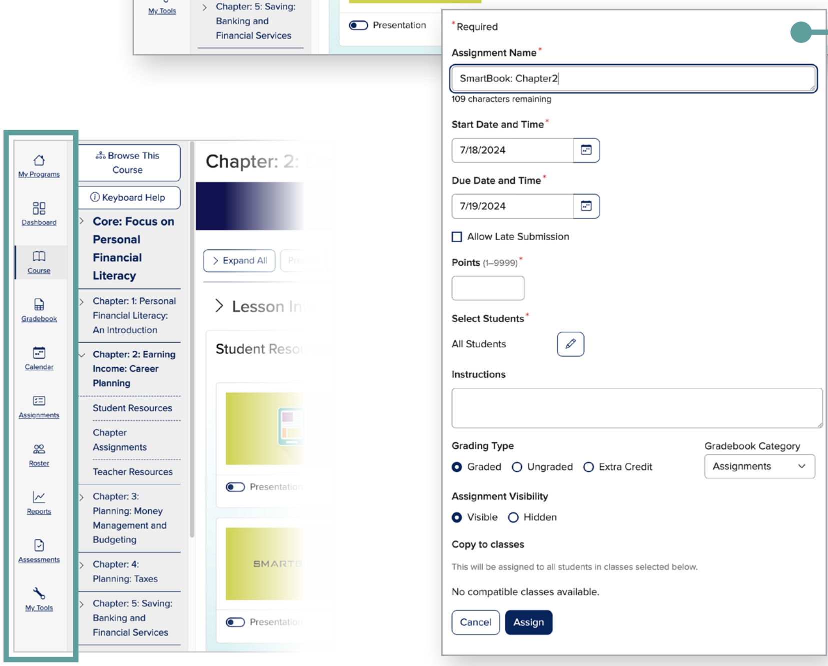


Assign Resources

Click on the tile to preview the resource or click **Assign** to open the course calendar and access options for assigning.



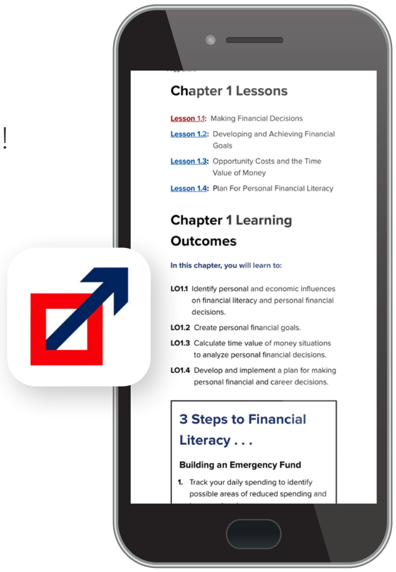
As you navigate your program, the Program Menu is always visible at the left side of the screen to help you quickly access the **Gradebook, Calendar, Assignments, Roster, Reports,** and **Assessments.** ▶



Continue Learning Anytime, Anywhere

Mobile ready! The *McGraw Hill K–12 Portal app* lets students launch learning wherever they take their device—anywhere and everywhere!

- 24/7 mobile access to eBooks on smartphones and tablets
- Offline reading, highlighting, and annotating
- Simple and easy to use, so students stay focused



Explore *Focus on Personal Financial Literacy*

Visit mheducation.com/west-virginia