

2020-2021 Career and Education Development ([CED](#)) Department

The Standards for Bonny Eagle Career and Education Development Department Courses have been developed to include the BEHS (Maine DOE) Career/Education Development Graduation Standards and Identified Course Industry Standards.

FAMILY and CONSUMER SCIENCES

Foods for Wellness

BEHS C/E Development Graduation Standard 1

Self-knowledge and interpersonal relationships: Assess and demonstrate an understanding of the knowledge and skills needed to be successful in school, careers, civic life, and relationships with others.

Performance Indicators

- CED1A. Students are able to assess personal skills, abilities, and aptitudes and analyze how they positively and negatively aid them in reaching academic, career and life goals.
- CED1B. Students identify and evaluate strategies to improve skills necessary for success in school, careers and civic life.
- CED1C. Students demonstrate how transferable skills affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills.

Course Standards based on National Family and Consumer Science Standards:

Foods for Wellness Standard 1

Students will be able to demonstrate food safety and sanitation procedures.

Performance Indicators

- FFW1A. Students identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- FFW1B. Students demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- FFW1C. Students demonstrate safe and environmentally responsible waste disposal and recycling methods.

Foods for Wellness Standard 2

Students will be able to demonstrate food preparation methods and techniques to produce a variety of food products.

Performance Indicators

- FFW2A. Students demonstrate skill in safe handling of knives, tools, and equipment.
- FFW2B. Students identify a variety of types of equipment for food preparation, cooking, and serving, including hand tools and small ware.

Foods for Wellness Standard 3.2

Students will be able to demonstrate nutrition and wellness practices that enhance individual and family well-being.

Performance Indicators

- FFW 3A2- Students will be able to evaluate the effect of nutrition on health, wellness, and performance.
- FFW 3B2- Students will be able to analyze sources of food and nutrition information related to health and wellness.

Food Safety Internship

BEHS C/E Development Graduation Standard 2

Education, Career and Life Roles: Demonstrate an understanding of the relationship between work in a global economy and educational requirements; how learning new skills and educational achievement can lead to increased career options and lifelong learning.

Performance Indicators

- CED2A. Students analyze the relationship between application of academic knowledge and skills and lifelong learning to career success in a global economy.
- CED2B. Students use a variety of informational resources including self-assessment, academic achievement and career interests to develop a personalized plan for education, training, and career choices.

Food Safety Internship Standard 1

Integrate processes of thinking, communication, leadership, and management in order to apply knowledge and skills for nutrition, food, and wellness.

Performance Indicators

- FSI1A. Students demonstrate components of critical thinking, creative thinking, and reasoning.
- FSI1B. Students demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
- FSI1C. Students demonstrate fundamentals to career success.
- FSI1D. Students apply management, decision-making and problem solving processes to accomplish tasks and fulfill responsibilities.

Food Safety Internship Standard 2

Demonstrate professional culinary skills and techniques, as well as food safety procedures while cooking with and for others.

Performance Indicators

- FSI2A. Students demonstrate basic abilities to safely use and maintain equipment within a kitchen setting, including large and small appliances, small kitchen tools, measuring tools, and knives.
- FSI2B. Students serve food according to professional industry standards.
- FSI2C. Students demonstrate current food service sanitation procedures.
- FSI2D. Students demonstrate the proper application of a variety of cooking methods, and test products for doneness.

On Your Own

Financial Literacy Graduation Standard 4 Criteria Bank (Rubric)

BEHS C/E Graduation Standard 4

Personal Finances: Demonstrate the knowledge and skills needed to make financial decisions that will lead to success in personal life, education, work and citizenship roles.

Performance Indicators

- CED4A. Students will demonstrate money management skills through the use of budgeting to manage personal spending.
- CED4B. Students will demonstrate how to control personal credit and debt.
- CED4C. Students will demonstrate the ability to boost personal earning capabilities now and in the future.
- CED4E. Students will evaluate a variety of financial tools and their impact on life-long decisions.
- CED4F. Students will demonstrate how to protect personal property and financial resources.

Culinary Arts

Culinary Arts Graduation Standards Criteria Bank Rubric

BEHS C/E Graduation Standard 3

Decision-making, Planning, and Contributing: Demonstrate effective decision-making and planning skills in pursuit of success in personal life, education, work and citizenship roles.

Performance Indicators

- CED3A. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals.
- CED3B. Students identify and apply multiple resources that influence their personal, career, and education decision-making.
- CED3C. Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.

Course Standards based on National Family and Consumer Science Standards:

Culinary Arts Industry Standards Criteria Bank Rubric

Culinary Arts Standard 1

Students will integrate knowledge, skill, and practices required for careers in food production and services.

Performance Indicators

- CA1A. Students demonstrate food safety and sanitation procedures.
- CA1B. Students demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.

Culinary Arts Standard 2

Students will demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Performance Indicators

- CA2A. Students demonstrate professional skill for a variety of cooking methods such as; roasting, broiling, sautéing, pan frying, braising, stewing, poaching, steaming, and baking using available equipment and technologies.
- CA2B. Students apply the fundamentals of time, temperature, and cooking methods to cooking, and cooling, reheating and holding of variety of foods.
- CA2C. Students demonstrate professional plating, garnishing, and food presentation techniques.
- CA2D. Students demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

World of Children

[BEHS Graduation Standard 2 Rubrics](#)

BEHS C/E Development Graduation Standard 2

Education, Career and Life Roles: Demonstrate an understanding of the relationship between work in a global economy and educational requirements; how learning new skills and educational achievement can lead to increased career options and lifelong learning.

Performance Indicators

- CED2A. Students analyze the relationship between application of academic knowledge and skills and lifelong learning to career success in a global economy.
- CED2B. Students use a variety of informational resources including self-assessment, academic achievement and career interests to develop a personalized plan for education, training, and career choices.

Course Standards based on National Family and Consumer Science Standards:

World of Children Standard 1

Students will Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Performance Indicators

- WOC1A. Students analyze developmentally appropriate practices to plan for early childhood, education and services.
- WOC1B. Students analyze child development theories and their implications for educational and childcare practices.

- WOC1C. Students demonstrate integration of curriculum and instruction by establishing activities, routines, and transitions in order to meet children's developmental needs and interests.

World of Children Standard 2

Students will evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

Performance Indicators

- WOC2A. Students analyze expectations, roles, and responsibilities of parenting.
- WOC2B. Students assess the effects of abuse and neglect on children and families and determine methods for prevention.
- WOC2C. Students evaluate parenting practices that maximize human growth and development.

BUSINESS COURSES

The Standards for Bonny Eagle Business Courses have been developed to include the BEHS Career/Education Development Graduation Standards as well as National Business Standards.

Business and Personal Law

BEHS C/E Development Graduation Standard 3

Decision-making, Planning, and Contributing: Demonstrate effective decision-making, planning, and communication skills in their pursuit of success in personal life, education, work and citizenship roles.

Performance Indicators

- CED3A. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals. (MLR C1, C2)
- CED3B. Students identify and apply multiple resources that influence their personal, career, and education decision-making. (MLR)
- CED3C. Students will analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.

Course Standards based on National Business standards:

Business and Personal Law Standard 1

Analyze the relationship between white collar crimes and other crimes

Performance Indicators

- BPL1A. Students analyze what crimes are, including those that occur while doing business, and differentiate crimes from torts.
- BPL1B. Students evaluate the stages of a civil suit and understand when to use procedural versus substantive law.

Business and Personal Law Standard 2

Analyze the relationships between contract law, law of sales, and consumer law.

Performance Indicators

- BPL2A. Students analyze the elements needed to form a legal contract and how the courts can help with illegal contracts and fraudulent activities.
- BPL2B. Students explain the purpose of common law and the UCC, including how the UCC governs the sale of goods.

Business and Personal Law Standard 3

Explain the legal rules that apply to marriage/unions, renting, insurance and determine the appropriateness of wills.

Performance Indicators:

- BPL3A. Students discuss how laws impact personal and marital relationships.
- BPL3B. Students demonstrate understanding of the laws you will encounter as an adult.

Business and Personal Law Standard 4

Explain the legal rules that apply to employment, discrimination and employee injuries.

Performance Indicators:

- BPL4A. Students interpret the need and use of employment laws.
- BPL4B. Students interpret the need and use of discrimination laws.

Microsoft Office

BEHS C/E Development Graduation Standard 1

Self-knowledge and interpersonal relationships: Assess and demonstrate an understanding of the knowledge and skills needed to be successful in school, careers, civic life, and relationships with others.

Performance Indicators

- CED1A. Students are able to assess personal skills, abilities, and aptitudes and analyze how they positively and negatively aid them in reaching academic, career and life goals.
- CED1B. Students identify and evaluate strategies to improve skills necessary for success in school, careers and civic life.
- CED1C. Students demonstrate how transferable skills affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills.

COURSE STANDARDS BASED ON NATIONAL BUSINESS STANDARDS:

Microsoft Office Standard 1

Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources.

Performance Indicators

- MO1A. Students use "Microsoft Word" concepts to effectively communicate with others by computer.
- MO1B. Students demonstrate the concepts and software tools of "MicroSoft Excel" to evaluate, maintain and disseminate information for personal/business decision-making.
- MO1C. Students design effective MicroSoft PowerPoint presentation slides to process, present, and distribute communication to an audience.

Entrepreneurship and Marketing

BEHS C/E Development Graduation Standard 2

Education, Career and Life Roles: Demonstrate an understanding of the relationship between work in a global economy and educational requirements; how learning new skills and educational achievement can lead to increased career options and lifelong learning.

Performance Indicators

- CED 2A. Students analyze the relationship between application of academic knowledge and skills and lifelong learning to career success in a global economy.
- CED 2B. Students use a variety of informational resources including self-assessment, academic achievement and career interests to develop a personalized plan for education, training, and career choices.

Course Standards based on National Business Standards:**Entrepreneurship and Marketing Standard 1**

Students will integrate knowledge of concepts, processes and systems needed to determine and satisfy customer needs/wants/expectations to meet business objectives and create new product or service ideas.

Performance Indicators

- EM 1A. Students will demonstrate marketing concepts, interpret the marketing mix, and examine core standards of marketing.
- EM 1B. Students will be able to define entrepreneurship and identify impacts of entrepreneurs and small business today.
- EM 1C. Students will be able to interpret profit, evaluate and compare types of economic utility.
- EM 1D. Students will distinguish why marketing decisions are based on industry standards, norms, and trends.
- EM 1E. Students will be able to identify the characteristics of successful entrepreneurs and will analyze careers in marketing-information management.
- EM 1F. Students will compare & contrast the advantages and disadvantages of purchasing an existing business, a franchise, or starting a sole or partnership.
- EM 1G. Students will be able to construct the basic elements of a business plan

Accounting 1 A

BEHS C/E Development Graduation Standard 1

Self-knowledge and interpersonal relationships: Assess and demonstrate an understanding of the knowledge and skills needed to be successful in school, careers, civic life, and relationships with others.

Performance Indicators

- CED1A. Students are able to assess personal skills, abilities, and aptitudes and analyze how they positively and negatively aid them in reaching academic, career and life goals.
- CED1B. Students identify and evaluate strategies to improve skills necessary for success in school, careers and civic life.

Course Standards based on National Accounting Standards:

Accounting Standard 1

Classify, record, and summarize data to produce needed Financial Information. (Acct I A)

Performance Indicators

- ACC1A. Students demonstrate the effects of transactions on the accounting equation.
- ACC1B. Students prepare a chart of accounts and explain how charts of accounts are used.
- ACC1C2. Students post debits and credits in a general journal.
- ACC1E. Students prepare a Worksheet to plan end of fiscal period work.
- ACC1K. Students prepare an income statement and a balance sheet then evaluate the financial strength of the business.
- ACC1I. Students journalize, post and understand the need for Adjusting Entries.
- ACC1J: Students journalize, post and understand the need for Closing Entries.

Accounting 1 B

BEHS C/E Development Graduation Standard 1

Self-knowledge and interpersonal relationships: Assess and demonstrate an understanding of the knowledge and skills needed to be successful in school, careers, civic life, and relationships with others.

Performance Indicators

- CED1C. Students demonstrate how transferable skills affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills.

Course Standards based on National Accounting Standards:

Accounting Standard 2

Perform accounting functions specific to a merchandising business to classify, record, and summarize business data (Acct I B)

Performance Indicators

- ACC2A2. Students classify and record journal transactions.
- ACC2B2. Students demonstrate accounting entries for Accounts Payable and Accounts Receivable.
- ACC2C. Students manage vendor and customer files.
- ACC2D. Students manage all accounting tasks related to employee earnings, payments, and taxes.

Accounting 2

BEHS C/E Development Graduation Standard 2

Education, Career and Life Roles: Demonstrate an understanding of the relationship between work in a global economy and educational requirements; how learning new skills and educational achievement can lead to increased career options and lifelong learning.

Performance Indicators

- CED2A. Students analyze the relationship between application of academic knowledge and skills and lifelong learning to career success in a global economy.
- CED2B. Students use a variety of informational resources including self-assessment, academic achievement and career interests to develop a personalized plan for education, training, and career choices.

Course Standards based on National Accounting Standards:

Accounting Standard 3

Students will demonstrate advanced accounting processes including inventory tracking and cash flow management.

Performance Indicators

- ACC3A. Students analyze inventory methods, valuations, and adjustments.
- ACC3B. Students process notes payable and receivables.
- ACC3C. Students determine the book value of plant assets using various valuation methods.
- ACC3D. Students compare and contrast depreciation and disposition methods.
- ACC3E. Students describe the roles and responsibilities of various accounting careers.

Financial Awareness

BEHS C/E Development Graduation Standard 4

Personal Finances: Demonstrate the knowledge and skills needed to make financial decisions that will lead to success in personal life, education, work and citizenship roles.

Performance Indicators

- CED4A. Students will demonstrate money management skills through the use of budgeting to manage personal spending.
- CED4B. Students will demonstrate how to control personal credit and debt.
- CED4C. Students will demonstrate the ability to boost personal earning capabilities now and in the future.
- CED4E. Students will evaluate a variety of financial tools and their impact on life-long decisions.
- CED4F. Students will demonstrate how to protect personal property and financial resources.

COOPERATIVE WORK EXPERIENCE

The Standards for Bonny Eagle Cooperative Work Experience Courses have been developed to include the BEHS Career/Education Development Graduation Standards and Maine Cooperative Education Standards.

Cooperative Work Experience 1A

BEHS C/E Development Graduation Standard 1

Self-knowledge and interpersonal relationships: Assess and demonstrate an understanding of the knowledge and skills needed to be successful in school, careers, civic life, and relationships with others.

Performance Indicators

- CED1A. Students are able to assess personal skills, abilities, and aptitudes and analyze how they positively and negatively aid them in reaching academic, career and life goals.
- CED1B. Students identify and evaluate strategies to improve skills necessary for success in school, careers and civic life.
- CED1C. Students demonstrate how transferable skills affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills.

BEHS C/E Development Graduation Standard 3

Decision-making, Planning, and Contributing: Demonstrate effective decision-making, planning, and communication skills in their pursuit of success in personal life, education, work and citizenship roles.

Performance Indicators

- CED3A. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals. (MLR C1, C2)
- CED3C. Students will analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.

Course Standards based on Maine COOP standards:

COOP Standard 1

Students will identify personal qualities, skills, motivations, challenges and knowledge necessary for securing employment and career options

Performance Indicators

- COOP1C. Students prioritize personal, educational workplace values and goals
- COOP1D. Students evaluate the accuracy of self inventories of skills, experience, education, and work preferences for employment

COOP Standard 2

Students will demonstrate procedures to apply for and secure employment and career options

Performance Indicators

- COOP2A. Students identify the relationship of education and training to entry into the job market
- COOP2C. Students demonstrate employment skills to seek, obtain, maintain and change jobs

COOP Standard 4

Students will identify and apply workplace safety habits

Performance Indicators

- COOP4A. Students evaluate the employee/employer role and responsibilities of safety in the workplace
- COOP4B. Students examine the role of laws and regulations that apply to employment

COOP Standard 6 (ON THE JOB TRAINING)

Students will manage and apply personal employment traits and work habits on the job

Performance Indicators

- COOP6A. Students apply skills to maintaining positive work attitude
- COOP6B. Students demonstrate problem solving skills on the job
- COOP6C. Students assume personal responsibility for decisions on the job
- COOP6D. Students use feedback for personal growth on the job
- COOP6E. Students demonstrate effective communication skills in the workplace

Cooperative Work Experience 1B

BEHS C/E Development Graduation Standard 2

Education, Career and Life Roles: Demonstrate an understanding of the relationship between work in a global economy and educational requirements; how learning new skills and educational achievement can lead to increased career options and lifelong learning.

Performance Indicators

- CED2A. Students analyze the relationship between application of academic knowledge and skills and lifelong learning to career success in a global economy.
- CED2B. Students use a variety of informational resources including self-assessment, academic achievement and career interests to develop a personalized plan for education, training, and career choices.

BEHS C/E Development Graduation Standard 3

Decision-making, Planning, and Contributing: Demonstrate effective decision-making, planning, and communication skills in their pursuit of success in personal life, education, work and citizenship roles.

Performance Indicators

- CED3B. Students identify and apply multiple resources that influence their personal, career, and education decision-making. (MLR)
- CED3C. Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.

Course Standards based on Nine COOP standards:

COOP Standard 2

Students will be able to demonstrates procedures for applying and securing employment and career options

Performance Indicators

- COOP2A. Students identify the relationship of education and training to entry into the job market.
- COOP2E. Students locate, interpret, and use information about job openings from accessed resources.

COOP Standard 6 (ON THE JOB TRAINING)

Students will manage personal employment traits and work habits on the job

Performance Indicators

- COOP6A. Students apply skills to maintaining positive work attitude
- COOP6B. Students demonstrate problem solving skills on the job
- COOP6C. Students assume personal responsibility for decisions on the job
- COOP6D. Students use feedback for personal growth on the job
- COOP6E. Students demonstrate effective communication skills in the workplace

Cooperative Work Experience 2

BEHS C/E Development Graduation Standard 1

Self-knowledge and interpersonal relationships: Assess and demonstrate an understanding of the knowledge and skills needed to be successful in school, careers, civic life, and relationships with others.

Performance Indicators

- CED1A. Students are able to assess personal skills, abilities, and aptitudes and analyze how they positively and negatively aid them in reaching academic, career and life goals.
- CED1C. Students demonstrate how transferable skills affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills.

BEHS C/E Development Graduation Standard 3

Decision-making, Planning, and Contributing: Demonstrate effective decision-making, planning, and communication skills in their pursuit of success in personal life, education, work and citizenship roles.

Performance Indicators

- CED3A. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals. (MLR C1, C2)
- CED3B. Students identify and apply multiple resources that influence their personal, career, and education decision-making. (MLR)
- CED3C. Students will analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.

Course Standards based on Maine COOP standards:

COOP Standard 5

Students will develop a career portfolio with researched career opportunities

Performance Indicators

- COOP5B. Students identify career goals to personal abilities, academic, and training programs
- COOP5C. Students explore academic and training skills required for career/employment opportunities
- COOP5D. Students identify services available to make the transition from high school to employment, armed services or post secondary education/training

COOP Standard 6 (ON THE JOB TRAINING)

Students will manage and apply personal employment traits and work habits on the job

Performance Indicators

- COOP6A. Students apply skills to maintaining positive work attitude
- COOP6B. Students demonstrate problem solving skills on the job
- COOP6C. Students assume personal responsibility for decisions on the job
- COOP6D. Students use feedback for personal growth on the job
- COOP6E. Students demonstrate effective communication skills in the workplace

JMG

JMG A

BEHS C/E Development Graduation Standard 1

Self-knowledge and interpersonal relationships: Assess and demonstrate an understanding of the knowledge and skills needed to be successful in school, careers, civic life, and relationships with others.

Performance Indicators

- CED1A. Students are able to assess personal skills, abilities, and aptitudes and analyze how they positively and negatively aid them in reaching academic, career and life goals.
- CED1B. Students identify and evaluate strategies to improve skills necessary for success in school, careers and civic life.
- CED1C. Students demonstrate how transferable skills affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills.

BEHS C/E Development Graduation Standard 3

Decision-making, Planning, and Contributing: Demonstrate effective decision-making, planning, and communication skills in their pursuit of success in personal life, education, work and citizenship roles.

Performance Indicators

- CED3A. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals. (MLR C1, C2)
- CED3B. Students identify and apply multiple resources that influence their personal, career, and education decision-making. (MLR)
- CED3C. Students will analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.

JMG B

BEHS C/E Development Graduation Standard 2

Education, Career and Life Roles: Demonstrate an understanding of the relationship between work in a global economy and educational requirements; how learning new skills and educational achievement can lead to increased career options and lifelong learning.

Performance Indicators

- CED2A. Students analyze the relationship between application of academic knowledge and skills and lifelong learning to career success in a global economy.
- CED2B. Students use a variety of informational resources including self-assessment, academic achievement and career interests to develop a personalized plan for education, training, and career choices.
- CED2C. Students demonstrate how transferable skills affect one's ability to work with others and evaluate successful strategies to improve interpersonal skills.

BEHS C/E Development Graduation Standard 3

Decision-making, Planning, and Contributing: Demonstrate effective decision-making, planning, and communication skills in their pursuit of success in personal life, education, work and citizenship roles.

Performance Indicators

- CED3A. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals. (MLR C1, C2)
- CED3B. Students identify and apply multiple resources that influence their personal, career, and education decision-making. (MLR)
- CED3C. Students will analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.

JMG Personal Finance

BEHS C/E Development Graduation Standard 3

Decision-making, Planning, and Contributing: Demonstrate effective decision-making, planning, and communication skills in their pursuit of success in personal life, education, work and citizenship roles.

Performance Indicators

- CED3A. Students use the planning process to evaluate the effectiveness of secondary and post-secondary goals. (MLR C1, C2)
- CED3B. Students identify and apply multiple resources that influence their personal, career, and education decision-making. (MLR)
- CED3C. Students will analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.

BEHS C/E Graduation Standard 4

Personal Finances: Demonstrate the knowledge and skills needed to make financial decisions that will lead to success in personal life, education, work and citizenship roles.

Performance Indicators

- CED4A. Students will demonstrate money management skills through the use of budgeting to manage personal spending.
- CED4B. Students will demonstrate how to control personal credit and debt
- CED4C. Students will demonstrate the ability to boost personal earning capabilities now and in the future.
- CED4E. Students will evaluate a variety of financial tools and their impact on life-long decisions.
- CED4F. Students will demonstrate how to protect personal property and financial resources.