

DRAFT Proposed Revisions  
Texas Essential Knowledge and Skills  
Career and Technical Education (CTE)—Finance

---

Prepared by the State Board of Education TEKS Review Committees

First Draft, August 2014

These draft proposed revisions reflect the changes to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for courses in the **Finance Career Cluster**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

**CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

**MV**—multiple viewpoints from within the committee

**VA**—information added, changed, or deleted to increase vertical alignment

**TABLE OF CONTENTS**

<b>Committee 1</b>	<b>Committee 2</b>
Banking and Financial Services .....2	Financial Mathematics ..... 24
Accounting I .....6	Money Matters ..... 28
Accounting II .....13	Securities and Investments ..... 37
Financial Analysis .....20	Insurance Operations..... 42
	Statistics and Business Decision Making..... 47





























































(B)	discuss the role of ethics and personal responsibility in financial planning.	
<del>(C)</del>	<del>compare and contrast roles, responsibilities, licensing and certification programs for careers related to managing and analyzing personal and corporate financial portfolios, including financial planner, financial manager, financial analyst, controller, risk manager, cash manger, treasurer, and chief financial officer.</del>	Beyond the scope of this course
<u>(3)</u>	<u>The student will demonstrate an understanding for a postsecondary plan. The student is expected to:</u>	The student needs to develop a career plan.
<u>(A)</u>	<u>create a postsecondary plan that includes various options including four-year colleges, two-year colleges, technical schools, and/or current job opportunities;</u>	
<u>(B)</u>	<u>create a postsecondary plan that includes application requirements, testing requirements, certification requirements, associated deadlines, associated costs including living expenses, job prospects and opportunities, beginning earnings and expected future earnings;</u>	
<u>(C)</u>	<u>create a résumé and a cover letter; and</u>	
<u>(D)</u>	<u>understand and demonstrate the differences between non-profit schools and for-profit schools.</u>	
<del>(2)</del> <u>(4)</u>	The student demonstrates an understanding of the fundamental principles of money. The student is expected to:	
<u>(A)</u>	explain forms of financial exchange, including credit <del>cards</del> debit <u>cards</u> , and electronic funds transfer;	Specific
<u>(B)</u>	compare and contrast various types of currency, including paper money, coins, banknotes, government bonds, and treasury notes;	
<u>(C)</u>	identify functions of money, including medium of exchange, unit of measure, and store of value;	
<u>(D)</u>	describe sources of income, including wages and salaries, interest, rent, dividends, capital gains, and transfer payments;	
<u>(E)</u>	explain the time value of money; <u>and</u>	add “including present value and future value.”
<u>(F)</u>	discuss the purposes and importance of credit; <u>and</u>	
<del>(G)</del>	<del>explain legal responsibilities associated with financial exchanges.</del>	beyond the scope of this course
<del>(3)</del> <u>(5)</u>	The student <del>describes</del> <u>examines</u> economic systems. The student is expected to:	
<del>(A)</del>	<del>compare the types of economic systems and market structures;</del>	beyond the scope of this course
<del>(B)</del> <u>(A)</u>	explain <del>the concept of private enterprise, including</del> sole proprietorships, partnerships, and corporations;	























































