



Glencoe
Mathematics

**For Business and
Personal Finance**

Internet Resources

Includes:

- Instructions for Using the Internet
- Reproducible Permission Forms
- Web Site Resource List
- Internet Activities
- Internet Activities Guide
- Internet Glossary



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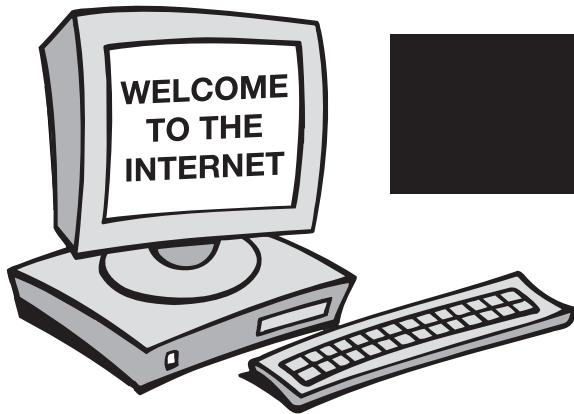
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Section 1



Welcome to Glencoe Business Management Online!

glencoe.com

Mathematics for Business and Personal Finance does more than teach students about business and personal finance. It also helps them make decisions and use resources as actual business professionals do. One of the most exciting tools you can use to help your students on this journey is the Internet. This Internet Resources section will prepare you to guide your students as they learn to use the Internet, or World Wide Web, effectively.

As you share this exciting technology with your students, they will see how it directly affects their lives. On the Internet, they will have the same access to information that business people have. They can explore the best places to buy software or make business decisions.

The Student Activities in this guide will help build their confidence in real world situations such as doing business and conducting research. Most importantly, as your students use the Internet, they will expand their critical reading, writing, analyzing, and computer skills.

The Internet is a positive classroom tool. Are you ready to take the lead and forge ahead into this new frontier? As you will see in the next few sections, it is not difficult to master, and the rewards far outweigh the time you will take to learn some new skills. Even if you have never traveled the World Wide Web before, the Internet Resources section was designed to bring you up to speed on the Information Highway in a very short period of time.

The first section of this guide gives reasons for using the Internet in your classroom. The next few sections are introductory sections that describe the materials you will need to set up the Internet in your classroom and give basic instructions for using the Internet. If you are already familiar with the Internet, you may want to skip these sections and move to the latter sections, which give practical descriptions of how to implement projects on the Internet in your classroom.

Why You Should Use the Internet

On a daily basis as a teacher, you are aware of two essentials: information and learning. Information is what you gather and pass on to your students. Learning is your union with them: the transmission and retention of information. It is the basis upon which you judge your students, and by which you, yourself, are judged.

Your challenge is to transmit information to your students on a level that they will understand. Although traditional classroom learning provides the backbone of education, the traditional classroom limits the transfer of information. It simply is not as tangible as the outside "real" world, where your students are bombarded with sophisticated information about sports, music, entertainment, fashion, celebrity idols, and icons. Fortunately, your classroom can be transformed with the Internet. This technology can help students connect the concepts they learn in class with the fast-paced, information-based world they live in. Classroom learning thus becomes pertinent and vital to your students.

The following chart on the next page shows some of the differences between an Internet classroom and a traditional classroom.

Section 1 (continued)

The Traditional vs. the Internet Classroom

<u>Traditional Classroom</u>	<u>Internet Classroom</u>
Teacher provides information from a textbook and leads discussion of major topic areas.	Information comes from a variety of electronic sources relevant to major topic areas.
Students take notes and retrieve printed information on demand.	Students create, share, discuss, and use information to solve problems by exchanging E-mail, browsing the Web, and using search engines.
Teacher, textbook, school library, and local resources are available to students.	Students also have access to global resources including the Internet, ERIC, and CD-ROM technology.
Students are expected to master information presented by the teacher.	Students are expected to use electronic technology to compile and analyze information to solve authentic classroom tasks.
Students solve classroom-directed activities that illustrate basic textbook concepts.	Students solve real world problems with up-to-date relevant information obtained from a variety of sources.
Curriculum is shaped by logical progression through content area materials and the textbook.	Curriculum is shaped by the user's own needs and the knowledge required to solve authentic tasks.
Evaluation is based on textbook-related and/or teacher-constructed tests.	Evaluation is based on portfolios and student performance as well as self- and teacher assessment.
Teacher is the authority and major source of knowledge for all classroom activities.	Teacher is a mentor to guide classroom activities, facilitate learning, and often learn the material along with the students.

Source: National Business Education Association, *Integrating the Internet Into Business Curriculum*, 1998.

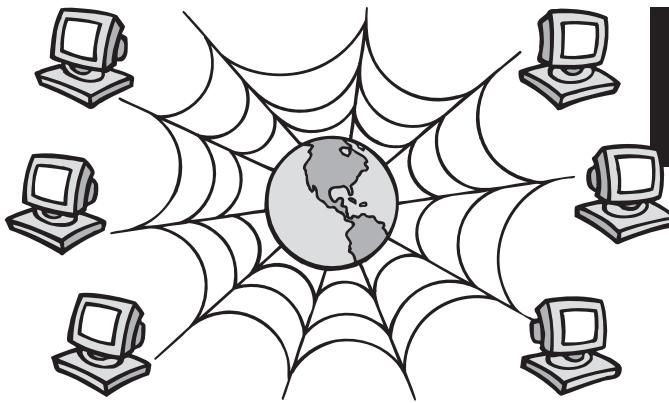
As you can see from the chart, bringing the Internet into your classroom means much more than having the benefit of real-world, up-to-the-minute information. It also means rethinking the instructional process. As mentor and guide, consider ways to empower students to learn on their own. You will focus on helping students learn to become problem solvers and decision makers. Research and analyzation skills will become essential elements of your Internet classroom. Greater emphasis on cooperative learning will enable students to better interpret Internet information.

The nature of the Internet classroom will sharpen these skills in your students. Also, there are tactile advantages of incorporating the Internet in your classroom, including:

- improved grades on report cards,
- improved core numeric and literacy skills,
- improved cognitive thinking skills, and
- improved computer literacy.

Perhaps most importantly, you and your students will find using the Internet exciting, and it will bring interest and the pursuit of knowledge to the forefront of your classroom.

Section 2



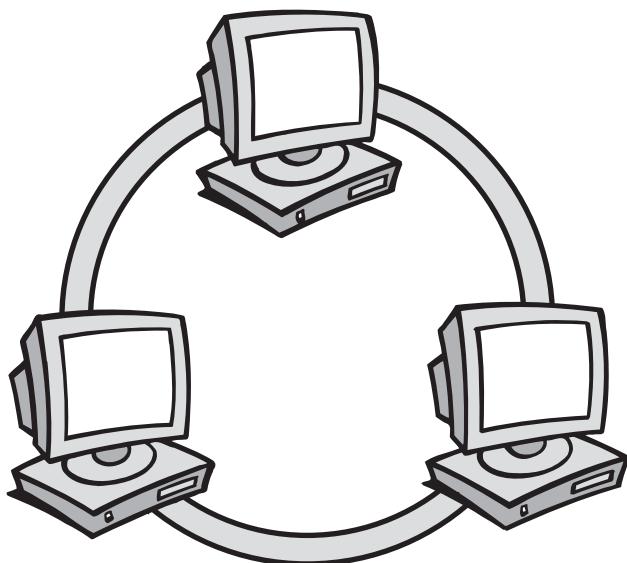
What Is the Internet?

The Internet can be traced back to the Cold War of the 1960s. During this time, a method of computer communications was developed to ensure that the transmission of necessary information would be ongoing in case of attack. Rather than storing all vital computer data in just one location, a series of linked computer networks was developed to disseminate government information and keep the channels of communication open, even if many were destroyed. These networks and original concepts are the foundation of the modern Internet.

Today, the Internet is best understood as a network of networks. These networks can all share various kinds of information. Governments, schools, businesses, and individuals are all connected to these networks by phone lines, modems, and wirelessly. Thus, millions of users are able to communicate and share information.

Everyone pays for the Internet in one way or another. Each **Web site**, or location you'll visit on the Internet, is responsible for its own equipment and Internet access. As an individual Internet user, you may have to pay a monthly fee to access a network through an **ISP**, or Internet Service Provider, like America Online or AT&T's Worldnet service. You may also pay for an extra phone line to access the Internet. Even as a taxpayer, you help to furnish the Internet with government information and educational resources.

Usually bundled with an ISP's offerings, **E-mail**, or electronic mail, is a way to send messages by computer over the Internet. E-mail messages are delivered to personal E-mail addresses. An E-mail message can reach across the world in minutes, and there are no extra charges for this service.



Materials and Connections for Your Internet Classroom

In setting up your Internet classroom, you will have many decisions to make, such as which computer to buy and which software to use. The following section is intended to acquaint you with your options and help you make informed decisions.

Section 2 (continued)

Hardware

Before you buy the computer you will use to access the Internet, there are a few key things to understand about computer hardware. Your access to the graphics, sounds, and other available multimedia resources on the Internet will depend on your computer's **processor speed**. This is the rate at which a computer's inner workings are able turn information into something that you can recognize. Processor speed is measured in units called megahertz (mhz). You will need a PowerMac or a PC with at least a 166mhz processor.

There are other specifications that may come up in your search for a computer. You may be asked how much RAM you need. Anything above 32 megabytes of RAM will perform nicely for a classroom. Also, a 1-gigabyte hard drive will be more than adequate. A computer salesperson can explain these measurements to you.

Another important piece of hardware is your modem. A **modem** is a device that converts the signal from your computer into a message that is able to travel over phone lines and into another computer. It also converts the message sent by another computer into a usable signal for your computer. Modems are available in different speeds, measured in Kbps (kilobytes per second, which indicates how much information the modem will convert per second). You will need at least a 28.8 Kbps modem. However, you should buy the fastest modem you can afford so you do not waste valuable class time waiting for information to **download**, or transfer from the Internet into your computer.

Other available hardware components include video cards, graphics cards, and speakers. These will enhance your access to multimedia resources on the Internet. Again, an electronics salesperson can discuss the details of these components with you. Today, the technology of these items is so advanced, even new basic ones will perform well.

Software

After you select your hardware, another important decision will be which **software**, or programs, to use for communicating on the Internet. You will need to select communications software and a Web browser.

Each time you want to connect to the Internet, your **communications software** will dial up the connection (you will set the number it dials). Communications software usually comes with operating systems like Microsoft Works or with modems, or sometimes it is provided by your ISP.

A **Web browser**, such as Microsoft Explorer or Mozilla Firefox, is the actual program you will use to view (or *browse* through) the information and Web sites on the World Wide Web.

When computers communicate, they need to speak the same language, or **protocol**. The agreed-upon protocol for computers and programs is called **TCP/IP** (Transmission Control Protocol/Internet Protocol). Any Internet hardware and software you will buy will be ready to work with TCP/IP.

Internet Access

Once you have all your necessary hardware and software, you will have to decide how you will access the Internet. As mentioned before, you can access through an ISP; but before you sign up to use and pay for this service for your classroom, check around with people in your school and community for other Internet access options. For example, there could be an available Internet gateway at a nearby university. Some universities require you to be a student or recent alumnus to use their Internet connection, but others may have more liberal requirements.

Also, free Internet access may still exist in more remote places. You can check with local newspapers, public television stations, or libraries to see if there is a regional computer center that provides free access. With free access, you will not pay hourly fees to get to the Internet, but you may have certain access restrictions.

Many businesses have access to the Internet. Perhaps a friend or parent may be able to provide your class with a free account through his or her work.

Section 2 (continued)

Finally, if you are unable to locate free access, a commercial ISP can provide what you need. This is by no means a last resort. Thanks to the law of supply and demand, commercial services are usually very efficient and well maintained. Also, most offer excellent technical support to help you get up and running. To avoid paying additional telephone charges, try to get a toll-free or local number to access your ISP.

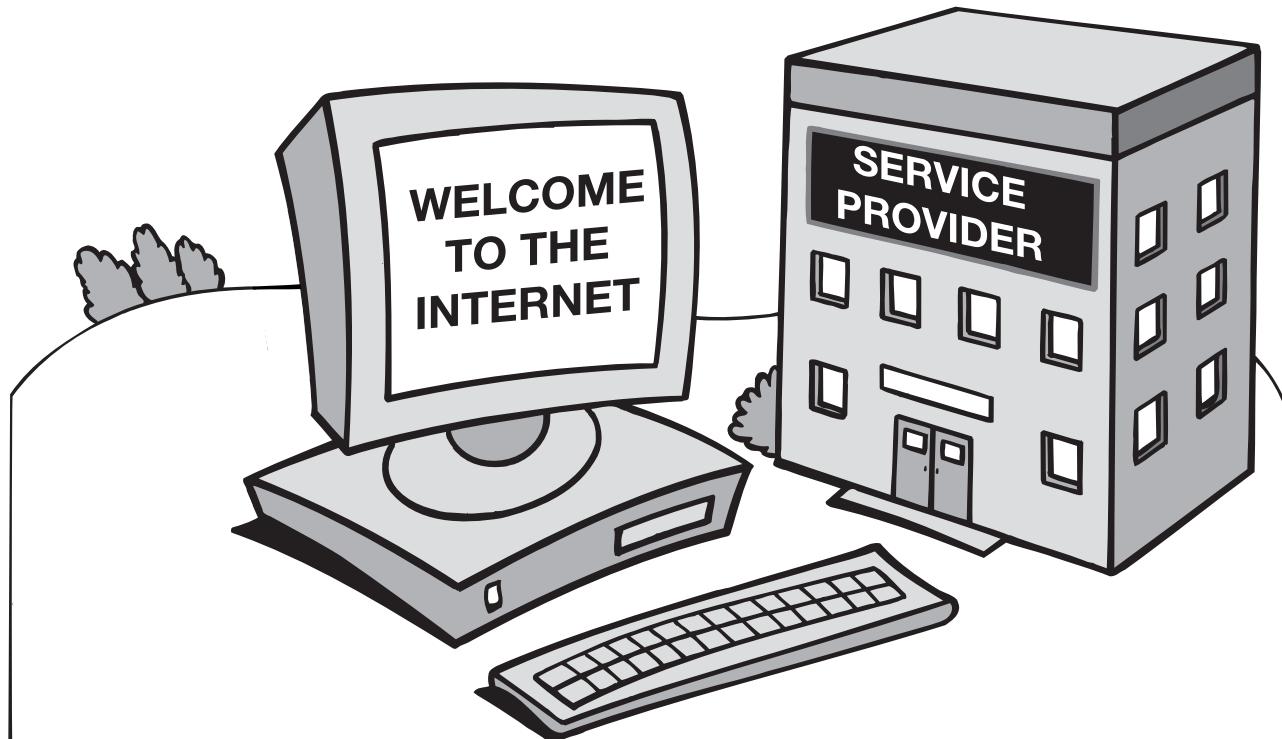
Set-up

With hardware, software, and Internet access, you are now ready to configure your computer and connect to the Internet. The steps required to do this can vary by computer, software program, and ISP. Keep the following in mind for a smooth set up:

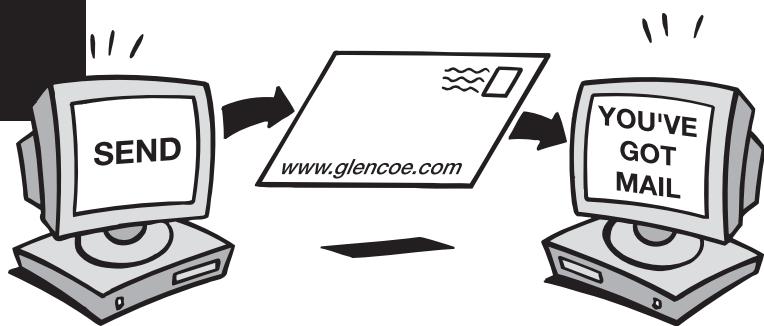
Again, remember that if you are paying for an ISP, they should be able to provide you with answers to your technical questions. They want you to be up and running as much as you want to be!

SETTING UP YOUR COMPUTER

- Read all manuals bundled with your hardware and software.
- Load any programs according to directions.
- Turn on your computer and check the modem power and connection.
- Find the local or toll-free number for your Internet access provider.
- Follow the on-screen directions to enter the telephone number.
- Enter your username and password (provided by your ISP) when prompted.



Section 3



Communicating on the Internet

The Internet gives you the power to communicate with people all over the world in minutes. You can exchange messages, participate in discussion groups, and collaborate. The tools of communication on the Internet include E-mail, mailing lists, listservs, news groups, and chat rooms. In time, you will become proficient in what methods are most useful for you and your class.

E-mail

E-mail is by far the most popular means of communication on the Internet. It is convenient and quick; it usually can reach across the globe in just minutes. Unlike faxes or traditional (“snail”) mail, there are no extra fees. And, unlike a phone call, an E-mail message does not elicit an immediate response—this is not necessarily a disadvantage. Because of the delay, you can compose or respond to messages when you have time to. You can also store and print out your incoming and outgoing messages.

E-mail addresses are all in the same format and consist of three parts. These parts (which are personal identification, group identification, and organization type) provide a unique and informative address for every person.

The personal identification can be a person’s name, nickname, special number, or title. The group identification is often an abbreviation for the name of the company, school, or organization that is providing the E-mail account. The personal and group identifications are separated by the “@” symbol.

The third part of the address is a code that indicates what type of organization has the E-mail account.

A dot (.) separates this from the rest of the address. The different organization types are listed below:

ORGANIZATION TYPES	
Abbreviation	Description of Resource
.com	commercial organizations
.edu	educational organizations
.gov	governmental organizations
.net	networks
.mil	military
.org	organizations, typically nonprofit

All together, a complete E-mail address looks like the following:

bgates@microsoft.com

or

curator@moma.org

Your E-mail address has nothing to do with the physical address of your home or workplace. It is simply the place that your communications are sent to and from. In fact, when messages are sent and received, they are stored on a host computer, not your personal computer. This makes it possible to access your messages from anywhere.

A basic E-mail session will run like this:

- Turn on your computer and run your E-mail program. You will be informed of new messages.
- Select your Inbox and read any new mail.
- Reply to (or forward) messages.
- Save messages you will need to deal with later and delete as many others as you wish.
- Compose, title, address, and send new mail.

Section 3 (continued)

- Deal with older mail if needed.
- Quit your E-mail program.

Here are a couple tips to help you make the most of your E-mail:

E-MAIL TIPS

1. To prevent wasting valuable online time and thus reduce phone or ISP hourly charges, compose your messages before actually establishing an Internet connection.
2. Check to see if your E-mail program provides an electronic address book. With this, you can store and organize E-mail addresses. Read the literature that comes with your program or the online help screens to learn more about this feature.

Mailing Lists

You can send an E-mail message to more than one person at a time by using a mailing list.

A **mailing list** is a collection of E-mail addresses all grouped under a certain name. When you send a message to the mailing list name, a copy of the message is sent to each person on the list. For example, you might want to send all teachers at your school an invitation to a meeting. Rather than composing several individual messages, you can write one and send it to a group address, such as “schoolgroupA.” Check your E-mail program’s user guide or help screens to learn how to set up a mailing list.

Listservs

A **listserv** is an automatic, free mailing list that forwards messages on a certain topic to its subscribers. Every time a message is sent to the listserv, each subscriber gets a copy. In this way, a discussion group is established, in which members can reply, debate, question, and collaborate. There are many of these Internet discussion groups that focus on educational topics.

A listserv can be a valuable resource to stimulate ideas and deal with a topic, but you should always understand what you are in for when you subscribe to one. Some listservs have thousands of members, so the E-mail generated can be overwhelming. If you join one, keep your responses to a minimum,

replying only when you have something of value to add to the discussion.

To be able to participate in current discussions and obtain past archives of a listserv, you need to subscribe. Send an E-mail message to the listserv that simply says “subscribe.” When you are no longer interested in participating, unsubscribe by sending another E-mail to the listserv that simply says “unsubscribe” or “signoff.”

Newsgroups

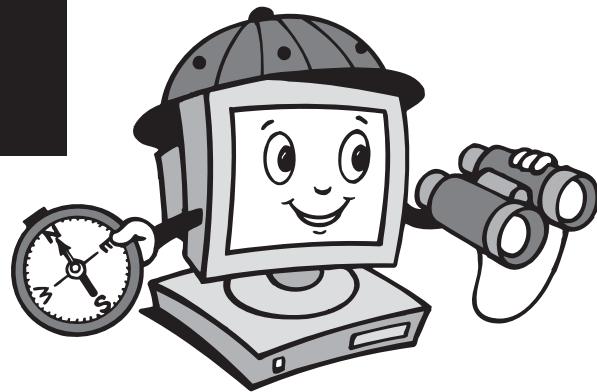
Newsgroups are another way to collaborate with others through the Internet. They are similar to listservs, but they have a “news reader” that reads large databases of information. Although special software is required for the news reader, it is advantageous because it keeps the discussion focused and drastically reduces the number of messages subscribers receive. However, like listservs, hundreds of messages still may be posted in a week.

There are many newsgroups on educational topics. Find one, follow it for a week before commenting, and then get involved. Sign up in the same way that you subscribe to a listserv. Before asking questions of the others on the newsgroup, check to see if there is a **FAQ** (Frequently Asked Questions) list that you can read. This list will post answers to very common questions about the newsgroup’s topic.

Chat Rooms

Chatting is another way to communicate over the Internet. When you **chat**, you have a typed conversation with someone else, much like a typed telephone exchange. In most cases, conversations appear line by line as each person inputs his or her statements. To chat, you must be in a chat room on your computer. Conversations in chat rooms are common on commercial ISP services like America Online. (Chats can be moderated, as is usually the case when conversing with celebrities.)

Section 4



Exploring the Web

Communicating through E-mail, listservs, chatting, and so on, is only part of the usefulness and excitement of the Internet. By using your Web browser software (see previous description under “Software”), you can access the Internet’s countless Web sites.

Each Web site has its own address and is made up of Web pages. The first Web page you see at a site is called its **home page**. This is usually a welcome page that describes the site.

Maneuvering through Web sites

There are several different ways to get to specific Web sites and navigate through the World Wide Web. One way to get to a Web site is to type its address in the appropriate box in your browser. This address is called a **URL**, or Uniform Resource Locator. It usually starts with `http://` followed by an address like www.yahoo.com or www.ed.gov. An entire URL, then, would look like <http://www.yahoo.com> or <http://www.ed.gov>. When you type in a URL and press Return, your Web browser will display the specified Web site.

Another way to move around through sites on the Internet is to use hyperlinks. **Hyperlinks** are electronic cross-references; they are specially designated words or images that, when selected, will take your Web browser to a new Web site or to a different page of the current site. Links appear in almost every Web site. By using them, you can quickly and easily move to new relevant destinations on the

Internet. They often appear as highlighted or underlined words or phrases.

As you travel through the Internet and follow links to various new sites, you can retrace your steps if you want to return to a site. Use the “Back” and “Forward” buttons on your Web browser’s toolbar to page through the sites you’ve visited.

Using Search Engines

If you do not know the address of a certain Web site, or want to find a list of sites relevant to a certain topic, you can use a search engine. A **search engine** is like a card catalog for all the Web sites on the Internet. Different companies have developed different search engines, such as Alta Vista, Excite, Infoseek, and Lycos. Each search engine offers different features, but they all basically work the same way.

To use a search engine, you must get to its Web site. Type the address of the search engine into your Web browser. (All the search engine’s addresses are similar and easy to remember; they are all in the same format. For example: <http://www.lycos.com>, <http://www.altavista.com>, etc.) At the search engine’s Web site, type in a specific topic (like American History) and click the “Search” or “Find” button on the screen. A list of links will then appear in order of their relevancy. Click on a link to be transported to its Web site. If you do not find what you are looking for using one search engine, you may be able to find it with one of the others.

An Example of a Web Search

All of the techniques for exploring the Internet will become routine and second-nature once you try them a few times. To show how they can all work together, here is an example of how you could proceed through a search.

Imagine that you want to learn more about apples. Because you do not know any addresses for Web sites that discuss apples, you need to use a search engine. You type the address of the search engine Yahoo into your browser (www.yahoo.com) and press “Return.” On the Yahoo site, you type in “apples” (without quotes) and click the “Search” button. A list of categories related to apples appears, and you click on the following:

New York Apple Country

At the bottom of the homepage you see “apple links” and click on it. The list of apple-related hot links looks like a good start, so you click on:

All About Apples

Because it is a hot link, this moves you to the site even though you have not typed in the actual address, <http://www.allaboutapples.com> (which may appear somewhere on screen as your cursor moves over it). At the new site, you find that you are a homepage for apple lovers and the page is abundant with apple articles, recipes, and listings for orchards all over the country. After reading the opening statement about the Web site’s purpose in providing informative materials about apples, you decide to click on:

Apple Varieties

You are taken to an alphabetical listing of several apple varieties. You then decide to click the “Back” button on your browser’s toolbar and so return to the *All About Apples* homepage. Here you cursor over:

More Resources

You see more links appear and click on:

Apple Facts

On this page you learn that archeologists determined that humans have been eating apples since at least 6,500 B.C. and that apples were first introduced to the United States in the 1600s. When you cursor over *More Resources* again, you see:

Apple Links

As you can see, your linking possibilities may be endless.

Keeping Tabs

Sometimes you will find it impossible to keep track of where you have been or what your favorite sites are. As already described, you can use your browser’s “Back” and “Forward” buttons to page through the sites you have visited. Internet Explorer also has a tool called the **Go menu**, which lists the recent sites you have been to. Pull down the menu (which will be in the toolbar or under a triangle to the right of the “Back” button) and highlight the address you want to revisit. With the Go menu, you do not have to page through every visited site consecutively.

If you need to recall a site you have visited in a previous session, or if you want to verify a student’s work, you can open the **History folder**. This displays a broad history of Web site searches.

Finally, if you find a site that you know you will want to revisit, you can **bookmark** it. When you are at your selected Web site, highlight “Make Bookmark” in one of the toolbar menus. (The name of the menu this command is in varies depending on which Web browser you are using; it may be “Bookmarks,” or “Favorites” or something similar.) This will save the site’s address and title in a list of your favorite sites. You can also change the title by which the site is saved on your computer. In the future, you can move directly to a bookmarked site by selecting it from your list of bookmarks.

Plug-ins

As you explore various Web sites, you may be asked to download certain plug-ins. **Plug-ins**, also known as “helper applications,” are software programs that permit access to certain Web sites or allow you to download and use specific types of files. Often, these are multimedia files, which, for example, play sounds (such as files whose names end with .wav or .ra) or show movies (such as files ending with .avi, .mov, or .mpeg). Plug-ins are usually free. Check with your network administrator or Internet Service Provider about plug-ins that may already exist on your computer’s hard drive.

Section 5



Establishing an Internet Classroom: Safety

After a week or so of exploring the Internet and conducting your own searches, you will have a good idea of the plethora of Web sites available. Unfortunately, not all sites were created equal, or for children.

Sites that are sexually explicit or promote alcohol, for example, are just as easy to access on the Internet as any others. Congress has upheld the rights of free speech on the Internet, allowing it as a forum for all. However, you also have the right and the ability to monitor Internet use and restrict it to what is appropriate in your class.

Software Tools

There are a couple tools you can use to prevent your students from visiting inappropriate Web sites. **Filtering software** prevents access to sites predetermined to be inappropriate. "NetNanny" and "Surf Watch" provide software and periodic updates that you can load onto your computers to filter out these sites.

Your ISP may provide similar filtering services. Some ISPs still allow you to visit any site on the Internet, though only if you provide a certain password. America Online allows kids to freely wander in its Kids Only section and denies access into other areas without a password.

Contracts and Permissions

To help you alert parents and students to the possible problems of Internet resources, there are some reproducible forms included with this guide. The *Student Internet Contract* asks for students to act responsibly at any time they are using the computer. It calls for students to monitor their own activities.

The *Internet Permission Contract* asks students and their parents to be aware and informs parents of your Internet usage standards. Some of the principles contained in these contracts are as follows:

- The use of the computer is a privilege, not a right.
- Students must abide by their signed contracts.
- If a student abuses his or her privileges, those privileges will be revoked.

Acceptable Use Policies

In addition to using student and parent contracts, you can set up a safe and responsible Internet classroom by defining the appropriate use of the Internet in advance. You might write **Acceptable Use**

Policies (AUP), which are guidelines that discuss the need to uphold basic rules of conduct on the Internet. In these guidelines, you can,

- describe the Internet and its value to your class,
- illustrate how you will enforce its ethical use,
- describe inappropriate use, and
- include sanctions for violating your rules.

For ideas in developing your own AUP, you can visit:

commtechlab.msu.edu/Sites/letsnet/noframes/teachers/art/b9ull4.html

Post or distribute any statements that you find appropriate.

Establishing an Internet Classroom: Netiquette

The term **netiquette** describes good Internet behavior. You need to be aware of appropriate Internet behavior and make sure your students

Section 5 (continued)

understand the standards to which they must adhere when using the Internet.

Good Manners

When writing E-mail, remember that the messages you send are a direct reflection of you and your school. Your recipients' impression of you may be based solely on how you communicate through E-mail. To be an effective Internet communicator, follow these basic guidelines:

INTERNET ETIQUETTE

- Use correct spelling, punctuation, and grammar.
- Keep your messages short.
- DO NOT USE ALL CAPS! It looks like you're yelling.
- Keep the tone appropriate to the situation.
- If writing a personal note, feel free to use :-) happy faces or :-(sad faces.
- Never send prank mail. (Remember that your return address is automatically included in all correspondence.)

Ethics

As a guide to overall computer usage, you can post or hand out the Ten Ethics Commandments from the Computer Ethics Institute:

- Thou shalt not use a computer to harm other people.
- Thou shalt not interfere with other people's computer work.
- Thou shalt not snoop around in other people's computer files.
- Thou shalt not use a computer to steal.
- Thou shalt not use a computer to bear false witness.
- Thou shalt not copy or use proprietary software for which you have not paid.
- Thou shalt not use other people's computer resources without authorization or proper compensation.
- Thou shalt not appropriate other people's intellectual output.

- Thou shalt think about the social consequences of the program you are writing or the system you are designing.
- Thou shalt always use a computer in ways that insure consideration and respect for your fellow humans.

Establishing an Internet Classroom: Productivity

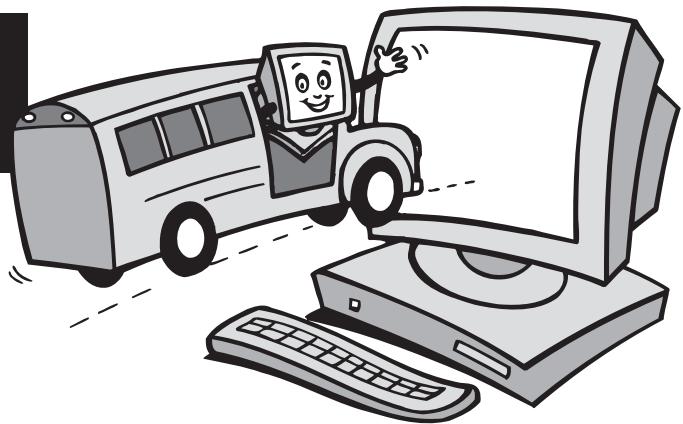
Although the Internet will be an exciting addition to your classroom, you will have to determine when and how you want to implement it. Not all instruction requires Internet use. Consider whether learning will be enhanced through Internet use or if traditional classroom instruction will be just as purposeful.

Once you decide to do so, getting your class to participate in an Internet project will be easy. It is important, however, to match focus along with enthusiasm. The Internet's eye-catching, attention-grabbing format holds many distractions. By introducing usage guidelines for the Internet, you can help to establish a productive classroom. Consider these usage issues in advance:

- Will I use the Internet on a daily basis or set aside regular time each week for its use?
- If my class has E-mail, will I download it daily or weekly?
- Will I designate and rotate students to download E-mail?
- Will we use the Internet together or individually?
- Will I allow full or limited access?
- Will my students be able to conduct searches anywhere or only at Web addresses I list?

As you make assignments that include the Internet, provide a sense of direction, limit the options, and help your students focus on realistic projects. Also, get a good handle on how proficient your students are and how efficient your equipment is before implementing any assignments. The student activities included with this guide are a great way to introduce the Internet into your classroom on a weekly basis.

Section 6



Implementing Internet Projects

Once you have a framework of guidelines and policies to protect your students and encourage their progress, you are ready to incorporate the Internet in your lessons. Implement the Internet effectively by considering the following steps.

Planning

To get a feel of how much time a project will take, you can practice elements of it with your class. To help your students stay focused on the project, make a poster that clearly defines your ideas:

- **Topic:** Give a title.
- **Overview:** State the activity's objectives.
- **Subject:** List class subjects that will be covered in the activity.
- **Outcomes:** Define assignments and goals.
- **Timeline:** Provide an actual dateline for accomplishing tasks.
- **Connections:** Identify specific geographical regions to which students will connect.
- **Procedure:** List specific tasks necessary to accomplishing the outcomes.

For projects paralleling in-class or homework assignments, it may be a good idea to post general concepts, formulae, definitions, or sample problems near the computer. You may also want to prepare a responsibility chart indicating your delegation of tasks. Clearly assign tasks to certain individuals or groups.

Checking the Sites

Before assigning any Internet activities, visit all the involved Web sites. Make sure that you are comfortable with the material on the sites and that the information coincides with your classroom objectives. You may want to download the sites or save them as bookmarks on your computer. This will save time during the project and bring students directly to the Web site and the activity.

Classroom Management: Teamwork and Collaboration

Most schools do not have the resources to provide one computer per student. Most likely, you will need to group students into small teams. When forming these groups, keep an eye out for natural leaders that understand Internet basics and the importance of involving all team members. Think about rotating roles during the project, or during different projects, so that all students will get a chance to use the computer, write, read, analyze, and report.

Your classroom management decisions should take into account:

- student technical ability levels,
- a realistic timeline for project completion,
- the best time of day to access the Internet,
- the designation of a responsible E-mail communicator,
- a schedule for computer use, and
- methods to manage your computer's files.

Section 6 (continued)

Short-term Assignments vs. Long-term Projects

Some Internet tasks, such as conducting a query on a search engine or visiting one or two Web sites, may simply take a class period or less. A more in-depth project may take a week or longer to provide enough time to conduct various searches, analyze information, compose a report, and share the information with the class. Each activity in this guide includes an extension activity. You can use the extension activities to create more in-depth projects. Start out with small assignments, get a feel for your classroom's ability and interests, and gradually develop your assignments into longer projects.

While each activity included here is complete in itself, you can also develop supplementary projects around the sites used.

Assessing Students' Work

How will you assess your students' work on the Internet? Their grasp of content can be evaluated by performance as well as by objective tests. Students' Internet usage can be measured by self and peer assessment questionnaires or by your own observations. Projects and assignments can be judged by student-designed work standards and by the rubrics included with this guide. A **rubric** is a guide for scoring or evaluating a specific assignment. It includes a range of descriptions for meeting expectations. The rubric reflects the tasks you ask the students to do. You can make rubric scoring sheets for each chapter's Internet activity.

Disclaimer and Alternatives

Included in this Internet guide are Internet activities for use with each chapter of your student text. The activities are designed to enhance student understanding of the text content. They include both long- and short-term projects. They also involve specific Internet sites.

However, the Internet is a dynamic medium, and the sites referenced are not under the control of Glencoe/McGraw-Hill. Therefore, Glencoe/McGraw-Hill makes no representation concerning the content

of these sites. Sites are sometimes under construction and may not be readily available. Sites may also move or be permanently eliminated. We have done our best to suggest sites that are both current and stable, as well as activities of the highest standards. However, we are aware that the integrity of a suggested site can change.

Visit the sites before assigning an activity to make sure they are available and pertinent. If a site is no longer available, try using search words related to the project to find similar sites that could be adapted to the activity.

Evaluating Web Sites

If you find a Web site that you want to share with your students, evaluate it first. A *Web site Evaluation Sheet* is included with this guide to help your research remain focused on a site's core structure and meaning. This same form can be passed out to students to give them a guide to check up on a site's information accuracy and technical performance. Whether you use the form or not, remember the acronym "ADAPT":

- **Appropriateness:** Is the site suitable for your students?
- **Design:** Is it easy to look at and fun to use? Are pages and particulars set up in a useful order?
- **Accuracy:** Is the information from a reputable, objective, updated source?
- **Purpose or Goal:** Does it meet your students' needs?
- **Technical Aspects:** Does it download quickly? Are its links functional, clearly defined, and relevant?

Web Site Resource List

Included at the end of this guide is a resource list of sites used in the activities and additional career sites. You can use this list to find replacement sites for any that may have moved or to create Internet projects of your own. We have also included names of organizations you may find useful for various applications as you teach career education.

Reproducible Forms

Student Internet Contract

Below are policies that will regulate our use of the Internet. These rules have been designed to keep our computer and classroom functioning at the highest of standards. In order to have access to E-mail and the Internet, please read the following and sign below.

For safety reasons, when using E-mail or the Internet:

1. I will not give out personal information such as my home address, parental information, or school name or location without the permission of my teacher.
2. I will immediately notify my teacher if I come across any information that makes me feel awkward.
3. I will never get together with someone I have “met” online without first getting my parents’ and teacher’s permission. If they agree, I will still bring an adult with me.
4. I will never forward my picture or anything else without first getting my teacher’s approval.
5. I will not return any messages that are inappropriate or make me feel uncomfortable.
If I receive a message like this, I will notify my teacher.

The following activities are illegal, and I will not willingly participate in them:

1. Gaining unauthorized access to any place I am not supposed to be.
2. Disrupting any computer system.
3. Contributing to help spread electronic viruses.
4. Engaging in any illegal activity online.

I am aware that any online correspondence I send is a reflection of my school and myself.

1. My messages will be short, courteous, and to the point.
2. I will not use obscene language, engage in personal or discriminatory attacks, or post false or misleading information about individuals or organizations.

I will not access, download, or distribute:

1. Any pornographic, obscene, or sexually explicit materials.
2. Inappropriate information or graphics.

These policies and procedures must be adhered to, and any violation of them will be met with zero tolerance.

- **Students must abide by their signed contracts.**
- **The use of the computer is a privilege, not a right.**
- **If this contract is broken, the student’s privilege will be revoked.**

I have read the “Student Internet Contract” above. By signing below, I fully agree with and understand the contents of this contract. If I breach any rules, I understand my Internet and computer privileges may be revoked.

Signed by:

Student: _____ Date: _____

Teacher: _____ Date: _____

Internet Permission Contract

We are fortunate to have been equipped with a computer that has access to the Internet. To further their education, our class members will be allowed to communicate with other networks and computer systems. Accessing all types of information is now made possible. It is our intention to use the computer and the Internet responsibly.

Below is a list of rules and principles we intend to abide by and maintain:

1. Our system has been established to help students learn and to help them develop their computer skills.
2. Students will have access to the Internet and our class E-mail program.
3. No personal contact information (such as the student's home and school addresses, telephone numbers, etc.) will be posted or shared on the Internet.
4. Any inappropriate messages received will be reported to the teacher.
5. Students will not engage in any illegal act, including attempting to gain unauthorized access and disrupting any computer system by willfully destroying data or spreading viruses.
6. On the Internet, students will not use obscene language, engage in personal or discriminatory attacks, or post false or misleading information about individuals or organizations.
7. Students will not access lewd or obscene material.

These rules and principles must be adhered to and any violation of them will be met with zero tolerance.

- **Students must abide by their signed contracts.**
- **The use of the computer is a privilege, not a right.**
- **If this contract is broken, the student's privilege will be revoked.**

I have read the "Internet Permission Contract" above. By signing below, I fully agree with and understand the contents of this contract. If I breach any rules, I understand my Internet and computer privileges may be revoked.

Signed by:

Parent: _____ Date: _____
Student: _____ Date: _____
Teacher: _____ Date: _____

Web Site Evaluation Sheet

URL of Web site you are evaluating: http:// _____

Appropriateness: Is the site suitable for viewing? Is the information at your level?

Design: Is it easy to look at and fun to use? Are pages and particulars set up in a useful order?

Accuracy: Is the information up to your standards? If facts or statistics are provided, does the author cite his or her sources so you can refer to them? How recent is the information? Do the links reveal any bias which the author might have?

Purpose or Goal: Does it meet your needs? Is the site's intention to fairly educate or to persuade you to adopt its point of view?

Technical Aspects: Does it download quickly? Do its links work? Are they clearly explained and relevant?

Notes:

Web Site Resource List

Teachers should check each link to ensure its path before an activity is assigned. The Web sites referenced in this guide are:

Chapter 1

www.salaryexpert.com
<http://salary.monster.com/>
<http://jobstar.org/tools/salary>

www.cars.com

Chapter 2

<http://www.irs.gov>
www.hrblock.com

Chapter 10

www.interest.com/calculators
www.aier.org/colcalc.html

Chapter 3

www.cars.com
www.apartments.com

Chapter 11

www.insure.com
www.life-line.org/life/ins_needs.html
www.metlife.com
www.ipipeline.com/iquote/e-needs.htm

Chapter 4

www.quicken.com
www.microsoft.com/money

Chapter 12

www.motleyfool.com
www.nyse.com

Chapter 5

www.wellsfargo.com
www.unionbank.com
www.fool.com/credit/credit.htm

Chapter 13

www.monster.com
www.hotjobs.com
www.dice.com

Chapter 6

www.smartshop.com
www.shopping.com
www.target.com
www.kmart.com
www.amazon.com

Chapter 14

www.amazon.com

Chapter 7

www.discovercard.com
www.americanexpress.com
www.mastercard.com
www.visa.com
www.fool.com/credit/credit.htm

Chapter 15

www.bankrate.com
www.ebay.com
www.register.com

Chapter 16

www.spam.abuse.net
www.junkbusters.com

Chapter 17

www.homeenergysaver.lbl.gov

Chapter 18

http://cbs.sportsline.com/u/baseball/mlb/salaries_index.html
www.mlb.com

Chapter 19

www.sba.gov

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 1

Internet Extension Bringing Home the Bacon

EXPLORE



Different jobs pay different salaries. An accountant may bring home a much higher gross income than a grocery store cashier. An accountant working in one city might be paid very differently than an accountant in another area.

DIRECTIONS



Complete the following worksheet by using the Internet to research salary ranges in different industries and areas of the country. Choose a variety of job descriptions and an assortment of regions.

Keywords: _____

_____	_____
_____	_____
_____	_____
_____	_____

Web Sites: _____

_____	_____
_____	_____
_____	_____
_____	_____



NET RESULTS



1. First Industry and Its Salary in Several Different Areas of the Country
2. URL Used to Determine These Numbers
3. Second Industry and Its Salary in Several Different Areas of the Country
4. URL Used to Determine These Numbers

STUDENT ACTIVITY *(continued)*

Chapter 1

CRITICAL THINKING QUESTIONS



1. Why would an identical job pay more in one city than in another?

2. What factors influence the gross salary of a particular job?

3. Did any of your research affect your thoughts about a possible future career?



EXTENSION EXERCISE

Look at the businesses in your area. Which of them do you think pay an hourly straight-time wage, a salary, or a straight commission? Why do you think they set up their compensation packages in these specific ways? Do you have any idea what you might like to do for a living based on your findings?

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 2

Internet Extension

A Taxing Situation

EXPLORE



It is an old cliché but nothing is certain except death and taxes. When people or businesses attempt to evade paying taxes, they often pay a far greater price than their original tax bill.

DIRECTIONS



Complete the following worksheet by researching the Internet to find out what happens when a person fails to file an income tax return. Document several cases of tax evasion that have appeared in news items online.

Keywords: _____

_____	_____
_____	_____
_____	_____
_____	_____

Web Sites: _____

_____	_____
_____	_____
_____	_____
_____	_____



NET RESULTS



- | | |
|---|-------|
| 1. Name of Person or Business Convicted of Tax Evasion | _____ |
| 2. URL Where You Found This Story | _____ |
| 3. Name of Second Person or Business Convicted of Tax Evasion | _____ |
| 4. URL Where You Found This Story | _____ |

STUDENT ACTIVITY *(continued)*

Chapter 2

CRITICAL THINKING QUESTIONS



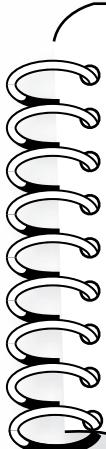
1. Are tax offenders punished to the same degree as other criminals? Why or why not?

2. How can a person or business best be prepared for a possible audit by the Internal Revenue Service?

3. In what ways are your federal tax dollars used?

EXTENSION EXERCISE

Download the 1040EZ income tax form online at www.irs.gov. Based on a single person who earned \$25,000 in total wages, had no taxable interest to claim, could not be claimed by their parents, and had \$2,800 in federal income tax withheld, fill out the form. You will also need to access the 1040EZ instruction booklet online to complete this exercise. Did you receive a refund or owe additional taxes?



Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 3

Internet Extension

The Cost of Living

EXPLORE



A major key to financial security is a budget. In this activity, you will create a monthly budget for a person working 40 hours a week and earning \$12.50 an hour. Be sure to adjust gross income to net income. Compare the costs of different housing options, a car payment, utilities, groceries, and other needs.

DIRECTIONS



Complete the following worksheet by using the Internet to research prices on apartments or houses in your area, car payments and insurance, utilities, groceries, and other expenses.

Keywords: _____

Web Sites: _____

NET RESULTS



1. Type of Home You Chose (Rent or Own, Apartment or House) and Its Monthly Cost

2. Cost of Buying or Leasing a Car vs. Using Mass Transit

3. Average Utility Costs per Month

4. Average Grocery Bill Each Week

STUDENT ACTIVITY *(continued)*

Chapter 3

CRITICAL THINKING QUESTIONS



1. What are some other costs of living or items that you will need or want to fit into your budget?

2. How would sharing a house or apartment with a roommate affect your monthly budget?

3. Based on your research, would you say that your area carries a higher or lower national average cost of living?



EXTENSION EXERCISE

How much money could your family save in a week by clipping grocery coupons from the newspaper or using coupons online? Think about some of the products your family uses regularly and see how many coupons you can find for those items.

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 4

Internet Extension One for the Record Books

EXPLORE



Balancing your checking account is crucial to avoid costly charges and fines. One way to avoid an overdrawn account is to use your computer to keep track of spending. There are several computer software packages that ease much of the work involved in keeping track of your checking account activity.

DIRECTIONS



Complete the following worksheet by using the Internet to research and compare costs for recordkeeping software you can buy online.

Keywords: _____

_____	_____
_____	_____
_____	_____
_____	_____

Web Sites: _____

_____	_____
_____	_____
_____	_____
_____	_____



NET RESULTS



- | | |
|--|-------|
| 1. Name and Price of First Software Package | _____ |
| 2. URL for the Product | _____ |
| 3. Name and Price of Second Software Package | _____ |
| 4. URL for the Product | _____ |

STUDENT ACTIVITY *(continued)*

Chapter 4

CRITICAL THINKING QUESTIONS



1. How are these software packages different from traditional ways of keeping track of spending?

2. At what age do you think a person is responsible enough to open a checking account?

3. What types of services are available at financial institutions to help you avoid problems with insufficient funds?



EXTENSION EXERCISE

What happens when a check bounces due to insufficient funds? What fines and fees are involved? Use the Internet to research different policies on overdrawn accounts at different banks.

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 5

Internet Extension Saving Face

EXPLORE



There are many different types of savings accounts. Some carry very few restrictions, while others require a minimum balance or length of time to keep the account.

DIRECTIONS



Research different types of savings accounts at two different financial institutions. Examine interest rates, minimum balances, online banking options, and other features.

Keywords: _____

Web Sites: _____



NET RESULTS



1. URL for First Financial Institution _____
2. Different Types of Savings Accounts Offered _____
3. URL for Second Financial Institution _____
4. Different Types of Savings Accounts Offered _____

STUDENT ACTIVITY *(continued)*

Chapter 5

CRITICAL THINKING QUESTIONS



1. Why is it important to have a savings strategy?

2. Many people put aside a bit of money each month into a savings account while continuing to use credit cards with high interest rates. Is it more important to save money or pay off existing debt?

3. What are some of the advantages to the different types of savings programs?



EXTENSION EXERCISE

You open a savings account with \$500 in January and deposit \$200 for each additional month that year. If your bank pays an interest rate of 4% compounded annually, how much would you have saved at the end of the year?

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 6

Internet Extension Cash and Carry

EXPLORE



Buying with cash means no interest charges and that means more money in your pocket. By taking the time to comparison shop, you can save even more money.

DIRECTIONS



Create a shopping list and use the Internet to research the total cost of the items at two or three different stores. How much do prices differ?

Keywords: _____

_____	_____
_____	_____
_____	_____
_____	_____

Web Sites: _____

_____	_____
_____	_____
_____	_____
_____	_____



NET RESULTS



- | | |
|---------------------------------------|-------|
| 1. Shopping List Items | _____ |
| 2. First URL and Total Cost of Items | _____ |
| 3. Second URL and Total Cost of Items | _____ |
| 4. Third URL and Total Cost of Items | _____ |

STUDENT ACTIVITY *(continued)*

Chapter 6

CRITICAL THINKING QUESTIONS



1. In what ways can you save money by shopping online or doing research online before going to the mall?

2. In what ways are sales taxes used by your city or state?

3. Some people choose to shop at places they know have higher prices. Why?

EXTENSION EXERCISE

All United States coins originate from the United States Mint, which has facilities in different locations across the country. Using the Web site of the U.S. Mint, www.usmint.gov, research the primary mission of the organization. How many coins does it produce each year? What are some of its other responsibilities? Where is paper money in the United States created?



Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 7

Internet Extension

Where Credit Is Due

EXPLORE



Credit card offers abound online. It seems almost anyone can open a line of credit these days. But credit can be easily abused, resulting in financial troubles. It is important to compare terms and fees before agreeing to open any credit or charge card account.

DIRECTIONS



Use the Internet to research and compare several different credit card offers, listing them in order of attractiveness. What are some of the various selling points used by the advertisements you found?

Keywords: _____

Web Sites: _____



NET RESULTS



- | | |
|---|-------|
| 1. First Bank Issuing Credit Card | _____ |
| 2. Details for First Credit Card Offer | _____ |
| 3. Second Bank Issuing Credit Card | _____ |
| 4. Details for Second Credit Card Offer | _____ |

STUDENT ACTIVITY *(continued)*

Chapter 7

CRITICAL THINKING QUESTIONS



1. In what ways do people abuse credit cards?

2. Why is it important to retain a good credit rating? What types of purchases are affected by your credit rating?

3. How can you protect your credit card from fraudulent use? What would you do if someone made purchases on your account illegally?



EXTENSION EXERCISE

Debit cards have become an important tool in helping those who have abused credit cards in the past to rebuild their finances. Use the Internet to research debit cards and note how they can be used in place of credit.

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 8

Internet Extension

Swimming with Loan Sharks

EXPLORE



Loan companies abound online, but that does not mean easy money is simple to come by. Many of these companies advertise services that sound helpful, but in the end can prove just the opposite.

DIRECTIONS



Use the Internet to research companies that offer so-called payday loans. How do these types of loans work? How can they be helpful? Why can they be a bad idea for many borrowers?

Keywords: _____

Web Sites: _____



NET RESULTS



1. Name and URL of First Loan Company
2. Name and URL of Second Loan Company

STUDENT ACTIVITY *(continued)*

Chapter 8

CRITICAL THINKING QUESTIONS



1. What are the general requirements to qualify for a payday loan?

2. What are some of the interest rates on these types of loans?

3. Why do you think some states have banned payday loans?

EXTENSION EXERCISE

According to the Consumer Federation of America (CFA), there has been a rapid growth in the lending industry, which includes payday loan companies. Other businesses falling under this category include rent-to-own stores, high-cost second mortgage companies, and traditional pawnshops, among many others. How are these types of businesses similar to payday loan companies?



Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY**Chapter 9****Internet Extension
Deals on Wheels****EXPLORE**

Buying a new car used to mean long hours spent on a car lot bargaining with a salesperson. Today you can research any car online and find out the best price before you go to a car lot.

DIRECTIONS

Research the cost of buying any vehicle of your choice and compare the cost of a base model to one fully loaded with options. At which sites did you find the best price for each? How much did the price differ for the same car with different options?

Keywords: _____

_____	_____
_____	_____
_____	_____
_____	_____

Web Sites: _____

_____	_____
_____	_____
_____	_____
_____	_____

**NET RESULTS**

1. URL of First Vehicle Site
2. Price of Base Model and Fully Loaded Model
3. URL of Second Vehicle Site
4. Price of Base Model and Fully Loaded Model

_____	_____
_____	_____
_____	_____
_____	_____

STUDENT ACTIVITY *(continued)*

Chapter 9

CRITICAL THINKING QUESTIONS



1. Why do you think car prices vary so much from dealer to dealer?

2. Did your research affect your opinion of the type of vehicle you would like to own?

3. Would you rather buy from an auto dealer or a private owner?



EXTENSION EXERCISE

Look at the car prices listed in the classifieds of your local newspaper. How do they differ from those you found on the Web sites? What are the pros and cons of buying a car from a private owner rather than an auto dealer?

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 10

Internet Extension

Home Sweet Home

EXPLORE



Buying a house will likely be the most expensive purchase you ever make—and few will do so without needing a mortgage. These long-term loans can vary widely in type, period, and interest rate.

DIRECTIONS



Complete the following worksheet by using the Internet to research different mortgage lenders and their rates.

Keywords: _____

Web Sites: _____



NET RESULTS



- | | |
|-----------------------------------|-------|
| 1. First Lender and Its URL | _____ |
| 2. First Lender's Mortgage Rates | _____ |
| 3. Second Lender and Its URL | _____ |
| 4. Second Lender's Mortgage Rates | _____ |

STUDENT ACTIVITY *(continued)*

Chapter 10

CRITICAL THINKING QUESTIONS



1. Why might a person choose a 20-year mortgage loan over a 30-year loan?

2. How much would you pay, total, for a \$150,000 mortgage at 7% interest over a 30-year loan period? Over a 20-year loan period?

3. Assume a house built in 1973 sold for \$38,000. How much would a comparable house built today cost in current dollars?



EXTENSION EXERCISE

Qualifying for a mortgage can be daunting. Check out Web sites for financial institutions and use their mortgage calculators to look at monthly payments based on different house prices and income levels. How much do you need to make each month to afford a mortgage loan on a \$100,000 home? A \$200,000 home?

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 11

Internet Extension

You Bet Your Life

EXPLORE



Shopping around for the best insurance rate has never been easier. Many insurance companies have Web sites that offer instant price quotes. Also helpful are life insurance calculators, which help you figure out how much insurance coverage you need.

DIRECTIONS



Use the Internet to research different types of life insurance.

Keywords: _____

_____	_____
_____	_____
_____	_____
_____	_____

Web Sites: _____

_____	_____
_____	_____
_____	_____
_____	_____



NET RESULTS



- | | |
|-------------------------------------|-------|
| 1. Name of First Insurance Company | _____ |
| 2. Home Page URL | _____ |
| 3. Name of Second Insurance Company | _____ |
| 4. Home Page URL | _____ |

STUDENT ACTIVITY *(continued)*

Chapter 11

CRITICAL THINKING QUESTIONS



1. What is term life insurance, and what are its advantages and disadvantages?

2. What is permanent life insurance? What are its advantages and disadvantages?

3. Why might life insurance protection be more important to someone in his or her 40s than someone in his or her 70s?



EXTENSION EXERCISE

Life insurance calculators are available online to help figure out how much coverage a person needs. Find a calculator and play around with the numbers. How much life insurance would a single parent (of a 10-year-old) who makes \$45,000 a year need? How much would a married father (of 15-year-old twins) who makes \$100,000 a year need?

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 12

Internet Extension Stock in Trade

EXPLORE



The original incarnation of the New York Stock Exchange (NYSE) rang its first opening bell in 1792. What began with a group of 24 New York City stockbrokers and merchants has grown into the hub of today's global marketplace.

DIRECTIONS



Using the Web site of the NYSE, choose two stocks and track their progress for a few days.

Keywords: _____

Web Sites: _____



NET RESULTS



- 1. Your First Stock and Its Activity**
- 2. Your Second Stock and Its Activity**

STUDENT ACTIVITY *(continued)*

Chapter 12

CRITICAL THINKING QUESTIONS



1. Why did you choose these specific stocks or bonds?

2. Is the NYSE regulated? Why or why not?

3. What does it mean to “own” a seat on the floor of the NYSE?

4. How many seats are available?

EXTENSION EXERCISE

Using the Internet as your research tool, list several of the longest-traded companies on the NYSE. Name several newly listed companies.



Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY**Chapter 13****Internet Extension**
The Personnel Touch**EXPLORE**

Online job searches have become a popular way for workers to find new positions and for companies to offer them.

DIRECTIONS

Choose a job you might be interested in and use a popular job search Web site to research listings for it. How many different salaries can you find for the same position? Do any ads mention if the company will pay moving expenses? Are any other incentives offered?

Keywords: _____

_____	_____
_____	_____
_____	_____
_____	_____

Web Sites: _____

_____	_____
_____	_____
_____	_____
_____	_____

**NET RESULTS**

- | | |
|-------------------------------|-------|
| 1. URL of Job Search Web Site | _____ |
| 2. Type of Job Researched | _____ |
| 3. Salary Range | _____ |
| 4. Incentives | _____ |

STUDENT ACTIVITY *(continued)*

Chapter 13

CRITICAL THINKING QUESTIONS



1. A job posting offers a base salary of \$75,000 with no benefits. Another offers a salary of \$55,000 with full insurance coverage and three weeks of paid vacation for the same job. Which is the better offer and why?

2. Many employers will cover travel costs associated with bringing an out-of-state job candidate to an interview. What type of costs could be expected in such a situation? Should an employer only consider local candidates?

3. How much does it cost for an employer to post an ad on a job search Web site?



EXTENSION EXERCISE

No matter how good a worker you are or how long you have been on the job, during a recession you could get laid off. Contact your state's unemployment Web site to find out how much compensation you could get if you had made \$30,000 for the past two years and lost your job due to a company-wide layoff.

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 14

Internet Extension

Taking Stock

EXPLORE



At Amazon.com, if an item is in stock at one of the company's warehouses or distributors, it is shipped to the consumer in 24 hours. By having access to such huge inventory, Amazon.com is able to offer lower prices than many other retailers.

DIRECTIONS



Use the Internet to research several items at Amazon.com. Take note of whether the items are available within 24 hours or must be specially ordered, which takes more time.

Keywords: _____

_____	_____
_____	_____
_____	_____
_____	_____

Web Sites: _____

_____	_____
_____	_____
_____	_____
_____	_____



NET RESULTS



1. Item _____

2. Availability _____

3. Item _____

4. Availability _____

STUDENT ACTIVITY *(continued)*

Chapter 14

CRITICAL THINKING QUESTIONS



1. Amazon.com has 85,000 copies of an album in stock as of February 1. During the month of February, Amazon.com sells 23,000 copies and receives 11,000 more copies from its distributor. How many copies are in stock on March 1?

2. As of April 1, Amazon.com has a stock of 800 digital cameras. It ships out 234, 182, and 174 on 4/15, 5/7, and 5/24, respectively. It receives 100, 75, and 65 more on 4/22, 5/14, and 5/31, respectively. Find the balance as of 6/1.

3. If Amazon.com has an annual inventory worth \$1,505,000 and it costs about 28% of its value to maintain, what is the annual cost of maintaining the inventory to the nearest hundred dollars?



EXTENSION EXERCISE

Using the Internet, local maps, and your local phone book, consider businesses in your area. Which businesses do you think carry a large inventory? What types of inventory do they store? Share your findings with the class.

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 15

Internet Extension

Minding Your Own Business

EXPLORE



With the help of online auctions and other Web sites, it has become much easier for someone to sell a self-made product for a good profit.

DIRECTIONS



Create a fictional product and estimate its production cost. Figure out your mark-up rate and selling price, depending on your sales outlet. Then use an online gross-profit-margin calculator to determine your gross profit margin.

Keywords: _____

_____	_____
_____	_____
_____	_____
_____	_____

Web Sites: _____

_____	_____
_____	_____
_____	_____
_____	_____



NET RESULTS



1. Your Product
2. Cost to Produce
3. Sales Outlet
4. Mark-Up and Selling Price
5. Gross Profit Margin

STUDENT ACTIVITY *(continued)*

Chapter 15

CRITICAL THINKING QUESTIONS



1. If it costs you \$40.00 to create one sample of your product and you sell it for \$60.00, how many more do you need to sell to produce another sample? What is the mark-up rate based on this selling price?

2. List several Web sites where you could sell your product.

3. What steps are involved in creating your own Web site to market and sell your product?



EXTENSION EXERCISE

Use the Internet to research the steps needed for building a Web site to advertise and sell your fictional product. What would you name the Web site? How can you find out if the Web address you want is available?

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 16

Internet Extension

Spam I Am

EXPLORE



With the coming of E-mail and the Internet, marketing opportunities have increased greatly. Along with them, questionable online marketing methods have greatly increased.

DIRECTIONS



Use the Internet to research the increase of online marketing scams and junk E-mail, or spam, and what is being done about them.

Keywords: _____

Web Sites: _____



NET RESULTS



1. Web Site URL

2. Web Site URL

3. Web Site URL

STUDENT ACTIVITY *(continued)*

Chapter 16

CRITICAL THINKING QUESTIONS



1. What types of online marketing methods and ads are most common on the Internet?

2. If an online marketer E-mails 100,000 marketing messages and receives 1,000 responses, what is the percentage of total responses to total e-mails sent? Do you think this is a good response rate?

3. Is spam different from traditional junk mail or telemarketing? Why or why not?



EXTENSION EXERCISE

Keep a record for one day of all the marketing messages you receive. How many different types of ads did you see? What effect do you think this has on you as a consumer?

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 17

Internet Extension

The Price of Power

EXPLORE



The yearly cost of electricity and other utilities for a business can vary greatly depending on the size of the office space, but other factors also affect the final bill. Prices can vary depending on the location of the business and usage. There are, however, steps every business can take to save energy and lower its utility bills.

DIRECTIONS



Locate an online energy calculator and figure out the yearly energy costs for a 2,000-square-foot building. Most energy calculators deal with residential buildings, but that will work fine for this activity. Include some variables, such as the number of windows and the amount of insulation in the building, in your calculations.

Keywords: _____

Web Sites: _____



NET RESULTS



1. Building Details
2. Yearly Energy Cost

STUDENT ACTIVITY *(continued)*

Chapter 17

CRITICAL THINKING QUESTIONS



1. A kilowatt-hour is a measure of 1,000 watts of electricity used in one hour. If you used a 100-watt bulb for 20 hours, how much electricity would you consume?

2. What steps could you take to lower your building's energy bills?

3. Last month, your company used 8,750 kilowatt-hours of electricity with a peak load of 130 kilowatts. The demand charge was \$7.27 per kilowatt. The energy charge was \$0.067 per kilowatt-hour for the first 1,000 kilowatt-hours and \$0.05 for every kilowatt-hour over 1,000 kilowatt-hours. There was also a fuel adjustment charge of \$0.015 per kilowatt-hour. What was the total cost of electricity for the month?



EXTENSION EXERCISE

Look at the electricity bill for your home or the home of a relative or family friend. What is the average yearly electricity cost? What is the energy charge? Does the bill include a city tax? Share your findings with the class.

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 18

Internet Extension Play Ball

EXPLORE



Baseball may be America's favorite pastime, but a major league baseball team is also a major business undertaking. Like any big business, it must be run with careful planning and foresight.

DIRECTIONS



Choose a favorite major league baseball team and use the Internet to research recent team salaries.

Keywords: _____

Web Sites: _____



NET RESULTS



1. Major League Baseball Team

2. Team Web Site

STUDENT ACTIVITY *(continued)*

Chapter 18

CRITICAL THINKING QUESTIONS



1. What is the total budget for one year's payroll for players? How many players does this include?

2. How is the budget divided between players?

3. How have baseball players' salaries changed over the years? How has this affected the game?



EXTENSION EXERCISE

On August 12, 1994 major league baseball players went on strike over contract terms. The season came to a halt and the World Series was canceled for the first time in 92 years. Use the Internet to research and write an essay giving the reasons behind the strike and what the results of the strike were.

Name _____

Date _____

Class _____

Instructor _____

STUDENT ACTIVITY

Chapter 19

Internet Extension Up and Running

EXPLORE



Each year, millions of people dream of starting their own small businesses, but it takes careful financial planning to succeed. Many new businesses fail in the first year because the owners do not take the time to plan ahead and secure enough money to keep their businesses going.

DIRECTIONS



Make up a small business and create a budget for the first year. Use the Internet to research commercial loans, venture capital, grants, and other means of financing your business. Which ones would you choose?

Keywords: _____

Web Sites: _____



NET RESULTS



1. Type of Business

2. Type of Financing

STUDENT ACTIVITY *(continued)*

Chapter 19

CRITICAL THINKING QUESTIONS



1. How much will you need in start-up funds?

2. What do you need to include in your first-year budget?

3. What are the rules and regulations in your town for getting a business license?



EXTENSION EXERCISE

Look at the small businesses in your area and compare them with your own small business. Which local businesses would compete for your customers? How well would your small business do in your town? Do you think your business would or would not succeed?

The Internet is a dynamic and evolving medium. Web sites are continually updated, added, moved, and deleted. We have done our best to suggest stable sites that complement the *Mathematics for Business and Personal Finance*. Internet activities. However, such integrity cannot be guaranteed to last. Be sure to visit the sites before assigning the activities to your class. If a site is no longer available, the recommended keywords will likely yield a suitable replacement.

CHAPTER 1—Bringing Home the Bacon

Objective: This activity is designed to give students an opportunity to research a variety of industries and their salary ranges depending on location, as well as give thought to their future career choices.

Suggested Search Words: salary, salary data, salary calculator, cost of living

Suggested Web Sites: www.salaryexpert.com,
<http://salary.monster.com/>,
<http://jobstar.org/tools/salary>

Critical Thinking Questions:

1. Answers will vary depending on the students' research, but this is an opportunity for students to examine how the cost of living affects different areas of the country.
2. This is an opportunity for students to think about correlations between education and career.
3. Answers will vary depending on the students' research.

Extension Exercise: This is an opportunity for students to consider how different employers pay their employees and why. It is also an opportunity for them to think about possible career choices.

CHAPTER 2—A Taxing Situation

Objective: This activity is designed to give students an understanding of the importance of federal income tax.

Suggested Search Words: income tax, Internal Revenue Service, 1040EZ, convicted of tax evasion, white collar crime

Suggested Web Sites: <http://www.irs.gov>,
www.hrbblock.com

Critical Thinking Questions:

1. Answers will vary. As a federal crime, tax evasion is considered a serious offense. Penalties can range from fines to prison sentences, depending on the severity of the offense.

Internet Activities Guide

2. Answers will vary, but should mention careful and honest tax filing practices, organized recordkeeping, and records of receipts.
3. Answers will vary, but should mention federal programs such as education, health care, and the military.

Extension Exercise: This is an opportunity for students to learn how to file the 1040EZ tax form.

CHAPTER 3—The Cost of Living

Objective: This activity is designed to give students an understanding of how much it costs to maintain a household.

Suggested Search Words: cost of living, buying cars online, utility rates, mortgage calculator, apartments

Suggested Web Sites: www.cars.com,
www.apartments.com

Critical Thinking Questions:

1. Answers will vary according to the students' values and opinions, but could include insurance, automobile maintenance, appliances, property taxes, education, furnishings, restaurant meals, investments, savings, charitable contributions, vacations, and gym memberships.
2. This will give the student an opportunity to devise ways to save money on housing costs.
3. Answers will vary according to the cost of living in the students' particular area of the country.

Extension Exercise: This is an opportunity for students to learn how to save money by using coupons and to see how a little savings can add up over time.

CHAPTER 4—One for the Record Books

Objective: This activity is designed to give students an opportunity to research a variety of recordkeeping software packages and learn about their uses in keeping a checking account balanced.

Suggested Search Words: online banking, checking accounts, bounced checks, personal finance software

Suggested Web Sites: www.quicken.com,
www.microsoft.com/money

Critical Thinking Questions:

- Answers will vary, but could include the ease of automatic addition and subtraction of input numbers, ease in balancing accounts each month, debt reduction plans, and help setting savings goals.
- Answers will vary according to the students' values and opinions, but they could learn about the opportunity to open a checking account co-signed by a parent or guardian.
- Answers will vary, but many financial institutions offer an option for automatic transfer from a savings or other account to cover insufficient funds charges, avoiding all overdrafts and associated fees.

Extension Exercise: This is an opportunity for students to learn the consequences of bouncing a check. Depending on their research, they should find that stiff fees could quickly add up from both financial institutions and merchants.

CHAPTER 5—Saving Face

Objective: This activity is designed to give students an understanding of how a variety of savings accounts work.

Suggested Search Words: savings, savings account types, financial planning, credit card debt

Suggested Web Sites: www.wellsfargo.com, www.unionbank.com, www.fool.com/credit/credit.htm

Critical Thinking Questions:

- Answers will vary, but could include saving for an important purchase or long-time goal, saving for emergencies, and saving for retirement.
- It doesn't make sense to earn, for example, 4% interest on money in a savings account while paying up to 20% on outstanding credit card debt. With the exception of a mortgage or low-interest auto loan, it always makes the most sense to pay off debt before putting money into a savings account.
- Answers will vary, but different types of savings programs include traditional savings accounts with minimum balance requirements, certificates of deposit, and money market accounts.

Extension Exercise: The total savings at the end of the year would be \$2,808 (\$2,700 principal plus \$108 interest). This activity is an opportunity for students to learn about interest.

CHAPTER 6—Cash and Carry

Objective: This is an opportunity for students to learn the benefits of comparison shopping by researching price differences on identical items at different retailers.

Suggested Search Words: comparison shop, shop online, sales shopping

Suggested Web Sites: www.smartshop.com, www.shopping.com, www.target.com, www.kmart.com, www.amazon.com

Critical Thinking Questions:

- Answers will vary, but should exhibit a basic understanding of searching out sale items and comparison shopping.
- Answers will vary depending on the city or state.
- Answers will vary, but could include convenience of location, higher quality, style, or status.

Extension Exercise: This is an opportunity for students to explore the U.S. Mint Web site and learn about the history of coinage in the United States. The U.S. Treasury at the Bureau of Engraving and Printing in Washington, D.C., creates paper money. More can be learned about paper money at www.ustreas.gov.

CHAPTER 7—Where Credit Is Due

Objective: This activity is designed to give students an opportunity to research the range of credit card offers online and learn that credit must be handled carefully to avoid financial problems.

Suggested Search Words: credit cards, cardholder protection, debit cards

Suggested Web Sites: www.discovercard.com, www.americanexpress.com, www.mastercard.com, www.visa.com, www.fool.com/credit/credit.htm

Critical Thinking Questions:

- Answers will vary, but could include reckless spending, thinking of credit as free money, accruing exorbitant fees by spending over their credit limit, and paying only the minimum balance each month.
- Answers will vary, but a good credit rating is crucial to being able to make large purchases, such as a home or a car.
- Answers will vary, but could include being responsible about keeping track of their credit cards, carefully examining monthly statements, and calling the issuer if a card is lost or stolen.

Extension Exercise: This is an opportunity for students to learn the pros of using a debit card instead of credit.

CHAPTER 8—Swimming with Loan Sharks

Objective: The purpose of this activity is for students to learn about the process of payday loans and how these loans can cause more financial problems for people already in trouble.

Suggested Search Words: payday loan, payday loan scam, predatory lending

Suggested Web Sites: www.paydayloan.com

Critical Thinking Questions:

1. Answers will vary, but most payday loan companies require that an applicant be employed at a job for a certain amount of time, make a minimum amount of money before taxes, and have a valid checking account.
2. Answers will vary depending on research, but some sites have an interest rate as high as 800 percent.
3. Consumer groups and state legislatures have argued that payday loan companies take advantage of the working poor by charging exorbitant interest rates.

Extension Exercise: This is an opportunity for students to find out about the number of predatory lenders and see how these aggressive, fraudulent lenders advertise their services to those in financial need. One suggested site is www.aarp.org

CHAPTER 9—Deals on Wheels

Objective: This activity is designed to allow students to learn about available options for a new vehicle and how these options can affect the final price.

Suggested Search Words: autos online, online car comparisons

Suggested Web Sites: www.cartalk.com, www.autoweb.com, www.autobytel.com, www.cars.com

Critical Thinking Questions:

1. Answers will vary, but can include the location, economic conditions, the desire for a dealer to make more money, and the types of vehicles sold.
2. Accept all reasonable answers.
3. Accept all reasonable answers.

Extension Exercise: This is an opportunity for students to examine vehicle costs in their area and weigh the pros and cons of buying from a dealer or private owner.

CHAPTER 10—Home Sweet Home

Objective: This is an opportunity for students to learn about differences in mortgage periods and interest rates for buying a home some day.

Suggested Search Words: mortgage calculator, inflation calculator

Suggested Web Sites: www.interest.com/calculators, www.aier.org/colcalc.html

Critical Thinking Questions:

1. By choosing a shorter loan period, a homeowner can save hundreds of thousands of dollars on the total cost of buying a home.
2. Answers may vary. Using the mortgage calculator at www.interest.com, the total cost for a \$150,000 home purchased with a 30-year loan at 7% interest would be \$359,266. A \$150,000 home purchased with a 20-year loan at 7% would cost \$279,107.
3. According to the online calculator at the American Institute for Economic Research (<http://www.aier.org/colcalc.html>), a house that sold in 1973 for \$38,000 would sell for roughly \$152,000 in today's dollars.

Extension Exercise: This exercise gives students an opportunity to learn the necessary income levels for securing a \$100,000 or \$200,000 mortgage. Answers will vary depending on the interest calculator the student chooses to use and the amounts entered. According to the mortgage calculator at www.interest.com, for example, a person wanting to buy a \$100,000 house with a 30-year mortgage and \$10,000 down payment would need to make about \$35,600 a year. For a \$200,000 house, the same person would need to make about \$73,100 a year.

CHAPTER 11—You Bet Your Life

Objective: This activity is designed to teach students the importance of life insurance and the reasons a person may or may not need coverage at certain stages of life.

Suggested Search Words: insurance, life insurance, insurance calculator

Suggested Web Sites: www.insure.com, www.life-line.org/life/ins_needs.html, www.metlife.com

Critical Thinking Questions:

1. Term life insurance provides protection for a specific period and pays a benefit only if the

insured dies during the term of coverage. Initial premiums are usually lower than for permanent insurance, and the insured can purchase higher levels of coverage when it is needed most. Term insurance is good for protecting needs that will disappear in time, such as a mortgage or car loan. Premiums increase, however, as the insured grows older and often become too expensive to continue. This type of policy generally does not offer a cash value.

2. Permanent life insurance is just that—permanent. As long as premiums are kept up, the death benefit will be paid. It is intended for long-term use. Costs can be fixed or flexible. A permanent life insurance policy builds up cash value, which can be borrowed against by the insured. The policy's cash value can be turned in for cash or converted into an annuity. Required premium levels, however, may make it difficult to buy adequate protection, and it can cost more than term insurance if not kept long enough.
3. A person in his or her 40s might have different obligations than a person in his or her 70s, such as a spouse who does not work, a mortgage, children, college expenses, and car loans. Life insurance coverage ensures that the head of a household does not leave his or her dependents in debt if deceased. People in their 70s may already own their homes, have no dependents, and have no outstanding debts.

Extension Exercise: Answers will vary depending on the calculator and numbers used. Calculations can be figured using a life insurance calculator such as the one at www.ipipeline.com/iquote/e-needs.htm.

CHAPTER 12—Stock in Trade

Objective: This activity is designed to teach students the process of the New York Stock Exchange.

Suggested Search Words: New York Stock Exchange, NYSE, investing, stocks

Suggested Web Sites: www.motleyfool.com, www.nyse.com

Critical Thinking Questions:

1. Accept all reasonable answers.
2. The NYSE is regulated to “protect the integrity of the marketplace, member firms, and most importantly, the customer.”

3. To own a seat on the trading floor of the NYSE, a company or individual must be a member firm. Only member firms are permitted to buy and sell on the trading floor. To become a member firm, a company or individual must meet stringent professional standards defined by the Exchange.

4. There are 1,366 seats available.

Extension Exercise: As of this writing, there were 3,000 companies being traded, worth almost \$16 trillion in global market capitalization. Answers for newly listed companies will vary, but some of the oldest listed companies include General Electric, AT&T, Bethlehem Steel, and Sears, Roebuck and Co.

CHAPTER 13—The Personnel Touch

Objective: This activity is designed to show students how to do a successful job search using the Web, as well as the range of salaries and benefits offered by different companies.

Suggested Search Words: online job search, unemployment insurance

Suggested Web Sites: www.monster.com, www.hotjobs.com, www.dice.com

Critical Thinking Questions:

1. Answers will vary, but students might agree that the job with the lower salary but good benefits is a much better offer because the benefits are worth more than the difference in salary.
2. Answers will vary, but could include airfare or vehicle transportation costs, airport parking fees, taxis, meals, and lodging. It is usually better for an employer to consider a wide range of candidates for a job opening, regardless of their locale. It would cost the company more if it hired a local person who turned out to be a poor worker than if it hired someone from out of state who turned out to be an excellent worker.
3. Answers will vary, but a current job posting costs \$220 for 30 days at www.hotjobs.com and \$305 for 60 days at www.monster.com.

Extension Exercise: This is an opportunity for students to learn how unemployment insurance can help someone who has lost a job through no fault of his or her own. Answers will vary depending on each state's laws, but unemployment benefits are usually based on a percentage of the highest quarterly income the person reported in the past 12 months.

CHAPTER 14—Taking Stock

Objective: This activity is designed to give students an opportunity to research the availability of various items at www.amazon.com.

Suggested Search Words: Amazon

Suggested Web Sites: www.amazon.com

Critical Thinking Questions:

1. Amazon.com would have 73,000 copies in stock.
2. Amazon.com would have 450 digital cameras in stock.
3. The annual cost of maintaining the inventory would be about \$421,400.

Extension Exercise: This is an opportunity for students to learn about the types of inventory kept in warehouses in their area.

CHAPTER 15—Minding Your Own Business

Objective: The purpose of this activity is for students to create a fictional product and analyze its production cost and appropriate mark-up rate.

Suggested Search Words: gross profit, small business calculator

Suggested Web Sites: www.bankrate.com, www.ebay.com

Critical Thinking Questions:

1. The student would have to sell two items to make enough money to produce a third piece. The mark-up rate based on the selling price is 0.3333 or 33%.
2. Online auction sites such as www.ebay.com can allow a person to sell products online.
3. If a small business is successful and growing, a person might consider creating a Web site specifically for the product. A domain name (or URL) must be obtained and a Web site built. There are numerous resources available online to get a person started.

Extension Exercise: This is an opportunity for students to think creatively about Web site possibilities for their fictional product. Domain name availability can be checked using a domain name search on many Web-building sites, such as www.register.com.

CHAPTER 16—Spam I Am

Objective: This activity is designed for students to learn more about ways in which marketing can be used inappropriately.

Suggested Search Words: spam, online marketing, pop-up ads, banner ads

Suggested Web Sites: www.spam.abuse.net, www.junkbusters.com

Critical Thinking Questions:

1. The most common online marketing methods are unsolicited commercial e-mail, or spam, pop-up windows, pop-under windows, banner ads, animated ads, and splash ads.
2. One percent. This is a much higher response rate than the average spam message usually gets. Research has shown that the average response rate is only 0.16%.
3. Yes. Traditional junk-mail advertisers pay a fee to distribute their materials by third-class mail. Spam is like an envelope that arrives with postage due to the recipient, who pays in the form of disk space charges, connect time, and even long-distance Internet connections to transmit and receive junk e-mail. Spam takes advantage of the cooperative nature of the Internet.

Extension Exercise: This is an opportunity for students to become more aware of the amount of marketing they are exposed to and the way marketing influences what they choose to buy.

CHAPTER 17—The Price of Power

Objective: This activity is designed to give students an opportunity to research energy costs and ways to be more energy efficient.

Suggested Search Words: energy calculator, energy efficiency, kilowatt-hours

Suggested Web Sites: www.homeenergysaver.lbl.gov

Critical Thinking Questions:

1. You would use 2 kilowatt-hours of electricity.
2. Answers will vary, but could include adding insulation, installing more energy-efficient windows or appliances, installing a programmable thermostat, and switching to fluorescent bulbs.
3. Demand charge was \$945.10; energy charge was \$454.50; fuel adjustment charge was \$131.25; total cost was \$1,530.85.

Extension Exercise: This is an opportunity for students to look first-hand at how energy use is measured and billed.

CHAPTER 18—Play Ball

Objective: This activity is designed for students to analyze the payroll for a major league baseball team.

Suggested Search Words: major league baseball, baseball salaries

Suggested Web Sites: http://cbs.sportsline.com/u/baseball/mlb/salaries_index.html, www.mlb.com

Critical Thinking Questions:

1. Answers will vary depending on which baseball team the student chooses.
2. Answers will vary depending on which baseball team the student chooses.
3. Answers will vary, but should mention a huge increase in player salaries, which has caused ticket prices to increase. The average player salary has increased 118-fold since 1967, while the Consumer Price Index has only quadrupled in the same period.

Extension Exercise: This is an opportunity for students to learn about union strikes and collective bargaining.

CHAPTER 19—Up and Running

Objective: This activity is designed to help students build a first-year budget for a small business.

Suggested Search Words: small business, business plan

Suggested Web Sites: www.sba.gov

Critical Thinking Questions:

1. Answers will vary depending on the business, but could include funds for salaries/wages, rent, equipment, insurance, supplies, marketing, and utilities.
2. Answers will vary depending on the business.
3. Answers will vary depending on the business and location.

Extension Exercise: This is an opportunity for students to evaluate the possible success of a small business in their area.

Internet Glossary

Acceptable Use Policies (AUP) Guidelines that discuss their need to uphold basic rules of conduct on the Internet.

bookmark A way to mark a site that you want to revisit.

button An area of the screen that causes action when clicked with a mouse.

chat A typed conversation with someone over the Internet.

chat room A location on the Internet where you have a typed conversation with someone else, like a typed telephone exchange.

communications software Software that connects a computer to the Internet.

cyberspace A term used to describe the vast information available through computer networks. The term was coined by author William Gibson in *Neuromancer*.

download To transfer information from the Internet into your computer.

E-mail Electronic mail, a way to send messages by computer over the Internet.

emoticons Groupings of characters used to convey body language, intonation, and emotion. For example, :-) is a happy face.

FAQ Frequently asked questions, a list of answers to very common questions about a newsgroup's topic.

filtering software Software that prevents access to sites predetermined to be inappropriate.

go menu A tool that lists the recent sites you have been to.

history folder A listing of your recent Web site searches.

Home page The first Web page you see at a site.

hyperlinks Electronic cross-references, specially designated words or images that, when selected, take your Web browser to a new Web site or to a different page of the current site.

ISP Internet Service Provider, which provides Internet access for a fee.

listserv An automatic, free mailing list that forwards messages on a certain topic to its subscribers.

mailing list A collection of E-mail addresses all grouped together under a certain name.

modem A device that converts the signal from your computer into a message that is able to travel over phone lines and into another computer.

netiquette Appropriate behavior when using the Internet.

newsgroups Public areas on the Internet, usually devoted to specific subjects.

plug-ins "Helper applications" that permit access to certain Web sites or allow you to download and use specific types of files.

processor speed The rate at which a computer's inner workings are able to turn information into something that you can recognize.

protocol Language spoken by computers.

search engine Acts like card catalog for all the Web sites on the Internet, helping you find lists of sites relevant to certain topics.

smileys See emoticons. Also smilies.

software Computer programs.

spam Junk mail sent over the Internet, or junk e-mail.

TCP/IP Transmission Control Protocol/Internet Protocol, the language spoken by computers on the Internet.

URL Uniform Resource Locator, or Web site address.

Web browser A program used to view (or browse through) the information and Web sites on the World Wide Web.

Web site A location on the Internet.