



MSDE Financial Literacy		Stocks in the Future			Analysis
		Grade Six	Grade Seven	Grade Eight	
Standards	STANDARD 1: MAKE INFORMED, FINANCIALLY RESPONSIBLE DECISIONS -- <i>Students will apply financial literacy reasoning in order to make informed, financially responsible decisions.</i>				
Indicators	1.8.A Analyze the financial choices that people make based on available resources, needs, and wants for goods and services.	1.A is strongly reinforced in our curriculum Students are given opportunities to analyze investment options as they are introduced to strategies for making investments, choosing the right investments and the specific stock investments and the probable outcome of each decision taken (compared to the outcome of the decision not taken).			
Objectives	1.8.A.1 Predict the consequences of making financial decisions.	8,9,20	10,23	3,6,7,8,14,15,16	Key words/phrases Sixth Grade <ul style="list-style-type: none"> learn the importance of diversifying investments Decide which type of investment would be the best choice for particular financial situations Grade 7 <ul style="list-style-type: none"> Tell how Peter Lynch’s “invest in what you love” approach can help them choose a winning stock Students will then decide if they wish to buy, hold, or sell SIF stocks based on this new assessment. Grade 8 <ul style="list-style-type: none"> Use their research to assess whether they want to hold, buy, or sell SIF stocks
	1.8.A.2 Describe opportunity cost of financial decisions made by individuals.	1	2	6,16	Key words/phrases Grade Six <ul style="list-style-type: none"> Define opportunity cost and tell how it relates to a person’s investments and returns. Grade Seven <ul style="list-style-type: none"> Students will observe, record, and explain their SIF stocks’ gains and losses. Grade Eight <ul style="list-style-type: none"> Tell what it means to diversify one’s investments and how it decreases a person’s investment risk



	1.8.A.3 Predict the financial outcomes in an applied decision-making process.	23	21	3,6,14,15,16,18,19,20,21,22	Key words/phrases Grade Six <ul style="list-style-type: none"> • Explain how some investors earn money when their stock's price rises. Grade Seven <ul style="list-style-type: none"> • Students discover why some companies pay dividends and others do not. Grade Eight <ul style="list-style-type: none"> • their research to assess whether they want to hold, buy, or sell SIF stocks
	1.8.A.4 Explain the concept of financial obligations, such as promissory notes and contracts.				
	1.8.A.5 Describe the legal and ethical factors involved in making personal financial decisions.	22,26			Key words/phrases Grade Six <ul style="list-style-type: none"> • Analyze choices of buyers and sellers at the stock exchange. • learn that the Dow Jones Industrial Average is a daily average of the prices of thirty large, stable companies (blue chip stocks), and that investors use the average to gauge how the stock market is doing in general.
Indicators	1.8.B Analyze attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work including the impact on relationships.	Personal behavior patterns, risk tolerance, attitudes toward savings, etc. are significant factors for investment decision making. The curriculum strongly connects to that aspect of investing with several chapters in each grade that touch on this subject. The roll of philanthropy volunteerism and life quality are not typically factors for investors, nor are individual differences in consumer decision making (which is largely covered already in 1.B.1).			



Objectives	1.8.B.1 Compare factors that affect personal financial decisions and actions.	1,9,20	2,21	4,5,10,11,12,18,19,20,21,22	<p>Key words/phrases</p> <p>Grade Six</p> <ul style="list-style-type: none"> Discuss the opportunity costs of those decisions and how they could affect their futures. Decide which type of investment would be the best choice for particular financial situations <p>Grade Seven</p> <ul style="list-style-type: none"> Describe what it means for a stock to have a gain or loss Evaluate the SIF companies based on a number of variables. Decide if they would like to hold, sell, or buy SIF stocks based on their assessment <p>Grade Eight</p> <ul style="list-style-type: none"> Understand the risks and potential gains of different kinds of investments, such as stocks, mutual funds, bonds, and CD's (certificates of deposit). The film stresses the importance of choosing investments that enable the investor to grow his or her money faster than the rate of inflation.
	1.8.B.2 Connect the role of philanthropy, volunteer service, and charities to community development and quality of life.			1	<p>Key words/phrases</p> <p>Grade Eight</p> <ul style="list-style-type: none"> Define philanthropy and tell how it relates to the SIF program.
	1.8.B.3 Examine individual differences in decisions made as a consumer.		21		<p>Key words/phrases</p> <p>Grade Seven</p> <ul style="list-style-type: none"> Evaluate the SIF companies based on a number of variables. Decide if they would like to hold, sell, or buy SIF stocks based on their assessment
Indicators	1.8.C Integrate and apply financial knowledge, attitudes, and skills.	Integration and application of financial knowledge are key to this curriculum beginning with and perhaps most importantly the vocabulary. Many words have specific meanings in finance such that it is vitally important that the students integrate them into a form of "financial literacy" so that they can properly apply the concepts they learn to both simple and increasingly complex financial decisions as the students' progress through the program. Having integrated a complete understanding of basic financial vocabulary, the students will be able to distinguish between responsible and irresponsible investment choices as required by several lessons throughout the program.			
Objectives	1.8.C.1 Develop and apply financial literacy vocabulary.	4,10,12,18,19,24,25	1, 12, 13, 17, 19,26,27,28	1,2,6,10,11,12	<p>Key words/phrases</p> <ul style="list-style-type: none"> Match important stock market words with their definitions



	<p>1.8.C.2 Develop an informed and responsible action to resolve personal financial literacy questions an issues.</p>	13	10,21	10,11,12,18,19,20,21,22	<p>Key words/phrases Grade Six</p> <ul style="list-style-type: none"> • Discuss their pre-research impressions of how good an investment each company might be. <p>Grade Seven</p> <ul style="list-style-type: none"> • Identify the kind of information necessary to choose a winning stock. <p>Grade Eight</p> <ul style="list-style-type: none"> • Read to identify positive and negative company information in examples of letters to shareholders. • review the core concepts that they have studied during their three-year participation in the Stocks in the Future program. They will have the opportunity to demonstrate what they have learned in a creative presentation
	<p>1.8.C.3 Describe methods to achieve personal financial goals.</p>	8,12	21	1,6	<p>Key words/phrases Grade Six</p> <ul style="list-style-type: none"> • Describe how the four most common investments differ. • Explain why investors diversify investments. • Analyze the decisions involved in starting a business. <p>Grade Seven</p> <ul style="list-style-type: none"> • Evaluate the SIF companies based on a number of variables. • Decide if they would like to hold, sell, or buy SIF stocks based on their assessment. <p>Grade Eight</p> <ul style="list-style-type: none"> • Explain basic investing concepts. • Identify and define the four most common types of investments: savings accounts, stocks, bonds, and mutual funds. • Tell what risk is and explain how different kinds of investments carry different amounts of risk. • Tell what it means to diversify one’s investments and how it decreases a person’s investment risks. • Tell how someone’s personality type can affect the types of risks he or she is willing to accept as an investor.



	1.8.C.4 Differentiate between responsible and irresponsible financial decisions.	5,8,20,26	2, 9, 17,21	4	<p>Key words/phrases</p> <p>Grade Six</p> <ul style="list-style-type: none"> List the advantages and disadvantages of saving money at home. Explain why investors diversify investments. Analyze choices of buyers and sellers at the stock exchange. List three ways to avoid stock scams. <p>Grade Seven</p> <ul style="list-style-type: none"> Evaluate the SIF companies based on a number of variables. Decide if they would like to hold, sell, or buy SIF stocks based on their assessment. Evaluate the debt-to-equity ratios of different companies by comparing them to the industry average. <p>Grade Eight</p> <ul style="list-style-type: none"> Discuss the importance of understanding the risks and potential gains of different kinds of investments, such as stocks, mutual funds, bonds, and CD's (certificates of deposit).
Indicators	1.8.D Compare different types of markets	Financial products are offered through many types of institutions and various markets in the United States and other countries. The students learn about these various markets in this curriculum and have some opportunities to compare the comparative rewards of investments in different markets. The curriculum does not focus on the fees associated these investments, however.			
Objectives	1.8.D.1 Compare at least three markets that sell similar goods and services and explain how factors, such as cost, material quality and durability affect consumer decisions.	13,15,26	10, 11	4	<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> State what an industry is and identify some competitors of each company. Compare the sales growth of a company to the industry average and decide which is better (higher). Explain that an investor can purchase stocks from three different types of brokers. <p>Grade Seven</p> <ul style="list-style-type: none"> Identify the kind of information necessary to choose a winning stock List the three major stock exchanges in the U.S <p>Grade Eight</p> <ul style="list-style-type: none"> Discuss the importance of understanding the risks and potential gains of different kinds of investments, such as stocks, mutual funds, bonds, and CD's (certificates of deposit).



	1.8.D.2 Identify fees associated with markets that are not face-to-face such as shipping and handling.		28		<p>Key words/phrases</p> <p>Grade Seven</p> <ul style="list-style-type: none"> Learn that fees and withdrawals are subtracted from savings accounts, while deposits and interest are added to accounts.
Indicators	1.8.E Analyze the economic impacts of government, business, and consumer financial decisions.	<p>Actions of government, business and consumer financial decisions individually and collectively impact nearly every investment decision in one form or another directly or indirectly. There are several chapters noted here where the exercises in the chapter have or describe a more direct link between some action of government, business or consumers and the investment or financial plan. It is very important for the students to understand that these external factors all influence both our own behavior and the behavior of the entities in which or with which they would like to invest and that these influences can be quite complex.</p>			
Objectives	1.8.E.1 Form hypotheses regarding the impact of the global economy on personal financial planning.	10,22,23	3	4	<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> Discuss the importance of the stock market. Explain how different factors such as laws, current events, publicity, trends, and population changes affect the prices of stocks. Analyze fictional news accounts to determine their effects on stock prices. <p>Grade Seven</p> <ul style="list-style-type: none"> Identify four common reasons why investors sell stocks <p>Grade Eight</p> <ul style="list-style-type: none"> Investors should also track the success of the entire stock market by following a stock market index, such as the Dow Jones Industrial Average or the S&P 500. In addition, investors should observe trends in the economy to make predictions about the stock market's performance.



<p>1.8.E.2 Predict the consequences of personal consumer decisions and actions on the global economy and the environment.</p>	<p>22,23</p>	<p>4</p>	<p>3</p>	<p>Key words/phrases Sixth Grade</p> <ul style="list-style-type: none"> • Discuss the importance of the stock market. • Explain how different factors such as laws, current events, publicity, trends, and population changes affect the prices of stocks. • Analyze fictional news accounts to determine their effects on stock prices. <p>Grade Seven</p> <ul style="list-style-type: none"> • Review the importance of stock news. • Read, record, and evaluate stock news. • Relate the evaluation of price trends and stock news to the options of holding, selling, and buying stock. <p>Grade Eight</p> <ul style="list-style-type: none"> • Use their research to assess whether they want to hold, buy, or sell SIF stocks.
<p>1.8.E.3 Describe the impacts of business, government, and consumer financial decisions on the individual, family, and community.</p>	<p>7,10,22,23</p>	<p>3, 4</p>	<p>9,10,11,12</p>	<p>Key words/phrases Sixth Grade</p> <ul style="list-style-type: none"> • Tell what happens to money after it is invested and who uses it • Discuss the importance of the stock market. Explain how different factors such as laws, current events, publicity, trends, and population changes affect the prices of stocks. <p>Grade Seven</p> <ul style="list-style-type: none"> • Identify four common reasons why investors sell stocks. • Review the importance of stock news. • Read, record, and evaluate stock news. • Relate the evaluation of price trends and stock news to the options of holding, selling, and buying stock. <p>Grade Eight</p> <ul style="list-style-type: none"> • Read to evaluate a real-life company's plans to expand and go public. • Students will become acquainted with annual reports. A company's annual report contains almost all the information an investor needs to know about a company.



Standards	STANDARD 2: RELATE CAREERS, EDUCATION, AND INCOME -- <i>Students will relate choices regarding their education and career paths to earning potential.</i>				
Indicators	2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.		Choosing a career or making education choices is not a major focus of SIF; however a few chapters in grades six and seven do touch on the theme. Through these chapters, the students find that education provides important opportunities for their economic future. The curriculum does not focus on the characteristics of a job, entrepreneurship or career itself as described in 2.A.2.		
Objectives	2.8.A.1 Describe how education choices, interests, skills, career choices, economic conditions, and entrepreneurship affect income.	1	9		Key words/phrases Sixth Grade <ul style="list-style-type: none"> • Discover that not all investments are financial ones and that their education is a kind of investment. Grade Seven <ul style="list-style-type: none"> • Identify events that helped lead to the success of good companies. • Identify personality traits shared by successful entrepreneurs. • Relate these traits to promoting success in their own lives.
	2.8.A.2 Describe the unique characteristics of both a job and a career, including entrepreneurship.				
	2.8.A.3 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.		9		Grade Seven <ul style="list-style-type: none"> • Identify events that helped lead to the success of good companies. • Identify personality traits shared by successful entrepreneurs. • Relate these traits to promoting success in their own lives.



	2.8.A.4 Describe the relationship of personal characteristics to a career choice.		9		Grade Seven <ul style="list-style-type: none"> Identify events that helped lead to the success of good companies. Identify personality traits shared by successful entrepreneurs. Relate these traits to promoting success in their own lives.
Indicators	2.8.B Explain sources of income.	The income sources related from the SIF curriculum deal with business income such as revenues (sales) and net income (profits) and their sources rather than personal income. The students will develop proficiency in identifying potential sources of business income and the internal and external factors that affect business income.			
Objectives	2.8.B.1 Identify potential sources of income.	15,17			Key words/phrases Sixth Grade <ul style="list-style-type: none"> Compare sales growth and profit margin for each SIF stock to the stock’s industry average and evaluate the results.
	2.8.B.2 Describe factors affecting income.	16,17	28		Key words/phrases Sixth Grade <ul style="list-style-type: none"> Use the SIF website to find sales growth and profit margin data. Compare sales growth and profit margin for each SIF stock to the stock’s industry average and evaluate the results. Grade Seven <ul style="list-style-type: none"> Learn that fees and withdrawals are subtracted from savings accounts, while deposits and interest are added to accounts.
Indicators	2.8.C Analyze the relationship among income, spending decisions, and lifestyle.	The SIF curriculum does not focus on personal spending habits. The chapter cited here is less direct, however the idea is very similar in which students will examine the free cash flow of a business and how the availability (or lack of it) affects the business’ ability to reinvest in itself and the outside investors desire to invest in the business.			



Objectives	2.8.C.1 Examine how income affects choices and spending decisions.		18		Key words/phrases <ul style="list-style-type: none"> Explain how free cash flow affects investors' decisions.
	2.8.C.2 Examine how spending decisions may impact career choices, such as saving for college or getting a job.				
Indicators	2.8.D Explain how taxes and employee benefits relate to disposable income.	This is not a focus of the curriculum.			
Objectives	2.8.D.1 Describe concepts associated with taxes, employee benefits, and income.				
	2.8.D.2 Identify taxable income and employee benefits.				
	2.8.D.3 Relate employee benefits to income.				



Standards	STANDARD 3: PLAN AND MANAGE MONEY -- <i>Students will develop skills to plan and manage money effectively by identifying financial goals and developing spending plans.</i>				
Indicators	3.8.A Demonstrate the ability to use money management skills and strategies.				Spending plans are not a focus of SIF. The one criterion that SIF touches is for seventh grade through analyzing bank statements that will help the students see how making and investing money enables them to meet their financial goals.
Objectives	3.8.A.1 Determine the feasibility of a spending plan based on a set of criteria.				
	3.8.A.2 Prepare a spending plan for various applications, such as personal, family, business, and entrepreneurship.				
	3.8.A.3 Formulate and compare money management choices that enable individuals to progress toward stated financial goals.		28		Key words/phrases Grade Seven <ul style="list-style-type: none"> • Define bank statement, withdrawal, and balance. • Record bank activity in a fictitious bank statement
Indicators	3.8.B Describe the services of financial institutions.	Financial institutions are at the center of investing and as such are important to the curriculum. There are several chapters devoted to outlining the various types of financial institutions that investors use to make investments with, through or in. Additionally, the students will become familiar with the products and services offered by these institutions, which is key to the ultimate investment decision.			



Objectives	<p>3.8.B.1 Explain and select appropriate financial institutions to assist with meeting various personal financial needs and goals.</p>	26	11,26,27,28		<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> • Explain that an investor can purchase stocks from three different types of brokers. <p>Grade Seven</p> <ul style="list-style-type: none"> • List the three major stock exchanges in the U.S • Identify reasons why it is better to save money in a savings account in a bank than in a piggy bank at home. • Explain how a bank makes a profit.
	<p>3.8.B.2 Describe various financial products or services and an appropriate use of each.</p>	26	26,27		<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> • Explain that an investor can purchase stocks from three different types of brokers. <p>Grade Seven</p> <ul style="list-style-type: none"> • Students explore one of the most common investments, the savings account.
Indicators	<p>3.8.C Develop financial goals based on personal values.</p>	<p>While the SIF curriculum emphasizes the use of facts in making investment decisions, personal values also play an important part in the investing decisions of an individual. The students are exposed to these concepts in the curriculum and to understand how these values affect their investment decisions and ultimate investment returns.</p>			



Objectives	3.8.C.1 Analyze and discuss the long-range impact of setting personal financial goals.	1,2,	1,2	1	<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> • Stocks in the Future program rewards them for achieving good grades in math and reading and for attending school regularly • Students learn details about how they can earn SIF dollars weekly and each school quarter or grading period <p>Grade Seven</p>
	3.8.C.2 Develop a plan to secure funding for a future event.	1,2	1		<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> • Stocks in the Future program rewards them for achieving good grades in math and reading and for attending school regularly • Students learn details about how they can earn SIF dollars weekly and each school quarter or grading period
Indicators	3.8.D Explain the purposes and responsibilities related to taxation.	Taxation is not focus of the SIF curriculum.			
Objectives	3.8.D.1 Explain the purpose of existing forms of taxation at the federal, state, and local levels.				



	3.8.D.2 Describe how government's tax policies affect individuals, families, and communities.				
	3.8.D.3 Identify reasons to comply with personal tax obligations and the consequences of not doing so.				
	3.8.D.4 Describe ways consumers can influence the use of public funds.				
Indicators	3.8.E Explain that contracts are binding agreements.	Understanding contracts is not a focus of the SIF curriculum.			
Objectives	3.8.E.1 Explain why contracts are used.				
	3.8.E.2 Identify conditions that must be met when entering into contracts.				
	3.8.E.3 Identify factors to consider when entering into a contract, such as interest rates, credit score, reputation, and/or references of involved parties.				



Standards	STANDARD 4: MANAGE CREDIT AND DEBT -- <i>Students will develop skills to make informed decisions about incurring debt and maintaining creditworthiness.</i>				
Indicators	4.8.A Explain how to use debt beneficially.	The use of debt is not a core focus of the SIF curriculum but several chapters touch on the subject. The students will become familiar with the purpose of debt and learn to analyze information on credit products. The curriculum does not discuss how to establish credit 4.A.2.			
Objectives	4.8.A.1 List the purposes of debt.	11			Key words/phrases Sixth Grade <ul style="list-style-type: none"> Define issue, boards of directors, and debt.
	4.8.A.2 Examine how debt can be used to establish credit.				
Indicators	4.8.B Compare the advantages and disadvantages of credit products and services.	Debt is not a core focus of the SIF curriculum; however one chapter in grade seven does explore alternative forms of money, such as credit cards, debit cards and money orders in its chapter on banking services. The curriculum does not focus on loans either long or short term, nor does it discuss lending practices (honest, predatory, etc.). as outlined in sections 4.B.2 and 4.B.3.			
Objectives	4.8.B.1 Analyze information about credit products and services.		5		Key words/phrases Grade Seven <ul style="list-style-type: none"> Students explore alternate forms of money, such as credit cards, debit cards, and money orders.
	4.8.B.2 Explain the difference between short- and long-term loans with regards to interest.				



	4.8.B.3 Describe predatory lending practices.				
Indicators	4.8.C Identify and compare sources of credit.	Grade seven is the focus of the limited discussion of debt in the SIF curriculum. The students learn important credit terms, sources of consumer credit (credit cards), and learn why too much debt may not be a good thing.			
Objectives	4.8.C.1 Explain credit terminology.		17		Key words/phrases Grade Seven
	4.8.C.2 List sources of consumer credit.		5		Key words/phrases Grade Seven <ul style="list-style-type: none"> Students also explore alternate forms of money, such as credit cards, debit cards, and money orders.
	4.8.C.3 Explain strategies used to manage credit and debt.		17, 19		Key words/phrases Grade Seven <ul style="list-style-type: none"> Students discuss why it is important for a company to have free cash flow and on what companies can spend this “extra” money. Define debt. Explain why too much debt can be risky
Indicators	4.5.D Explain the cost of borrowing.	During grade seven, students learn that borrowing money has a cost and learn to compute that cost. While sections 4.D.2 and 4.d.3 are not directly covered, they could easily be included.			



Objectives	4.8.D.1 Compare and compute application of interest and compound interest.		17,26,27		Key words/phrases Grade Seven <ul style="list-style-type: none"> • Define debt. • Explain why companies borrow money. • Explain why too much debt can be risky
	4.8.D.2 Compute the amount of interest paid over time when using credit				
	4.8.D.3 Calculate the cost of borrowing for various amounts and types of purchases				
Indicators	4.8.E Identify and evaluate interest rates, fees, and other charges.	This is not a core part of the SIF curriculum, however seventh grade students learn to differentiate between a credit and debit card. The advantages of other payments as outlined in 4.E.2, purposes of a mortgage 4.E.3 are not discussed.			
Objectives	4.8.E.1 Differentiate between a credit and debit card.		5		Key words/phrases Grade Seven <ul style="list-style-type: none"> • Students explore alternate forms of money, such as credit cards, debit cards, and money orders.
	4.8.E.2 Compare advantages and disadvantages of various payment methods and options, including the Automated Clearing House.				
	4.8.E.3 Describe the purpose of a mortgage.				



Indicators	4.8.F Compare credit scores and reports.	Debt is a not a core curriculum for SIF, however it does touch on several debt subjects in sixth and seventh grade. The curriculum does touch on the concept of character, capacity, and capital as it deals with the credit worthiness of a business in which the students might invest. The students will not discuss credit reports (a consumer debt issue) or discuss ways of dealing with credit problems. (4.F.2, 4.F.3 and 4.F.4).			
Objectives	4.8.F.1 Link character, capacity, and capital with creditworthiness.		17		Key words/phrases Grade Seven <ul style="list-style-type: none"> Students are then asked to think about what can happen to a person who borrows too much money. They learn that too much debt can be risky for companies, as well as people, and why this is so.
	4.8.F.2 Explain the factors that impact a credit report.				
	4.8.F.3 Describe a credit report; explain what a credit score is and the factors affecting a credit score.				
	4.8.F.4 Identify ways to prevent or manage credit problems.				
Indicators	4.8.G Explain the consequences of not meeting credit obligations.	This is not part of the SIF curriculum.			
Objectives	4.8.G.1 Identify the consequences of not meeting credit obligations, such as late fees, acquiring loans paying higher interest rates, and bankruptcy.				



Standards	STANDARD 5: CREATE AND BUILD WEALTH -- <i>Students will develop skills to plan and achieve long-term goals related to saving and investing in order to build financial security and wealth.</i>				
Indicators	5.8.A Align appropriate financial services and products to specified goals.				Time is one of the basic elements of investing as it is how returns are measured, the increase over time. The students learn how to measure the return on investment based on its time horizon. They further learn to distinguish among the various types of available investment options and how to measure the potential returns of each option over time in order to pick the best investment for the time horizon available. This program does not deal with fees associated with investing.
Objectives	5.8.A.1 Determine an investment strategy's time horizon based on a specified goal.	2	2, 3,21	1,2,5	<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> • Use a table to determine the total amount of SIF dollars they can earn through regular school attendance and academic achievement. <p>Grade Seven</p> <ul style="list-style-type: none"> • As stockholders in the SIF program, students also have the opportunity to sell their SIF stocks when they no longer consider them good investments. Students cannot cash in their shares of stock until their high school graduation, but they do have the option of selling the SIF stock they own in order to purchase another SIF stock or to hold the cash for a future stock purchase. <p>Grade Eight</p>



	<p>5.8.A.2 Differentiate between various investment options, such as certificates of deposit, stocks, mutual funds, and bonds, and compare their current returns.</p>	7,8,11		2,6	<p>Key words/phrases Sixth Grade</p> <ul style="list-style-type: none"> • Identify the four types of most common investments: savings account, bond, stock, and mutual fund. • Describe how the four most common investments differ. • Compare and contrast stocks and bonds using a Venn diagram. • Discuss why some companies choose to issue stocks instead of bonds. <p>Grade Eight</p>
	<p>5.8.A.3 Determine the fees of various financial accounts and products.</p>				
Indicators	<p>5.8.B Apply strategies for creating wealth and building assets.</p>	<p>Students learn that savings produces income, builds wealth and assets. In these lessons we focus on wealth creation and asset building. The first lessons focus on those who deal with banks and those who do not. Further, it delves into how banks and other financial institutions help to protect consumer’s money better than hiding it in safes or other hiding places. The final two lessons focus on how establishing a savings plan of “pay yourself first” (setting a savings plan based on making a standard part of the family budget rather than saving just ‘whatever is left over’) is the best option for long-term wealth creation. Finally, the students learn the rule of 72, which is a general ‘rule of thumb’ that allows them to determine how much time must elapse for an investment to double the amount of money placed into it.</p>			



Objectives	<p>5.8.B.1 Distinguish between financial practices of the banked and unbanked.</p>	5	26,28		<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> List the advantages and disadvantages of saving money at home. <p>Grade Seven</p> <ul style="list-style-type: none"> Identify reasons why it is better to save money in a savings account in a bank than in a piggy bank at home. Record bank activity in a fictitious bank statement.
	<p>5.8.B.2 Explain how financial institutions protect consumers' money.</p>		7,26,28		<p>Key words/phrases</p> <p>Grade Seven</p> <ul style="list-style-type: none"> Describe the security features of U.S. dollar bills. students learn that savings accounts are good places to store money because the bank adds interest to the accounts



<p>5.8.B.3 Apply the “Rule of 72” to a financial decision.</p>	<p>6</p>	<p>22,23,24,25,27</p>	<p>5</p>	<p>Key words/phrases Sixth Grade</p> <ul style="list-style-type: none"> • Compare current prices with past prices and discuss the effects of inflation. • Read to find out how much the cost of things has increased over the past 30 years. <p>Grade Seven</p> <ul style="list-style-type: none"> • Review the Lynch theory of investing. • Evaluate the data in the NASDAQ Stock Concepts Comparison Chart. • Calculate how long it will take for the amount in a savings account to double. <p>Grade Eight</p> <ul style="list-style-type: none"> • Students review that the reason people make financial investments is to make their money grow.
<p>5.8.B.4 Apply the principle of “Pay Yourself First” to realistic scenarios.</p>		<p>26,27,28</p>		<p>Key words/phrases Grade Seven</p> <ul style="list-style-type: none"> • Identify reasons why it is better to save money in a savings account in a bank than in a piggy bank at home.
<p>5.8.B.5 Distinguish between income and wealth.</p>	<p>21</p>	<p>20, 21</p>		<p>Key words/phrases Sixth Grade</p> <ul style="list-style-type: none"> • students learn about the two ways that stock market investors can earn money <p>Grade Seven</p> <ul style="list-style-type: none"> • Explain why companies pay dividends to investors. • Recognize that investors can make money from companies that do pay dividends and also from companies that do not pay dividends.



Indicators	5.8.C Describe the relationships between saving and investing.	Saving and investing are closely related; investing requires saving to have the funds to invest. The students will then learn that investment for growing assets and investment to obtain ongoing income are very different goals that require different investment strategies. The students will compare reasons for saving and investing. They will identify sources of investment products including commercial banks, investment companies, financial planners, etc. In the final lesson of this section they will learn to calculate returns based on a time horizon (relates back to sections 5.A and 5.B).			
Objectives	5.8.C.1 Differentiate between income and investment growth.	2,5,21	20, 21	5	<p>Key words/phrases Sixth Grade</p> <ul style="list-style-type: none"> • Explain the relationship between investments and returns. • List the advantages and disadvantages of saving money at home. • Explain how some investors earn money through stock dividends. • Explain how some investors earn money when their stock's price rises. <p>Grade Seven</p> <ul style="list-style-type: none"> • Explain why companies pay dividends to investors. • Recognize that investors can make money from companies that do pay dividends and also from companies that do not pay dividends. <p>Grade Eight</p> <ul style="list-style-type: none"> • Identify and explain different kinds of investments and returns. • Explain how financial investments can help a person keep up with inflation.
	5.8.C.2 Compare reasons for saving and reasons for investing.		26		<p>Key words/phrases Grade Seven</p> <ul style="list-style-type: none"> • Identify reasons why it is better to save money in a savings account in a bank than in a piggy bank at home.
	5.8.C.3 Identify sources of investment products, such as banks, investment companies, financial Planners.		26		<p>Key words/phrases Grade Seven</p> <ul style="list-style-type: none"> • Identify reasons why it is better to save money in a savings account in a bank than in a piggy bank at home.



	5.8.C.4 Calculate returns on investments as it relates to <i>time horizons</i> .	6,14,24,25	2,21,22,23,24,25	2,5	<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> • Compare current prices with past prices and discuss the effects of inflation. • Read to find out how much the cost of things has increased over the past 30 years <p>Grade Seven</p> <ul style="list-style-type: none"> • Evaluate the SIF companies based on a number of variables. <p>Grade Eight</p> <ul style="list-style-type: none"> • Students visit their portfolio pages, noting any gains or losses their stocks have made over the summer. • Making investments helps people to keep up with inflation, the tendency of everything to rise in price over time.
Indicators	5.8.D Analyze how supply and demand affect stock market price changes.	The students learn about supply and demand as it relates to prices in general. They learn that if demand for a good increases while the supply remains the same, its price will increase. Similarly if demand drops but supply remains the same, prices will drop in response. Students learn that this principle applies to stock prices as well in the second lesson.			
Objectives	5.8.D.1 Explain the concept of supply and demand.	12	6		<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> • Analyze the decisions involved in starting a business. <p>Grade Seven</p> <ul style="list-style-type: none"> • Describe a bartering experience. • Describe problems that occur in a bartering system.



	5.8.D.2 Explain the economic principle of supply and demand as it relates to the stock market.	14,18	21,22,23,24,25		<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> • Discuss how a real-life business changed from private to public. • Students learn that when a stock is in demand, its price rises, but if there is bad news about a company, its stock value will go down. <p>Grade Seven</p> <ul style="list-style-type: none"> • Evaluate the SIF companies based on a number of variables. • Apply the Lynch theory of investing to indicate a preference for one of the five NASDAQ stocks.
Indicators	5.8.E Apply the decision-making process to financial decisions related to planning, saving, and investing.	This section in SIF is limited to discussions of how students may invest their money such that it does not lose purchasing power over time (returns must exceed the inflation rate). SIF does not focus on personal spending plans.			
Objectives	5.8.E.1 Examine how spending plans are used to realize financial goals.				
	5.8.E.2 Examine how saving strategies differ between a spending plan and an investment plan.	6			<p>Key words/phrases</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> • This lesson shows students the need to invest their money in such a way that it does not lose buying power.



Standards	STANDARD 6: MANAGE RISKS AND PRESERVE WEALTH -- <i>Students will develop financial planning skills to minimize financial setbacks.</i>				
Indicators	6.8.A Examine strategies that protect income and wealth.	Students in seventh and eighth grade look at news reports to identify those circumstances that will impact the investments they have chosen and therefore their wealth.			
Objectives	6.8.A.1 Identify circumstances that impact income and wealth.		4,14,22,23,24,25	14,15	<p>Key words/phrases</p> <p>Grade Seven</p> <ul style="list-style-type: none"> • Review the importance of stock news. • Read, record, and evaluate stock news. • State that some stocks are riskier than others. • State that the potential rewards of buying stock sometimes outweigh the risks. • Relate the evaluation of price trends and stock news to the options of holding, selling, and buying stock. <p>Grade Eight</p> <ul style="list-style-type: none"> • Explain the advantages and the risks of investing in new and growing companies. • Students work together as a class to collect and evaluate stock news and stock concept information for a company. Then students record their overall evaluation of the stock.



	6.8.A.2 Describe forms of financial risk and risk tolerance.		14,15,16,22,23,24,25	2,6,14,15	<p>Key words/phrases</p> <p>Grade Seven</p> <ul style="list-style-type: none"> • State that some stocks are riskier than others. • Define the personality types: risk lover, moderate risk taker, and risk avoider. • Identify which risk type describes them personally. • Explain how a person’s risk type affects his or her investment choices. <p>Grade Eight</p> <ul style="list-style-type: none"> • Explain the stock concepts learned in the Growing Money and Discovering the Market curricula. • Tell what risk is and explain how different kinds of investments carry different amounts of risk. • Explain the advantages and the risks of investing in new and growing companies.
	6.8.A.3 Recognize forms of protection against financial loss.			14,15	<p>Key words/phrases</p> <p>Grade Eight</p> <ul style="list-style-type: none"> • Identify Peter Lynch and one of his investment principles.
Indicators	6.8.B Examine the need for and value of various types of insurance (such as health, property, life, disability, and liability) within the life cycle.				



Objectives	6.8.B.1 Describe the need for and value of different types of insurance.				
	6.8.B.2 Identify factors to consider when determining the amount of protection needed.			8	Key words/phrases Grade Eight <ul style="list-style-type: none"> • Tell how the risks associated with investments and how a person’s personality affects his or her investment choices. • Analyze fictional investment scenarios to make investment decisions.
	6.8.B.3 Identify strategies to lower insurance costs.				
	6.8.B.4 Describe ways for protecting current and future personal assets against financial loss.				
Indicators	6.8.C Investigate the purposes, strategies, and effects of various business practices, including sales techniques.	SIF looks at business practices primarily in the eighth grade; looking at practices and traits shared by successful companies and entrepreneurs. Students explore the differences between private and public companies, what it means for a private company to ‘go public’ and to identify those qualities that make a company successful.			
Objectives	6.8.C.1 Compare and contrast advertising for opinion versus fact.				



	<p>6.8.C.2 Examine business practices that affect the consumer.</p>		9	9,13,14,15	<p>Key words/phrases</p> <p>Grade Seven</p> <ul style="list-style-type: none"> • Identify events that helped lead to the success of good companies. • Identify personality traits shared by successful entrepreneurs. • Relate these traits to promoting success in their own lives. <p>Grade Eight</p> <ul style="list-style-type: none"> • Describe the differences between private and public companies. • Explain what it means for a company to go public. • Read to evaluate a real-life company's plans to expand and go public. • Read to identify qualities that have contributed to a particular company's success. • Use a particular company's accomplishments to generalize principles of a successful business.
	<p>6.8.C.3 Explain the characteristics of an informed consumer.</p>				
Indicators	<p>6.8.D Differentiate sources of consumer protection and assistance, including public institutions and private organizations (professionals, publications, and internet).</p>	This is not in the SIF curriculum.			
Objectives	<p>6.8.D.1 Examine how consumers fall victim to fraud and methods for protection against fraudulent activities.</p>				



<p>6.8.D.2 Identify situations that put consumers in financial risk, such as sharing account information identify theft, and co-signing on loans.</p>				
<p>6.8.D.3 Explain the need to keep certain types of information secure and private.</p>				
<p>6.8.D.4 Distinguish between the rights and responsibilities of buyers and sellers under consumer protection laws.</p>				
<p>6.8.D.5 List actions to take to dispute a claim.</p>				