Texas Essential Knowledge and Skills

Correlation for the Stock Market Game

Social Studies Grade 4-8

Grade 4

4.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

SMG WORLDWIDE Connections:
Students will:
1. create line graphs and tables of the performance of their portfolios.
2. compare the daily performance of selected stocks in their portfolios using bar graphs.

4.12 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(A) describe the development of the free enterprise system in Texas;

(B) describe how the free enterprise system works in Texas; and

(C) give examples of the benefits of the free enterprise system in Texas.

SMG WORLDWIDE Connections:
Students will:
1. demonstrate how securities markets bring together buyers and sellers.
2. understand that investment requires a sacrifice –you can't spend what you wish to invest.
3. understand that choosing one stock means not being able to purchase different stock because of limited resources.
4. understand that choosing an investment in a single stock involves tradeoffs among how much you'll make, ability to sell a particular stock and safety.
5. relate increased investments to new and expanding businesses which increases economic growth.
6. understand that businesses need start-up capital and often rely on initial public offerings (IPOs), going public through the sale of stock, to provide it.
7. describe how the price of a security is determined by supply and demand.
8. analyze how world events affect the supply of and demand for securities.

4.13 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A) explain how people in different regions of Texas earn their living, past and present;

(B) explain how geographic factors have influenced the location of economic activities in Texas;

(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas;

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;

(E) explain how developments in transportation and communication have influenced economic activities in Texas; and

(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.

SMG WORLDWIDE Connections:
Students will:
1. learn that a stock market transaction involves a buyer and a seller;
both expect to gain, and both often do gain.
2. determine that the stock market is not a zero-sum situation;
it is possible for every investor to show a gain.
3. understand that the price of a stock is determined by supply and demand.
4. analyze how real life events affect the supply of and demand for securities,
for example, a war or an embargo.
5. determine that relative prices of stocks or of different investments
determine how a buyer's limited financial resources will be allocated
among those investments.
6. conclude that stock prices adjust because of factors that affect the
supply of and demand for a stock.

Curriculum Resource
The Stock Market Game Guide: Lessons 2, 3, 7, 10, 13, 14

4.14 Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

(A) identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world;

(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and

SMG WORLDWIDE Connections:
Students will:

1. learn how factors that influence economic growth in the United States
have an impact on the performance of individual companies.
2. understand how factors that influence economic growth in the
United States have an impact on the decisions of investors.

Curriculum Resource
The Stock Market Game Guide: Lessons 6, 9, 14

4.22 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced the participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

SMG WORLDWIDE Connections:
Students will:
1. interpret graphs found in the newspaper and on the Internet to anticipate
how changes in the economy affect the fortunes of individual companies.
2. analyze world events and explain why they may affect the stock market.
3. apply math and research skills to solve the problem of how to
invest $100,000.

Curriculum Resource
The Stock Market Game Guide: Lessons 1, 4, 5, 11, 14

4.23 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

SMG WORLDWIDE Connections:
Students will:
1. understand and use investment terminology when discussing decisions about their portfolio with SMG team members.
2. create a pie chart visually depicting the proportion a particular stock in their portfolio occupies in relation to their whole portfolio.
3. compare the daily performance of selected stocks in their portfolios using bar graphs.
4. create line graphs and tables of the performance of stocks in their portfolios.
5. develop a final SMG presentation summarizing their SMG team's investment strategy and portfolio performance. It can include an oral and written report with visual aids and/or multimedia presentation (PowerPoint).
Curriculum Resource
The Stock Market Game Guide: Lessons 3, 4, 11, 14, 15

Grade 5

5.5 History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:

(A) analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression; and

(B) identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

SMG WORLDWIDE Connections:
Students will:
1. study the impact of the stock market crash of 1929.
2. analyze the impact of global trading on the US economy and investing.
3. investigate the impact of NAFTA on the US economy and investment
choices in the SMG.

Curriculum Resource
The Stock Market Game Guide: Lessons 5, 14

5.6 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

SMG WORLDWIDE Connections:
Students will:
1. create line graphs and tables of the performance of their portfolios.
2. compare the daily performance of selected stocks in their portfolios
using bar graphs.

5.12 Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:

(A) describe the development of the free enterprise system in colonial America and the United States;

(B) describe how the free enterprise system works in the United States; and

(C) give examples of the benefits of the free enterprise system in the United States.

SMG WORLDWIDE Connections:

Students will:
1. demonstrate how securities markets bring together buyers and sellers.
2. understand that investment requires a sacrifice –you can't spend
what you wish to invest.
3. understand that choosing one stock means not being able to purchase
different stock because of limited resources.
4. understand that choosing an investment in a single stock involves tradeoffs
among how much you'll make, ability to sell a particular stock and safety.
5. relate increased investments to new and expanding businesses which
increases economic growth.
6. understand that businesses need start-up capital and often rely on initial
public offerings (IPOs), going public through the sale of stock, to provide it.
7. describe how the price of a security is determined by supply and demand.
8. analyze how world events affect the supply of and demand for securities.

Curriculum Resource
The Stock Market Game Guide: Lessons 10, 13, 16

5.13 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

(A) explain how supply and demand affects consumers in the United States; and

(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

SMG WORLDWIDE Connections:
Students will:
1. learn that a stock market transaction involves a buyer and a seller;
both expect to gain, and both often do gain.
2. determine that the stock market is not a zero-sum situation;
it is possible for every investor to show a gain.
3. understand that the price of a stock is determined by supply and demand.
4. analyze how real life events affect the supply of and demand for securities,
for example, a war or an embargo.
5. determine that relative prices of stocks or of different investments
determine how a buyer's limited financial resources will be allocated
among those investments.
6. conclude that stock prices adjust because of factors that affect the
supply of and demand for a stock.

Curriculum Resource
The Stock Market Game Guide: Lessons 2, 3, 7, 10, 13, 14

5.14 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(A) analyze how people in different parts of the United States earn a living, past and present;

(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;

(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States;

(E) analyze how developments in transportation and communication have influenced economic activities in the United States; and

(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

SMG WORLDWIDE Connections:
Students will:
1. learn how factors that influence economic growth in the United States
have an impact on the performance of individual companies.
2. understand how factors that influence economic growth in the
United States have an impact on the decisions of investors.

Curriculum Resource
The Stock Market Game Guide: Lessons 6, 9, 14

5.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced the participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

SMG WORLDWIDE Connections:
Students will:
1. interpret graphs found in the newspaper and on the Internet to anticipate how changes in the economy affect the fortunes of individual companies.
2. analyze world events and explain why they may affect the stock market.
3. apply math and research skills to solve the problem of how to invest $100,000.

Curriculum Resource
The Stock Market Game Guide: Lessons 1, 4, 5, 11, 14

5.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

SMG WORLDWIDE Connections:
Students will:
1. understand and use investment terminology when discussing decisions about their portfolio with SMG team members.
2. create a pie chart visually depicting the proportion a particular stock in their portfolio occupies in relation to their whole portfolio.
3. compare the daily performance of selected stocks in their portfolios using bar graphs.
4. create line graphs and tables of the performance of stocks in their portfolios.
5. develop a final SMG presentation summarizing their SMG team's investment strategy and portfolio performance. It can include an oral and written report with visual aids and/or multimedia presentation (PowerPoint).
Curriculum Resource
The Stock Market Game Guide: Lessons 3, 4, 11, 14, 15

5.27 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

SMG WORLDWIDE Connections
Students will:
1. perform a stock benefit-cost analysis when buying or selling stock; discover whether the stock is worth the cost by analyzing the amount of profit expected compared with the risk.
2. use a decision making process to manage the SMG WORLDWIDE investment portfolio to its highest level of profit.

Curriculum Resources
The Stock Market Game Guide: Lessons 1, 3, 4, 5, 11, 12, 14

Grade 6

6.8 Economics. The student understands the various ways in which people organize economic systems. The student is expected to:

(A) compare ways in which various societies organize the production and distribution of goods and services;

(B) identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system; and

(C) explain the impact of scarcity on international trade and economic interdependence among societies.

SMG WORLDWIDE Connections:
Students will:
1. learn how factors that influence economic growth in the United States have an impact on the performance of individual companies.
2. understand how factors that influence economic growth in the United States have an impact on the decisions of investors.
3. Describe the characteristics of the Free enterprise system and the auction market to raise capital to expand entrepreneurial ventures.
4. Students are shown how markets allocate resources
5. Any investment requires sacrifice of consumption.
6. Choosing one investment involves tradeoffs among others.
6. The securities market moves resources from savers to business investment in a voluntary exchange
7. Financial market are necessary for a market economy to be effective

Lessons:

Learning from the Market, Lessons 4,9,10, 12,13, 17, 20
The Stock Market Game Guide, Lessons 4, 11, 16

6.9 Economics. The student understands the role factors of production play in a society's economy. The student is expected to:

(A) describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies; and

(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.

SMG WORLDWIDE Connections:
Students will:
1. learn how factors that influence economic growth in the United States
have an impact on the performance of individual companies.
2. understand how factors that influence economic growth in the
United States have an impact on the decisions of investors.
3. Describe the characteristics of the Free enterprise system and the auction market to raise capital to expand entrepreneurial ventures.
4. Students are shown how markets allocate resources
5. Any investment requires sacrifice of consumption.
6. Choosing one investment involves tradeoffs among others.
6. The securities market moves resources from savers to business investment in a voluntary exchange
7. Financial market are necessary for a market economy to be effective

Lessons:
Learning from the Market, Lessons 4,9,10, 12, 13, 17, 20
The Stock Market Game Guide, Lessons 4, 11, 16

6.10 Economics. The student understands categories of economic activities and the means used to measure a society's economic level. The student is expected to:

(A) define and give examples of primary, secondary, tertiary, and quaternary industries; and

(B) describe and measure levels of economic development using various indicators such as individual purchasing power, life expectancy, and literacy.

SMG WORLDWIDE Connections:
Students will:
1. Understand the gains from voluntary trade
2. A stock market transaction involves a buyer and a seller, both expect to gain , and both often do gain.
3. The stock market is not a zero-=sum situation. It is possible for every portfolio to show gain.
4. Investing is not gambling, which is a zero-sum situation.
5. Learn the relationship between among saving , investing, and economic growth.
6. Securities market move savings to new and expanding business which increases economic growth.
Lessons:

Learning from the Market, Lessons 4, 7, 15,18, 19, 20
The Stock Market Game Guide, Lessons 3, 8, 9,

6.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

SMG WORLDWIDE Connections:
Students will:
1. interpret graphs found in the newspaper and on the Internet to anticipate how changes in the economy affect the fortunes of individual companies.
2. analyze world events and explain why they may affect the stock market.
3. apply math and research skills to solve the problem of how to invest $100,000.

Curriculum Resource
The Stock Market Game Guide: Lessons 1, 4, 5, 11, 14

6.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

SMG WORLDWIDE Connections:
Students will:
1. understand and use investment terminology when discussing decisions about their portfolio with SMG team members.
2. create a pie chart visually depicting the proportion a particular stock in their portfolio occupies in relation to their whole portfolio.
3. compare the daily performance of selected stocks in their portfolios using bar graphs.
4. create line graphs and tables of the performance of stocks in their portfolios.
5. develop a final SMG presentation summarizing their SMG team's investment strategy and portfolio performance. It can include an oral and written report with visual aids and/or multimedia presentation (PowerPoint).
Curriculum Resource
The Stock Market Game Guide: Lessons 3, 4, 11, 14, 15

6.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

SMG WORLDWIDE Connections
Students will:
1. perform a stock benefit-cost analysis when buying or selling stock; discover whether the stock is worth the cost by analyzing the amount of profit expected compared with the risk.
2. use a decision making process to manage the SMG WORLDWIDE investment portfolio to its highest level of profit.

Curriculum Resources
The Stock Market Game Guide: Lessons 1, 3, 4, 5, 11, 12, 14

Grade 7

7.12 Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

(A) explain economic factors that led to the urbanization of Texas;

(B) trace the development of major industries that contributed to the urbanization of Texas; and

(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

SMG WORLDWIDE Connections:
Students will:
1. learn how factors that influence economic growth in the United States and Texas
have an impact on the performance of individual companies.
2. understand how factors that influence economic growth in the
United States and Texas have an impact on the decisions of investors.

Curriculum Resource
The Stock Market Game Guide: Lessons 6, 9, 14

7.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(A) analyze the impact of national and international markets and events on the production of goods and services in Texas;

(B) analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and

(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.

SMG WORLDWIDE Connections:
Students will:
1. learn how factors that influence economic growth in the United States and Texas
have an impact on the performance of individual companies.
2. understand how factors that influence economic growth in the
United States and Texas have an impact on the decisions of investors.

Curriculum Resource
The Stock Market Game Guide: Lessons 6, 9, 14

7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(E) support a point of view on a social studies issue or event;

(F) identify bias in written, oral, and visual material;

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

SMG WORLDWIDE Connections:
Students will:
1. interpret graphs found in the newspaper and on the Internet to anticipate how changes in the economy affect the fortunes of individual companies.
2. analyze world events and explain why they may affect the stock market.
3. apply math and research skills to solve the problem of how to invest $100,000.

Curriculum Resource
The Stock Market Game Guide: Lessons 1, 4, 5, 11, 14

7.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

SMG WORLDWIDE Connections:
Students will:
1. understand and use investment terminology when discussing decisions
about their portfolio with SMG team members.
2. create a pie chart visually depicting the proportion a particular stock
in their portfolio occupies in relation to their whole portfolio.
3. compare the daily performance of selected stocks in their portfolios
using bar graphs.
4. create line graphs and tables of the performance of stocks in their portfolios.
5. develop a final SMG presentation summarizing their SMG team's investment
strategy and portfolio performance. It can include an oral and written report
with visual aids and/or multimedia presentation (PowerPoint).
Curriculum Resource
The Stock Market Game Guide: Lessons 3, 4, 11, 14, 15

7.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

SMG WORLDWIDE Connections
Students will:
1. perform a stock benefit-cost analysis when buying or selling stock;
discover whether the stock is worth the cost by analyzing the amount
of profit expected compared with the risk.
2. use a decision making process to manage the SMG WORLDWIDE
investment portfolio to its highest level of profit.

Curriculum Resources
The Stock Market Game Guide: Lessons 1, 3, 4, 5, 11, 12, 14

Grade 8

8.10 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and

(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

SMG WORLDWIDE Connections:
Students will:
1. create line graphs and tables of the performance of their portfolios.
2. compare the daily performance of selected stocks in their portfolios
using bar graphs.

8.15 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:

(A) explain why a free enterprise system of economics developed in the new nation; and

(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.

SMG WORLDWIDE Connections:
Students will:

1. Describe the characteristics of the Free enterprise system and the auction market to raise capital to expand entrepreneurial ventures.

8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;

(E) support a point of view on a social studies issue or event;

(F) identify bias in written, oral, and visual material;

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

SMG WORLDWIDE Connections:
Students will:
1. interpret graphs found in the newspaper and on the Internet to anticipate

how changes in the economy affect the fortunes of individual companies.
2. analyze world events and explain why they may affect the stock market.
3. apply math and research skills to solve the problem of how to
invest $100,000.

Curriculum Resource
The Stock Market Game Guide: Lessons 1, 4, 5, 11, 14

8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

SMG WORLDWIDE Connections:
Students will:
1. understand and use investment terminology when discussing decisions
about their portfolio with SMG team members.
2. create a pie chart visually depicting the proportion a particular stock
in their portfolio occupies in relation to their whole portfolio.
3. compare the daily performance of selected stocks in their portfolios
using bar graphs.
4. create line graphs and tables of the performance of stocks in their portfolios.
5. develop a final SMG presentation summarizing their SMG team's investment
strategy and portfolio performance. It can include an oral and written report
with visual aids and/or multimedia presentation (PowerPoint).
Curriculum Resource
The Stock Market Game Guide: Lessons 3, 4, 11, 14, 15

8.32 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

SMG WORLDWIDE Connections
Students will:
1. perform a stock benefit-cost analysis when buying or selling stock; discover whether the stock is worth the cost by analyzing the amount of profit expected compared with the risk.
2. use a decision making process to manage the SMG WORLDWIDE investment portfolio to its highest level of profit.

Curriculum Resources
The Stock Market Game Guide: Lessons 1, 3, 4, 5, 11, 12, 14