

# Futures

## Financially Literate Kids

*for a Financially  
Literate  
Society*



Program Overview

## With Our Appreciation

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Packaging: *Crawford Packaging*

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The groundbreaking Financial Literacy Program that empowers students **BEFORE High School—** to achieve their best success **AFTER High School.**



# Welcome to Futures

Financially-Literate Kids *for a Financially Literate Society™*

Dear Teachers and Students:

We believe financial education is a human rights imperative so it is with great pleasure that we present *FUTURES: Financially Literate Students for a Financially Literate Society*. *FUTURES* is a transformational educational resource that will benefit our youth individually and our society as a whole. A better grasp of finance for all will lead to more equitable wealth creation.

The *FUTURES* program guides students from a basic to an advanced understanding of personal finance, economics, entrepreneurship and investing concepts. It provides a platform for students to make sound financial decisions and construct strong wealth-building goals. Our students at Ariel Community Academy have proven that *FUTURES* is a game-changer. Since our first class was graduated, Ariel Community Academy students have become entrepreneurs, scholars, investment professionals and, perhaps most importantly, financially capable.

With evidence of the program's success, we confidently share this resource with you. We are certain that it will have a positive impact on your lives, your school community, and the greater community.

Everyone faces financial questions, often from a young age. Armed with these lessons, students will be better informed on how to meet those challenges and thrive. We are excited that you are joining us as we lay the foundation for building more secure and successful futures.

Sincerely,

**John W. Rogers, Jr.**  
Chairman and CEO  
Ariel Investments

**Melody Hobson**  
President  
Ariel Investments

**Arne Duncan**  
Managing Partner  
Emerson Collective

## **F**inancial literacy

is like a language.

Learning is so much easier when **kids start young** and build up that knowledge **year by year.**

—*John Rogers*

Just. **A**dd. **B**ravery...

**Hard work** plus **bravery** equals **success.**

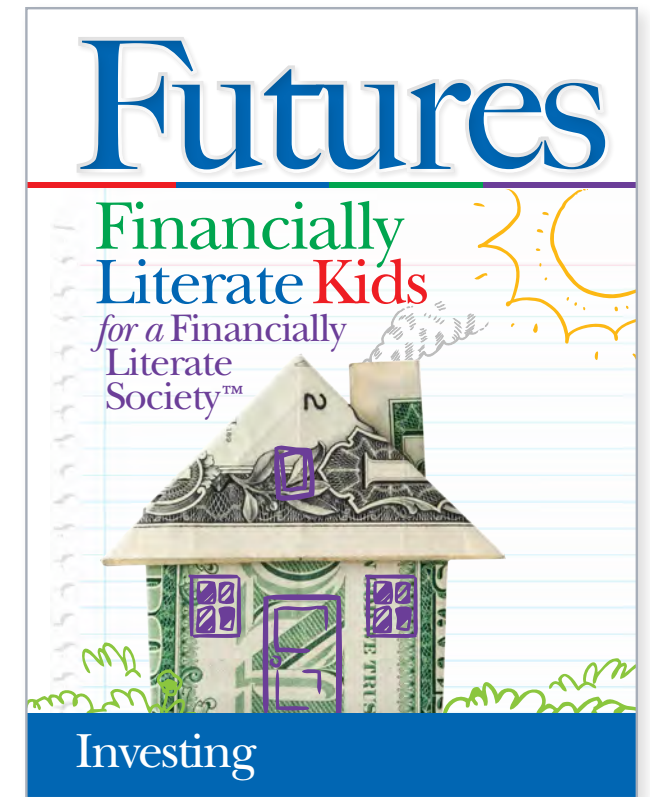
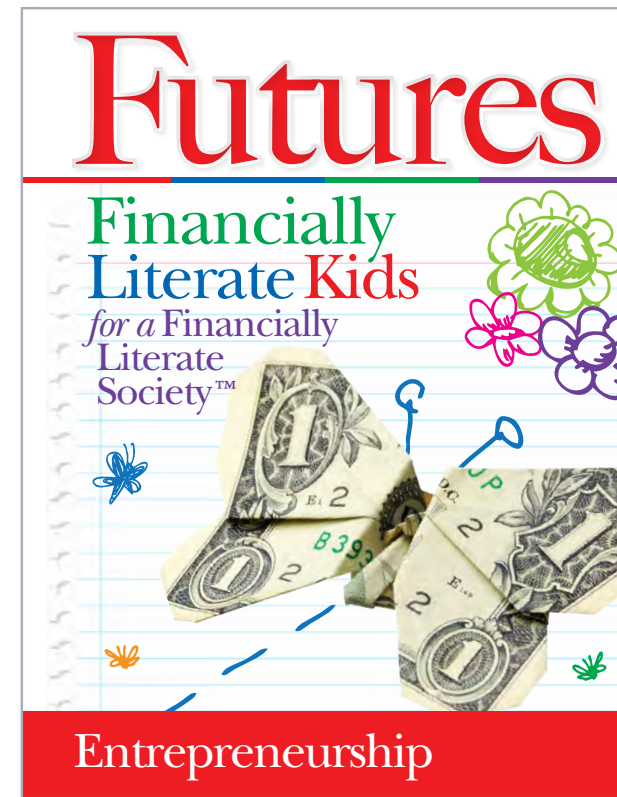
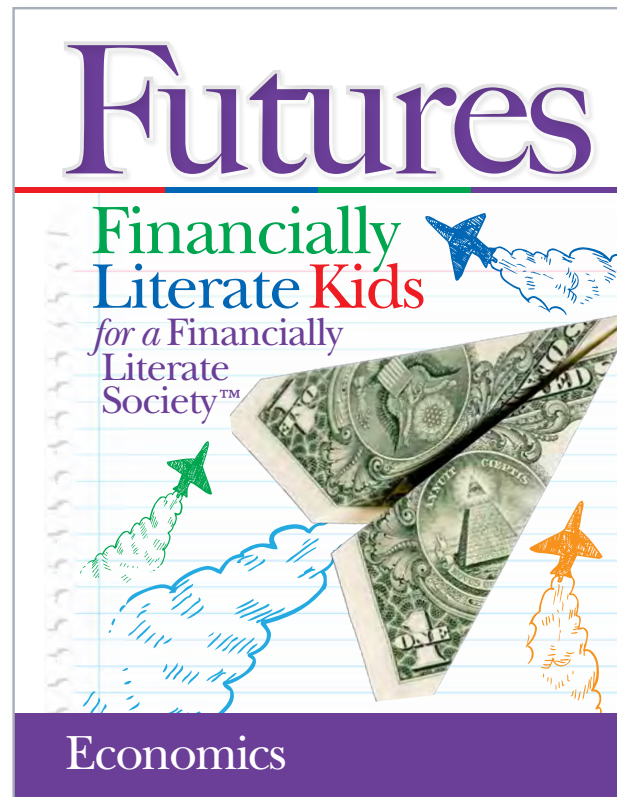
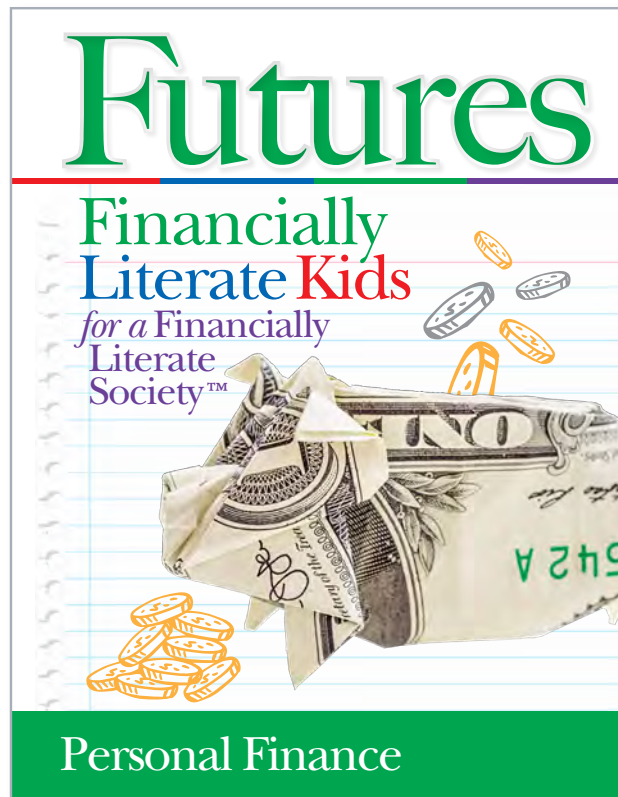
**Imagination** plus **bravery** equals **creativity.**

**Love** plus **bravery** equals **happiness.**

—*Melody Hobson*

# Futures

Financially-Literate Kids *for a Financially Literate-Society™*



## A few words from—**Dr. Lennette Coleman**



**Dr. Lennette Coleman**  
Principal  
Ariel Community Academy

In order for students to be college and career ready, they must be financially literate.

FUTURES provides a comprehensive approach to teaching financial education. Typically, financial education tools only focus on personal finance and consumer skepticism. However, what I know to be true is that to be financially literate, individuals not only need a command of personal finance tenets, they also need to be fluent in economics, entrepreneurial concepts and investing. Most importantly, financial education must provide students opportunities for real-world application and FUTURES does just that. This program teaches students to recognize and cultivate their own unique perspectives to ultimately make sound financial decisions—now and in their futures.

This program was written by teachers—for teachers. FUTURES is nimbly organized to adapt to teachers' and students' levels of understanding, with its agile and flexible scope and sequence for instruction. Because many teachers do possess their own curated instructional tools, the use of supplemental materials is encouraged so that the content is further enriched.

For many years, students at Ariel Community Academy have richly benefited from this powerful educational tool. Now, it is with great pride and anticipation that FUTURES: Financially Literate Kids for a Financially Literate Society is presented to the larger education community.

—**Dr. Lennette Coleman**



# Futures

## Financial Literacy One Step at a Time



1983  
John W. Rogers, Jr.  
founded **Ariel  
Capital Management**



1991  
The **Ariel Foundation** "adopted" forty sixth-grade students at William Shakespeare Elementary through the *I Have a Dream Program*

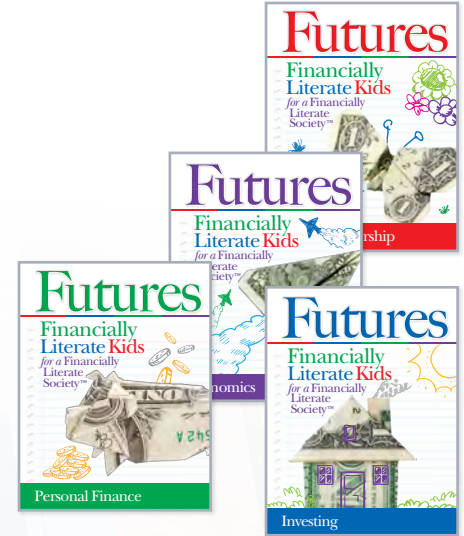
1996  
**Ariel Community Academy** opened with four primary classes

2000  
Ariel Foundation became a 501c3 and changed its name to **Ariel Education Initiative**

501c3



2008  
The Ariel Investment **Curriculum Writing Project** officially begins.



2017  
The **FUTURES Program!**

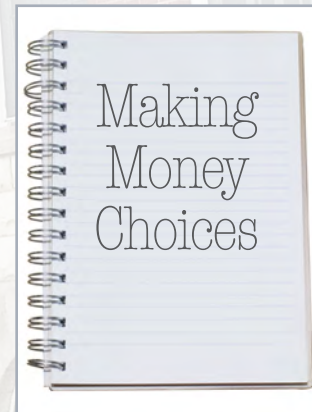


1989  
John W. Rogers, Jr.  
founded the **Ariel Foundation**

1995  
The **Ariel Foundation** responded to a Request For Proposal to create a small school for CPS.



2000  
School leaders begin writing units of study regarding financial literacy called **"Making Money Choices"**



2011  
Curriculum was reviewed by National team of educators through the **Council for Economic Education**



2012  
Curriculum writing project concludes.



From the **beginning** to **today** . . .

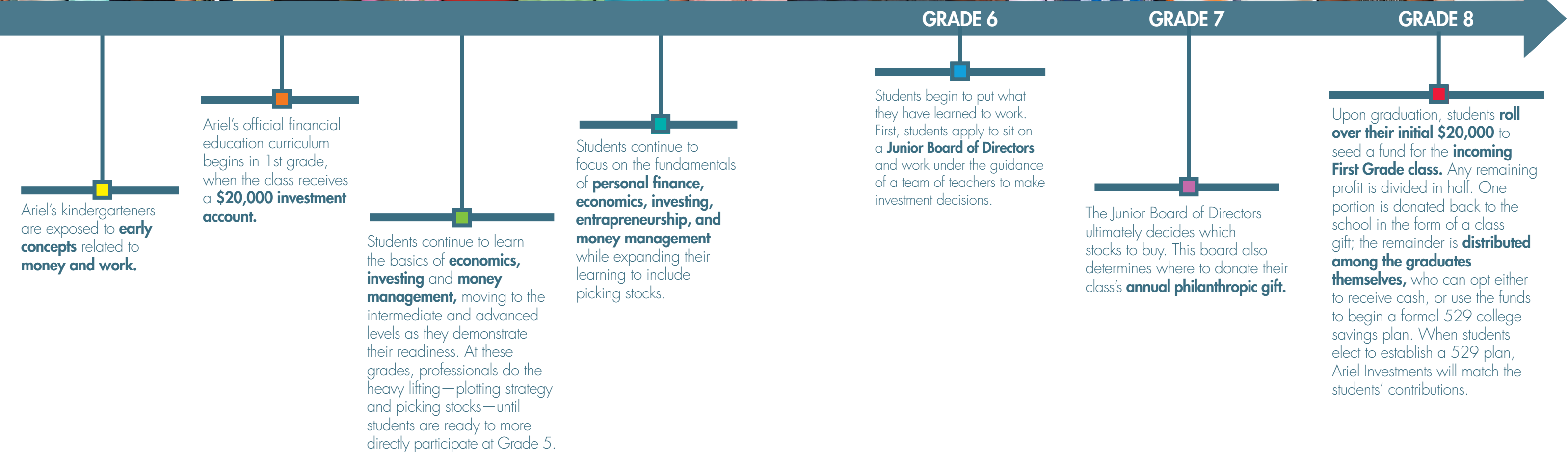


# Futures The Progression

## Financial Literacy **One YEAR** at a Time

**FUTURES: Financially-Literate Kids for a Financially Literate-Society™** is designed to begin in Kindergarten and GROW with students, their abilities, their interests and their capabilities up through eighth grade—and beyond. The content spirals at the five levels of complexity, beginning with Basic Understanding and spanning up through Advanced Understanding and Application. Students revisit content at higher levels of difficulty and complexity as they mature. The chart below reflects the major milestone goals for each grade from Kindergarten through eighth grade to afford students many rich **opportunities to experience and learn from the real world.**

The groundbreaking Financial Literacy Program that empowers students **BEFORE High School**—to achieve their best success **AFTER High School**



Core grades during which this program is typically taught are grades 3–9.

# Did you know?

Meet these Ariel Community Academy Superstars



## Mario

Graduated from ACA in 2006 – the very first graduating class!  
Attended U of C Laboratory High School  
BA in Economics from U of C  
Currently, Investor Services Associate at Ariel Investments

“At Ariel Community Academy, my favorite class was always my investment class. As a result, when I was 12 years old I knew that I wanted to major in economics when I got to college, and then work in the financial services industry afterwards. Getting this early exposure really allowed me to develop a clear vision for my future. I was able to realize two of my long-term goals when I graduated from the University of Chicago in 2014 with a degree in economics, and then began my career at Ariel Investments.”



## Myles

Graduated from ACA in 2008  
Attended U of C Laboratory High School  
Graduated from University of Illinois Champaign-Urbana in 2016  
Currently, Credit Analyst at CIBC and Co-Founder of Rapunzl Investments

“The Investment Program at ACA showed me that I can achieve financial success beyond being an entertainer, doctor or lawyer. My experience at ACA laid the foundation for my current entrepreneurial effort as co-Founder of Rapunzl Investments.”



## Raven T.

Graduated from ACA in 2008  
Attended Gwendolyn Brooks College Prep Academy  
Graduated from University of Illinois at Chicago in 2016

“The investment program gave me a bit of an advantage in some of my High School and College courses, as I was already exposed to many of the financial concepts at Ariel. Participating in the investment program helped me realize which industry I would like to have a career in. Overall it's had a powerful impact on my life so far!”



## Raven

Graduated from ACA in 2007  
Attended Dr. Martin Luther King College Preparatory High School  
Attended Southern Illinois University-Carbondale  
Currently, Cosmetologist and Salon owner

“I always took pride in being able to brag to my friends about being on Junior Board and how we would research stocks for our class to purchase. At that time, my friends had no idea what stocks and bonds were. The fact that I was one of the chosen few given the task of decision making for our class portfolio was always exciting. The investment program at Ariel gave me a jump start to being an adult. We as adolescents were being taught things that our parents had not been taught.”



## Victoria

Graduated from ACA in 2008  
Attended University of Chicago Laboratory Schools  
Graduated from Babson College in 2016  
Currently, Institutional Sales and Marketing Intern at Ariel Investments

“The financial education curriculum at ACA helped to set me on the path to wanting to be in finance. It also taught me a lot about personal finance and how to manage my own money, my debt, and how to start investing. It was through my early start at ACA that I was able to save up enough money at 23 to become a homeowner.”



## Kenya

Graduated from ACA in 2007  
Attended Walter Payton College Preparatory High School  
Graduated from Roosevelt University in 2014; Prospective MBA student  
Currently, Treasury Associate

“The financial curriculum is the reason why I am in the finance field today. I am very appreciative that I was introduced to investing, budgeting, saving, and entrepreneurship at such a young age. I loved the financial literacy I was taught and I knew then that I wanted to go to college and major in Finance. Having a plan so young put me on the right track for success. Financial literacy isn't taught in schools yet it is something that kids will use every day. I am very grateful for my experience at ACA.”

# About Futures

Financially-Literate Kids for a Financially Literate-Society™

## Welcome to FUTURES!

**FUTURES: Financially-Literate Kids for a Financially Literate-Society™**, sets the stage for a powerful and positive future for the students in your class. As an instructor of this program, you have the opportunity to challenge, awaken and intrigue your students to discover the extent of their current potential and shape their even bigger futures!

**The goal of FUTURES is to provide a robust financial education program for students. Whether it be learning to invest in securities, such as stocks, bonds, and mutual funds, the fundamentals of becoming an entrepreneur or conducting a cost/benefit analysis or credit, the program offers students a point of view that will empower them to make wise money choices—long into their futures.**

## The FUTURES Focus

Developing a point of view and appreciating differing points of view are twenty-first-century skills, essential in the investment profession and thus integral to this program. The main idea that drives this program is making content relevant by emphasizing real-time, real-world connections. This program includes **opportunities for students to experience the real world applications of the concepts herein.**

We deliver this experience, in part, by:

- using current, relevant and appropriate websites, **note: all third party materials were approved at the point of production.**
- accessing public company reports,
- using informational texts to research business, and
- incorporating technology.

The risk when publishing a program like this is that the real world changes faster than content updates can be made. While this may occur from time to time, we have confirmed with teachers that the benefits of providing students with real-world examples far outweighs the risk. Access to and infusion of additional websites

by these teachers further offsets any such risk. We encourage teachers to supplement the information provided with additional news articles and current market research.

## Structure

FUTURES is organized into four strands, or main topics: **Personal Finance, Economics, Entrepreneurship** and **Investing**. Each of these four overarching strands includes between six to nine unique, stand-alone sections, each of which contains five progressive levels of instruction. These five lessons increase in complexity and rigor, moving from the Basic Understanding level up to Advanced Understanding and Application.

### Basic Understanding

### Basic Application

### Intermediate Understanding

### Intermediate Application

### Advanced Understanding and Application

The suggested grade range for this program spans from third through ninth grades. However, each section's Lesson Plans are easily adapted to older students as well as to younger students depending on students' level of experience and understanding.

The education philosophy of FUTURES is modeled on Bloom's Taxonomy, as illustrated in the graphic shown below.



## Section Resources

Each section begins with a detailed planning guide followed by an array of section resources that teachers can utilize in a range of ways as they progress through the program's content. These accompanying handouts and resources include projectables of presentations, worksheets, charts, and other student materials. Any of these resources may be used as provided or may be modified by teachers to best reflect students' learning styles and abilities.

FUTURES encourages all teachers to utilize their direct knowledge of student strengths and challenges to adapt, modify, and create additional resources to help all students fully understand the program concepts. Answers to Discussion Questions and possible scenarios are provided in the Teacher's Guide in **magenta** to offer teachers ongoing support through the program. While student answers may vary, these suggested answers help teachers to evaluate student responses, provide examples to students and steer class discussion.

## Assessment

All lessons from basic to advanced contain an assessment. These assessments may be used as pre- and post-tests to measure students' content knowledge and growth.

Lesson plans and assessments align to the national Jump\$tart Personal Finance Standards and National Council of Economic Education (NCEE) economics standards. In addition, Common Core State Standards for Math and English Language Arts that relate to the section are also provided where applicable.

The Basic and Intermediate Understanding level lessons in each section include more formative assessments than Intermediate Application and Advanced lessons to ensure that students have command of fundamental concepts. As lessons develop into a deeper experience at the Intermediate Application and Advanced levels more cumulative and performance-based assessments will become evident. The Standards guide for each strand allows for ease of comparison between and among the lesson plans in the strands.

## Instructional Sequence

The order for teaching the strands is fluid. Strands may be taught in any order, although **Investing** is likely to be more difficult for students who do not yet have the background that the **Personal Finance, Economics, and Entrepreneurship** strands provide. Strands work in any order, though the program's creators recommend the following order:

**Personal Finance**  
**Economics**  
**Entrepreneurship**  
**Investing**

This sequence progresses from basic economic information to students' personal interactions with the economy. It then expands into business' roles in the economy and ends with corporations' and investors' decision-making. This order can be used with the vertical or horizontal approach to instruction, and while it is recommended, it is not required.

## Additional Lesson Aspects

The Reflection question at the end of each lesson encourages students to think deeply about the concept, and develop their own point of view. This inquiry approach is designed to inspire students to nurture their own perspectives by thinking critically and sharing their opinions with others.

An Investing Glossary featuring definitions of key term begins on page \_\_\_ of this Program Overview. This glossary borrows from definitions as provided by Jump\$tart and NCEE, with revisions, additions, and omissions intended to best serve the goals of the program, according to the program's creators.

Every section's Planning Guide includes technology and subject area extensions. Social studies, math, and science connections demonstrate interconnections between these subjects. These additional activities enhance and extend student learning. Teachers will use their judgment as to the appropriateness of each extension for particular classes and students based on difficulty level. In addition, while not every student or classroom may be equipped to complete technology extensions, these extensions may be modified to suit the instructor's and students' needs or omitted entirely.

**FUTURES: Financially-Literate Kids for a Financially Literate-Society™** encourages students to develop and form their points of view of finance and investing, while honing their critical-thinking skills as they progress through the depth and breadth of the strands and sections of the program.

**Real-time, real-world connections drive student interest and create effective links between academic content and the business world.**

**This unique multidisciplinary approach elevates student learning, allowing educators and school districts to prepare students to compete in and become leaders of our ever-changing global marketplace—in their FUTURES!**



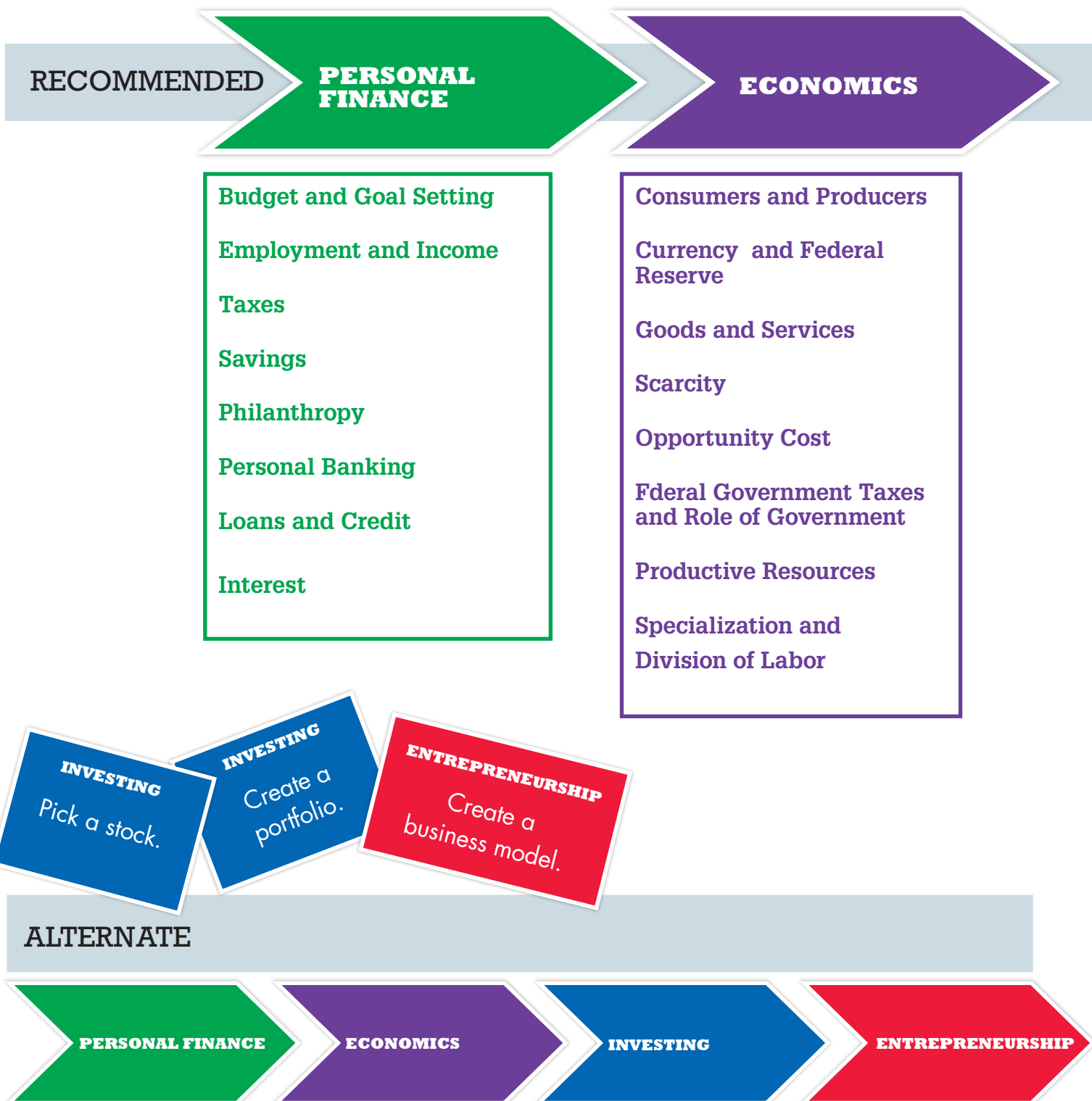


## Ways to Use This Program, *continued*

This program was designed so that the sequence for teaching strands is fluid.

However, program designers understand that it may be difficult to teach the **Investing** strand without the prior knowledge established in the **Personal Finance** and **Economics** strands.

**Entrepreneurship** is regarded as a self-contained strand in that the concepts presented do not necessarily rely upon understanding concepts from the other strands.



# Futures

was designed so that the sequence for teaching strands is fluid.



## Ways to Use This Program, *continued*

Depending on the readiness of your students and the outcomes you want to achieve—FUTURES may be taught in a variety of ways. Two possible orders for instruction include a graduated or lateral approach. Instructors who choose the **graduated approach** deliver all five lessons on a single topic as a sequential unit, assessing along the way and giving students the information they need to become masters on the section topic, while sequentially working through each of the four Strands.

With the **lateral approach** instructors deliver all the Basic Understanding lessons across a strand first, thus giving students a broad base of familiarity with the strand's topics before teaching all the Basic Application lessons. Instructors who teach students with a substantial amount of background knowledge on specific topics may find they do not need to teach the Basic Understanding and Basic Application levels and may jump directly to Intermediate Understanding or Intermediate Application.



### BASIC UNDERSTANDING

Basic Understanding lessons correspond to the “remembering” level of Bloom’s Taxonomy. These lessons define vocabulary and concepts and familiarize students with what is to come. Basic Understanding lessons are geared toward students with no previous experience with or knowledge of the topic. *Suggested grade range for Basic Understanding and Application lessons is from third to sixth grade; lessons may easily be adapted to older or younger students depending on their levels of expertise.*

### BASIC APPLICATION

Basic Application lessons correspond to the “understanding” level of Bloom’s Taxonomy. These lessons dig deeper into the concepts and vocabulary, helping students acquire a working knowledge of what concepts mean and how they are used. Basic Application lessons are geared toward students with limited experience, such as those who have just completed the Basic Understanding lessons on the same topic. *Suggested grade range for Basic Understanding and Application lessons is from third to sixth grade; lessons may easily be adapted to older or younger students depending on their levels of expertise.*

### INTERMEDIATE UNDERSTANDING

Intermediate Understanding lessons correspond to the “applying” level of Bloom’s Taxonomy. Students apply the concepts and vocabulary to different scenarios in order to begin using the concepts as they would be applied in real life. Intermediate Understanding lessons are geared toward students with some experience studying the concept, such as those who have completed Basic Understanding and Basic Application lessons on the same topic. *Suggested grade range is from fourth to seventh grade; lessons may easily be adapted to older and younger students with some experience.*

### INTERMEDIATE APPLICATION

Intermediate Application lessons correspond to the “analyzing” level of Bloom’s Taxonomy. Students analyze concepts and vocabulary in a variety of real-world contexts and deduce benefits and costs of decisions. Intermediate Application lessons are geared toward students with a high level of experience studying the concept, such as those who have completed Basic Understanding, Basic Application, and Intermediate Understanding lessons on the same topic. *Suggested grade range is from fifth to eighth grade; lessons may easily be adapted to older and younger students with some experience.*

### ADVANCED UNDERSTANDING AND APPLICATION

Advanced Understanding and Application lessons correspond to the “creating and evaluating” levels of Bloom’s Taxonomy. These lessons are the most complex; students apply their knowledge combined with the concepts and vocabulary to present hypotheses, interpret data, make informed decisions, and create original work that exemplifies the reasoning behind those decisions.

Advanced Understanding and Application lessons are geared toward students with advanced levels of experience studying the concept, such as those who have completed the Basic Understanding, Basic Application, Intermediate Understanding, and Intermediate Application lessons on the same topic. *Suggested grade range is from sixth to ninth grade; lessons may easily be adapted to older and younger students with some experience.*

Keep interested in  
your **own career**,  
however humble;  
**it is a real possession**  
in the changing  
fortunes of time.

—*Desiderata*

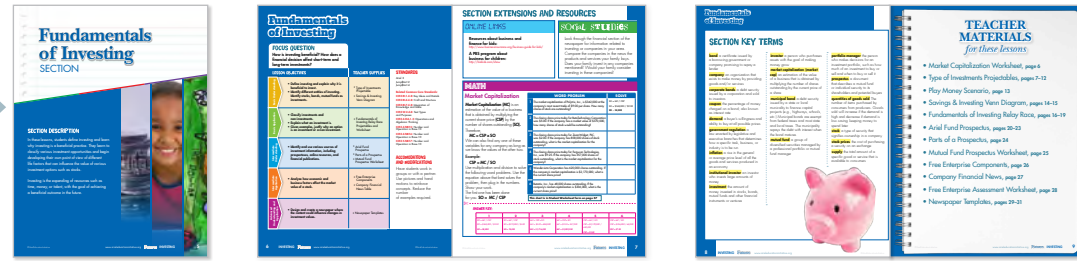
# Section Roadmap

4 PROGRAM STRANDS



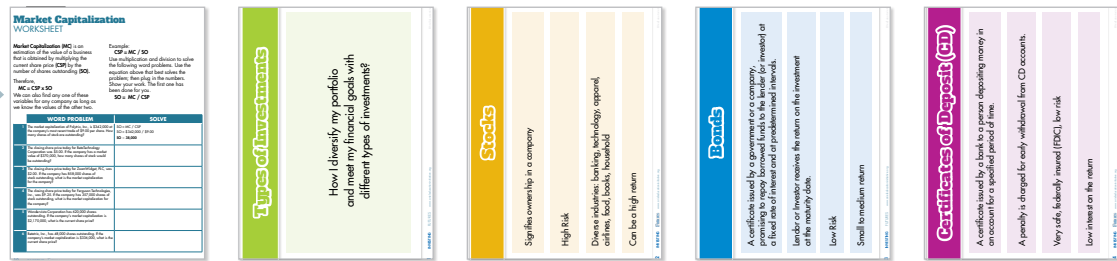
## PLANNING

29 STRAND SECTIONS



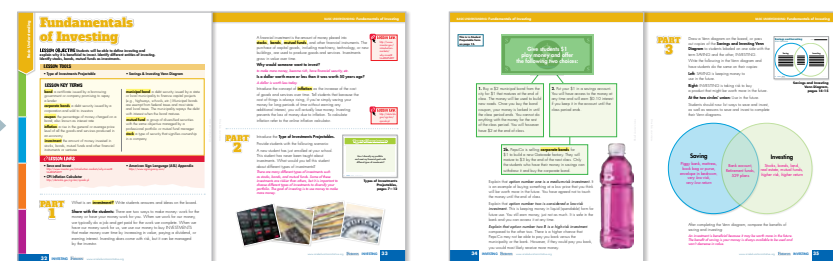
## RESOURCES

RESOURCES TO SUPPORT 5 LESSONS PER SECTION



## LESSONS

5 LESSON GUIDES



The five lessons in each section of each strand continue through completion.

# What's Inside Each Section?

To illustrate the various features and aspects of each lesson in each section of the four strands of this program, the following pages showcase the intentions behind each element.

## SECTION PLANNING GUIDE

### Social Responsibility

**FOCUS QUESTIONS**  
In what ways can companies be socially responsible? How is social responsibility beneficial to companies, communities, and consumers?

	LESSON OBJECTIVES	TEACHER SUPPLIES	STANDARDS
Basic Understanding	<ul style="list-style-type: none"> <li>Identify how a for-profit company can be socially responsible.</li> </ul>		<b>NCEE 10 Institutions</b> Jump\$tart Planning and Money Management 5 <b>CCSS RL.1.4-8</b> Key Ideas and Details <b>CCSS RI.4.4-8</b> Craft and Structure <b>CCSS SL.1.4-8</b> Comprehension and Collaboration <b>CCSS SL.4.4-8</b> Presentation of Knowledge and Ideas <b>CCSS L.6.4-8</b> Vocabulary Acquisition and Use <b>CCSS W.2.4-8</b> Text Types and Purposes
Basic Application	<ul style="list-style-type: none"> <li>Describe how a for-profit company can be socially responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Chipotle Restaurant and Foundation Document</li> <li>Chipotle Foundation Worksheet</li> </ul>	<b>ACCOMMODATIONS AND MODIFICATIONS</b> The students can be paired or work in mixed-ability groups to accommodate differentiation. Teachers can read aloud and provide text support through varied modalities (display on whiteboard, provide illustrations, etc.).
Advanced Understanding	<ul style="list-style-type: none"> <li>Demonstrate how a private charitable organization works.</li> <li>Discuss how companies align their social responsibility projects with their mission.</li> <li>Demonstrate how a for-profit company can be socially responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Social Responsibility Campaign Reflection Worksheet</li> <li>The Three P's of Corporate Social Responsibility</li> </ul>	
Intermediate Application	<ul style="list-style-type: none"> <li>Examine how a for-profit company can be socially responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Social Responsibility Worksheet</li> </ul>	
Advanced Understanding and Application	<ul style="list-style-type: none"> <li>Design a corporate social responsibility philosophy.</li> <li>Assess and demonstrate how a for-profit company can be socially responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Five-Paragraph Essay Projectable</li> <li>How Will You Give Back? Projectable</li> <li>How Will You Give Back? Worksheet</li> </ul>	

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### Standards

Each section of this program related to the following instructional standards: Jump\$tart Personal Finance Standards, National Council of Economic Education (NCEE) economics standards and the Common Core state standards.

### Accommodations and Modifications

Each section lists example Accommodations and Modifications for teachers to implement. The recommendations and modifications that are detailed in this program are not meant to be exhaustive. Teachers should use their knowledge of their students' specific needs and abilities to determine the best Accommodations and Modifications to implement. The examples of Accommodations and Modifications provided are meant to be used in conjunction with those more formal and specific Accommodations and Modifications as outlined and detailed in students' Individualized Educational Plans (IEPs) where applicable.

Each section within the program may include all or some of the following extensions—

- ONLINE LINKS
- MATH
- SCIENCE
- SOCIAL STUDIES
- WRITING
- LANGUAGE ARTS
- COMMUNITY OUTREACH

**SECTION EXTENSIONS AND RESOURCES**

**ONLINE LINKS**

Read more about the world's most admired companies: <http://fortune.com/worlds-most-admired-companies/>  
 Top 100 leading companies in social responsibility regarding green efforts: <http://www.ihscro.com/100-best/the-100-best-corporate-citizen/>  
 Additional information from the IRS on 501(c)3 plans: <http://www.irs.gov/charities/charitable/article/0,,id=96099,00.html>

**SOCIAL STUDIES**

Research companies that donate money to educational endeavors or underprivileged children. They may award scholarships, donate goods, or provide grants for books or supplies. Describe the companies and the charities they endorse.

**SCIENCE**

Find companies that devote resources specifically to scientific research and/or development of new concepts, products, or methods.

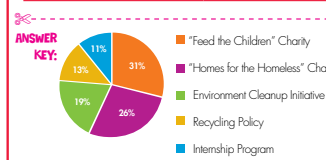
**COMMUNITY OUTREACH**

Find a way to serve others:  
 • Organize a charitable event.  
 • Help people who are victims of a natural disaster.

**MATH**

A large, socially responsible corporation donates \$1 million to worthy causes each year. Using the table below, design a color-coordinated pie chart titled **Social Responsibility Fund** to indicate the percentages of funds. Label each piece. You can use a computer program or draw it freehand.

DONATION TYPE	% OF \$1 MILLION
Feed the Children	31%
Homes for the Homeless	26%
Environment Cleanup Initiative	19%
Recycling Policy	13%
Internship Program	11%



**WRITING**

How can a profitable company show social responsibility? Devise a plan for a new company that has recently become successful. Show the charity/charities the company would fund and how repairs would be conducted.

**Section Extensions and Resources**

Each section in this program provides supplemental information to extend students' learning. Online links as well as activities in core subjects (Reading/Language Arts/Writing, Math, Science, and Social Studies) are provided for use at the discretion of the teacher. Based on the extension type's appropriateness of and connection to the section's content, the types of extensions and resources provided will vary. Some sections also include Community Outreach extensions which further provide students opportunities for real-world application of the concepts they are being taught.

**Lesson Navigation and Section Navigation**

These color-coded tabs help teachers quickly access and identify the lessons within each section.

**Lesson Objective**

The objective from the Section Planning guide is repeated here for instructor convenience.

**Answers**

Answers are shown in **magenta** to make them clear and easy to find.

BASIC UNDERSTANDING: Social Responsibility

## Social Responsibility

**LESSON OBJECTIVE** Students will be able to identify how a for-profit company can be socially responsible.

**LESSON TOOLS**  
None required beyond this lesson guide.

**LESSON KEY TERMS**

**charitable organization (charity)** an organization distributing or supported by funds set aside for humanitarian purposes

**employee** someone who is hired to produce goods and services for an organization

**NYSE** acronym for the New York Stock Exchange, which is located in New York City and provides services for stock brokers and traders to trade securities

**LESSON LINKS**

- **TOMS' Corporate Responsibility Philosophy**  
<http://www.toms.com>  
<http://www.toms.com/social-entrepreneurship-fund/>
- **H&M**  
<http://about.hm.com/en/sustainability.html>
- **J. CREW**  
[http://www.jcrew.com/flatpages/social\\_responsibility.jsp](http://www.jcrew.com/flatpages/social_responsibility.jsp)

**profit** the amount of money earned by a company after all expenses have been paid

**stock** shared ownership in a company

**nonprofit** a corporation or organization that conducts business for the benefit of the general public without a profit motive; nonprofit organizations are granted tax-exempt status by the Internal Revenue Service (IRS)

**NOTE TO INSTRUCTOR:** View TOMS' corporate responsibility philosophy. Other clothing companies with socially responsible missions:  

- H&M
- J. CREW

**PEOPLE** Example: TOMS Shoes  
 • TOMS' Social Entrepreneurship Fund invest in the next generation of entrepreneurs using business to improve lives.

**PLANET** Uses soy-based ink  
 Uses organic cotton

**HOW WILL THIS IMPACT A CONSUMER'S PERCEPTION OF THIS COMPANY?**  
 Customers will want to support the creation of new businesses that will have a positive social impact.  
 Customers will want to support the planet and will buy more to support the cause.

**HOW IS THIS SOCIALLY RESPONSIBLE?**  
 TOMS supports small businesses, which leads to support of local communities and their economies.  
 TOMS does not use any products that harm the environment.

**PART 1** Have students brainstorm answers to the following questions:  
 How can a business be socially responsible?  
 Can you think of any examples? (Companies that use recyclable materials, car manufacturers of eco-friendly vehicles, donating some profits to charities)  
 What does it mean to be socially responsible?  
 How can we show social responsibility for others?  
 How can people show social responsibility for animals? The Earth? The less-fortunate?

**A nonprofit** a corporation or organization that conducts business for the benefit of the general public without a profit motive. Therefore, it should provide its goods or services free or below cost.

**276** ENTREPRENEURSHIP Futures [www.arieeducationinitiative.org](http://www.arieeducationinitiative.org)

This chart is in student projectable form on page 262.

These questions are in student worksheet form on page 265.

**Section Key Terms**  
 The referent key terms used in each section are outlined at the beginning of each section. The key terms glossary is meant to preview the functional definition of each term before it is used in context within the lesson.

**SECTION KEY TERMS**

- 501(c)(3)** the portion of the U.S. IRS code that allows the federal tax exemption of nonprofit organizations
- bottom line** the final total of an account, balance or other financial document
- charitable organization (charity)** an organization distributing or supported by funds set aside for humanitarian purposes
- community outreach** the interaction between the representatives of the company and members of the community
- consumer** someone who uses goods and services to satisfy his/her economic wants
- employee** someone who is hired to produce goods and services for an organization
- integrity** maintaining moral and ethical principles; soundness of moral character; honesty
- nonprofit** a corporation or organization that conducts business for the benefit of the general public without a profit motive; nonprofit organizations are granted tax-exempt status by the Internal Revenue Service (IRS)
- NYSE** acronym for the New York Stock Exchange, which is located in New York City and provides services for stock brokers and traders to trade securities
- philanthropy** seeking to promote the welfare of others, especially by donating money to good causes; generous and benevolent
- profit** the amount of money earned by a company after all expenses have been paid
- proxy statement** document with detailed information about a corporation issued to its shareholders
- renewable resource** any natural resource, such as wood or solar energy, that can be replenished naturally with the passage of time
- socially responsible** acting with concern and sensitivity to society at large
- stock** shared ownership in a company
- vision** the goal a company wishes to attain with a product or service it is providing



**Lesson Tools**

This panel of each lesson planner specifies the teacher resources for the lesson.

**Teacher Notes**

On occasion, program designers provide specific notes to teachers that help them to teach the lesson.

**Lesson Key Terms**

These terms are a subset of section key terms that are introduced in the lesson.

**Lesson Links**

These links will connect teachers to online resources necessary to teach the lesson.

**Boxed Resource Reference**

These boxed references indicate exact page locations where teachers will find a projectable version of the information shown in the teacher's resources for each lesson. Projectables may be duplicated, projected, or electronically shared with students, at the discretion of the teacher.

# Using the Resources in Each Section

# One Resource, Multiple Presentation Options

Resources in this program may be used in classroom and after-school settings in a variety of ways.

## TEACHER MATERIALS

*for these lessons*

- Corporate Responsibility Worksheet, page 262
- Socially Responsible Missions Worksheet, page 263
- Chipotle Cultivate Foundation Worksheet, page 264
- The Three Ps of Social Responsibility, page 265
- Social Responsibility Campaign Reflection Worksheet, page 266
- Companies to Research Projectable, page 267
- Analyzing Social Responsibility Worksheet, pages 268–269
- Corporate Responsibility Scenario, page 270
- Three P's Corporate Responsibility Worksheet, page 271
- How Will You Give Back? Projectable, page 272
- How Will You Give Back? Worksheet, page 273
- Five-Paragraph Essay Worksheet, pages 274–275

www.arieeducationinitiative.org Futures ENTREPRENEURSHIP 261

### Table of Contents

This page details the specific resources included for the section. The actual resources immediately follow this listing for convenience.

### Page Numbers

Each resource is also identified with a corresponding page number to help provide easy access.

### Resource Type

Each resource is described by type, whether it is a projectable, worksheet, chart, graphic, etc. to aid instructors in selecting the resources best suited for their students. These guides are also designed to help with advance planning in order to make copies, gain access to projectable technology or otherwise plan for teaching the lessons.

The resource may be projected onto a **WHITEBOARD** by accessing the digital version.



The resource may be **DUPLICATED** for distribution to students to use during class to take home for completion.



### Social Responsibility

**LESSON OBJECTIVE** Students will be able to identify how a for-profit company can be socially responsible.

**LESSON TOOLS**

None required beyond this lesson guide.

**LESSON KEY TERMS**

**charitable organization (charity)** an organization distributing or supported by funds set aside for humanitarian purposes

**employee** someone who is hired to produce goods and services for an organization

**NYSE** acronym for the New York Stock Exchange, which is located in New York City and provides services for stock brokers and traders to trade securities

**NOTE TO INSTRUCTOR:** View TOMS' corporate responsibility philosophy. Other clothing companies with socially responsible missions:

- **H&M** <https://www.hm.com/en/sustainability.html>
- **J. CREW** <https://www.jcrew.com/Responsibility/Corporate-Responsibility.aspx>

**profit** the amount of money earned by a company after all expenses have been paid

**stock** shared ownership in a company

**nonprofit** a corporation or organization that conducts business for the benefit of the general public without a profit motive; nonprofit organizations are granted tax-exempt status by the Internal Revenue Service (IRS)

**LESSON LINKS**

- TOMS' Corporate Responsibility Philosophy <https://www.toms.com/social-responsibility/>
- H&M <https://www.hm.com/en/sustainability.html>
- J. CREW <https://www.jcrew.com/Responsibility/Corporate-Responsibility.aspx>

**PART 1** Have students brainstorm answers to the following questions:

- How can a business be socially responsible?
- What does it mean to be socially responsible?
- Can you think of any examples? (Companies that use recyclable materials, car manufacturers of eco-friendly vehicles, donating some profits to charities)
- How can we show social responsibility for ourselves? (The less-learned)
- How can people show social responsibility for themselves? (The less-learned)

A **nonprofit** is a corporation or organization that conducts business for the benefit of the general public without a profit motive. Therefore, it should provide its goods or services free or below cost.

Define the two ways a company can be **socially responsible**. Acting with **concern and sensitivity** and being **aware of the impact** of the company's actions on others, particularly the disadvantaged. Choosing to **act-for-profit** or **creating its own not-for-profit** entity to support a cause.

Provide students with the **Corporate Responsibility Worksheet** to answer the following question: In what ways can a clothing company be socially responsible for people and the planet?

	WHAT CAN THE COMPANY DO?	HOW WILL THIS IMPACT A CONSUMER'S PERCEPTION OF THIS COMPANY?	HOW IS THIS SOCIALLY RESPONSIBLE?
<b>PEOPLE</b>	Example: TOMS Shoes • TOMS' Social Entrepreneurship Fund invests in the next generation of entrepreneurs, using business to improve lives.	Customers will want to support the creation of new businesses that will have a positive social impact.	TOMS supports small businesses, which leads to support of local communities and their economies.
<b>PLANET</b>	Uses soy-based ink. Uses organic cotton.	Customers will want to support the planet and will buy more to support the cause.	TOMS does not use any products that harm the environment.

**PART 2 REFLECT**

How are you socially responsible?

How is your family socially responsible?

The exact content of the resource also appears in the **LESSON GUIDE** for point-of-use reference while teaching.

Lesson Links

Lesson Link

How Chipotle Partners with Charitable Organizations to Help the People and Planet

<https://www.cultivatefoundation.org/grants-and-partners>

BASIC APPLICATION: Social Responsibility

**Lesson Link** How Chipotle Partners with Charitable Organizations to Help the People and Planet <https://www.cultivatefoundation.org/grants-and-partners>

Divide class into groups. Each group will write down examples of integrity with animals, people, or the planet.

**Group 1: Animals** will read the description of **How Chipotle Raises Their Animals** (pork, beef, chicken, dairy cattle).

**Group 4: Partners** will read the description of **How Chipotle Partners with Charitable Organizations to Help the People and Planet**.

**Group 2: People** will read the description of **How Chipotle Helps Local Farmers**.

**Group 3: Environment** will read the description of **How Chipotle Works to Reduce Waste and Help the Environment**.

The four groups will share their findings with the whole class. Groups should include how Chipotle demonstrates integrity through examples and visuals (pictures). Students can use self-stick notes to write examples and draw pictures of integrity. Students can post these integrity examples to a Group Poster.

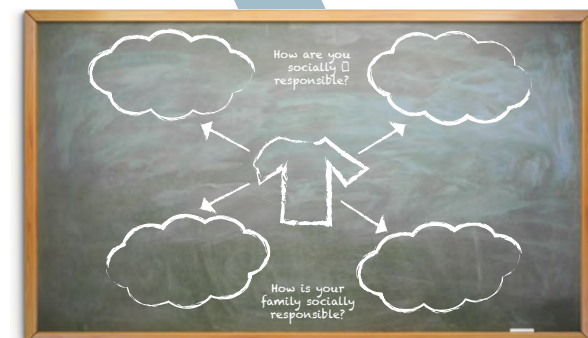
Chipotle not only treats people, animals, and the environment with integrity, but it has also partnered with a few organizations and made charitable donations. Students can highlight examples of Chipotle's monetary charity work on the **Chipotle Foundation Worksheet**.

Chipotle Cultivate Foundation Worksheet, page 264

Students and teachers may also access the digital PDF version of the resource on a **TABLET** or **LAPTOP**.

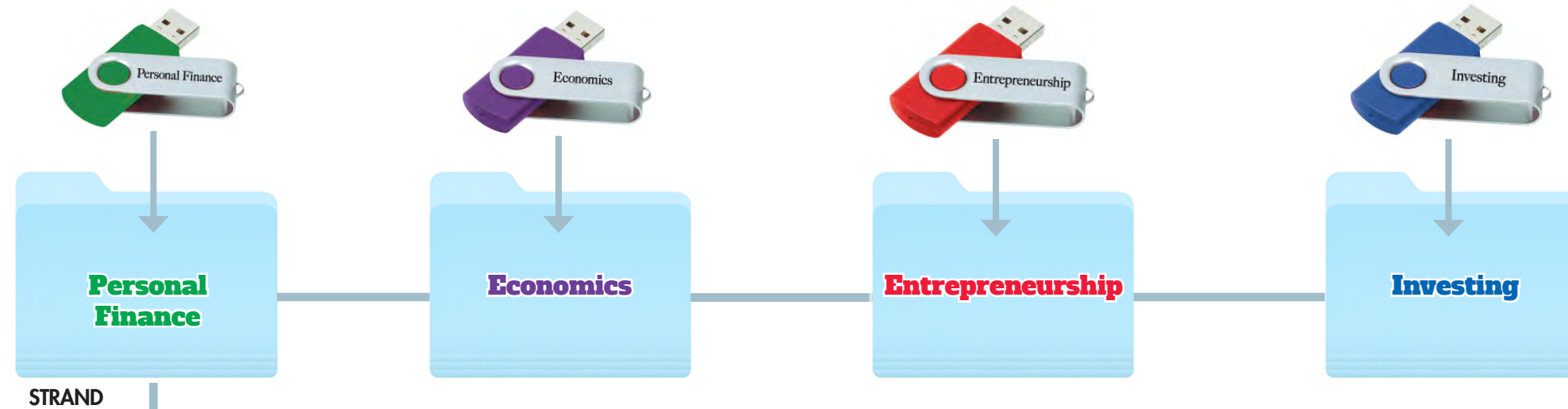


Teachers may also replicate the resource content on a **CHALK BOARD** or create a class poster.



# Digital Delivery Roadmap

FUTURES: Financially Literate Kids for a Financially Literate Society can be accessed electronically™. Each resource kit is complete with a set of USB flash drives to maximize content delivery in schools. With electronic delivery, the material can be distributed and accessed widely and multiple teachers can use this resource simultaneously.



STRAND

## SECTIONS WITHIN THE STRAND



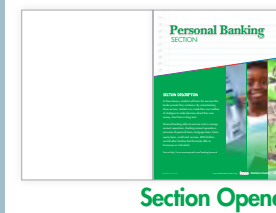
## FOLDERS WITHIN THE SECTION

TEACHER RESOURCES

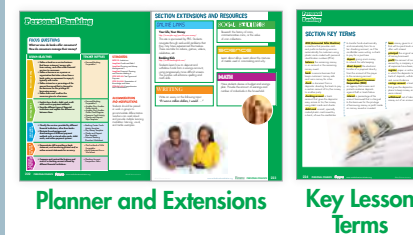
LESSON GUIDES

## TEACHER GUIDE FOR ALL LESSONS IN THIS SECTION

### TEACHER PLANNING PAGES FOR SECTION



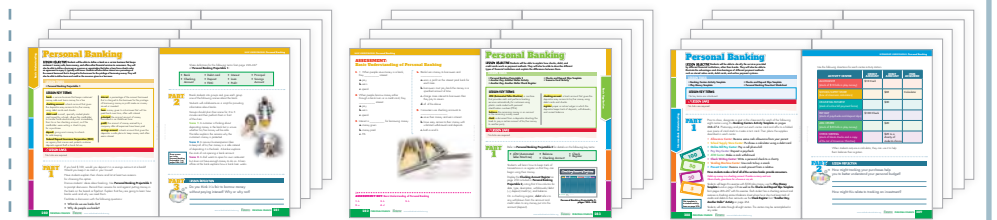
Section Opener



Planner and Extensions

Key Lesson Terms

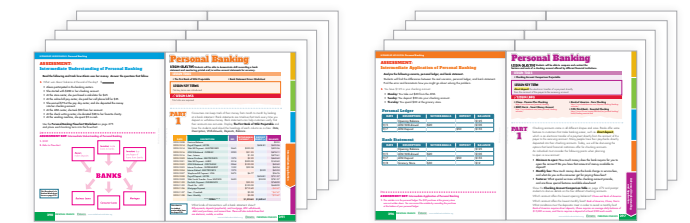
### TEACHER LESSON GUIDE PAGES



Basic Understanding Lesson

Basic Application Lesson

Intermediate Understanding Lesson



Intermediate Application Lesson

Advanced Understanding and Application Lesson

## RESOURCES FOR THE SECTION

The Teacher Resources in this section of this strand continue through to completion.

**I** am  
and always  
will be a  
**catalyst for  
change.**

—*Shirley Chrisolm*

# PERSONAL FINANCE

## TABLE OF CONTENTS

### Budget and Goal Setting



Students will be able to define the term budget and the various categories within a budget.

PAGE 1

### Philanthropy



Students begin with a basic understanding of charitable organizations, philanthropy, and ways they can donate to various causes.

PAGE 179

### Employment and Income



Students will explore employment, careers, and income.

PAGE 49

### Personal Banking



Students will learn the services that banks provide their customers.

PAGE 221

### Taxes



Students review taxes from the point of view of both the individual and the government.

PAGE 93

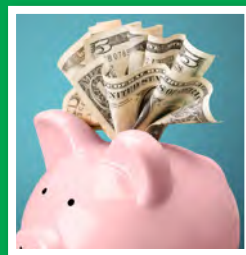
### Interest



Students will make a connection to incentives and interest.

PAGE 301

### Savings



Students will clearly define savings and find safe places to save money.

PAGE 141

### Loans and Credit



Students will explore forms of payment options, in particular using cash versus credit.

PAGE 331

# ECONOMICS

## TABLE OF CONTENTS

### Consumers and Producers



Students will be able to differentiate between a consumer and producer.

PAGE 1

### Currency and Federal Reserve



Students will explore the role of the Federal Reserve in shaping the economy.

PAGE 41

### Goods and Services



Students discover how goods and services are produced, consumed, and exchanged.

PAGE 105

### Scarcity



Students will explore why scarcity exists, examine their roles as consumers and producers, and experience how resources are allotted.

PAGE 157

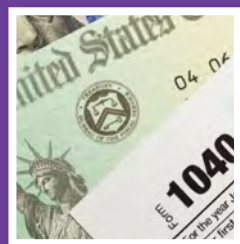
### Opportunity Cost



Students will be able to define and distinguish between a cost and a benefit.

PAGE 189

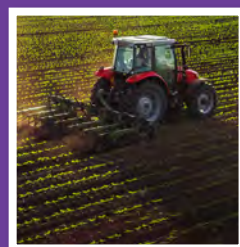
### Federal Government Taxes and Role of Government



Students develop a strong understanding of the role government plays in a society, such as the goods and services the government provides.

PAGE 227

### Productive Resources



Students have the opportunity to define, categorize and identify productive resources (natural, capital and human), using dramatization.

PAGE 293

### Specialization and Division of Labor



Students will be able to define division of labor and specialization, as well as give examples of each.

PAGE 327

# ENTREPRENEURSHIP

## TABLE OF CONTENTS

### Business Operations



Students will learn the elements of small business ownership and franchising.

PAGE 1

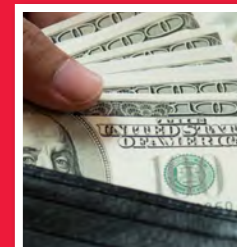
### Business Startup and Financing



Students learn how to make financing decisions and become worthy candidates for credit.

PAGE 47

### Flow of Money



Students trace the movement of money from the customer to a business and learn how the company makes decisions with money received.

PAGE 91

### Entrepreneurship



Students will be able to explore the mindset and skill set of an entrepreneur.

PAGE 135

### Public and Private Corporations



Students will explore ways a business can organize.

PAGE 173

### Target Markets



Students begin to gain a basic understanding of marketing by making the connection between advertising and the targeted customer.

PAGE 217

### Social Responsibility



Students will learn how to apply an understanding of social responsibility to for-profit corporations and companies that exist as socially responsible organizations.

PAGE 257



# INVESTING

## TABLE OF CONTENTS

### Fundamentals of Investing



Students define investing and learn why investing is a beneficial practice.

PAGE 1

### Stocks



Students find out how to determine what it costs to own a stock and how they might go about choosing a stock.

PAGE 57

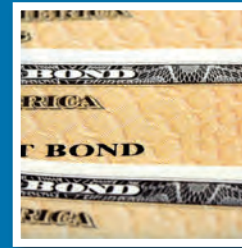
### Mutual Funds



Students learn about this investment option, its advantages and disadvantages, and how to evaluate mutual funds as an investment options.

PAGE 115

### Bonds



Students will learn the characteristics of a bond and what key information is needed to evaluate a bond as an investment choice.

PAGE 177

### Purchasing Investments



Students will learn about the stock market, the roles of financial advisors, how to make a self-directed investment purchase, and how to buy certain stocks directly from the company.

PAGE 225

### Portfolio Management



Students plan to make their investments grow by learning to manage risk.

PAGE 271

