
Market Structures & Personal Finance || Buying Stock 101

Goals & Objectives

- Learn basic concepts behind stocks and the stock market.
- Work collaboratively to discuss content.
- Use material to analyze graphs and log stocks.

California State Content Standards

- 12.6.1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

Common Core Literacy Standards

[CCSS.ELA-Literacy.SL.11-12.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.11-12.2](#)

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.5](#)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Driving Historical Question

Why is the stock market important to individuals, companies and for the general economic health of the Western Hemisphere?

Lesson Introduction (Anticipatory Set) ||

Once the bell rings the students will listen to the teacher as the daily objectives and vocabulary are read aloud. Students will write the vocabulary in their notebooks. After the objectives and vocabulary are discussed, the teacher will ask if the students or their parents have any stock or what they would buy if they could purchase stock. Once discussed, the teacher will ask if the students know how stocks work. This helps the teacher understand the degree of prior knowledge.

Vocabulary (Content Language Development) ||

Students will be introduced to vocabulary prior to actual content delivery. The teacher will define a second time prior to the reading. S/he will also define as the read is in progress. Students will be required to academically use these terms as they both read and write.

- Shares
- Dividends
- Capital Gains
- Broker
- Round Lot
- Odd Lot
- Stock Split
- Portfolio
- Bull Market
- Bear Market

Content Delivery (Method of Instruction) ||

Once the anticipatory set is completed the teacher will begin by discussing the most popular stocks. This is presented on a PowerPoint. The companies discussed are Tesla Motors, Disney Company, and Nintendo. This will be conducted as mini case studies looking into the history, the owners, and graphs of long-term and current stock trends. At this point the teacher will introduce how to read a stock analysis using the CNBC website. After all focus companies have been discussed, the teacher will ask students to determine the stock history of other companies using the same style graph. This will be conducted as a group discussion.

The teacher will then turn the class attention back to the PowerPoint where students get more in depth information on stocks and the stock market. When students are taught about splitting stocks and round/odd lots, students will receive information on various portfolios and, with a partner determine which sales were considered odd lots and which were round lots and where certain stocks split. To supplement this concept the students will watch a short clip on how stock splits can enhance their portfolios. Once again, students will bring their attention back to the PowerPoint and listen to the teacher explain the Dow Jones, and Standard & Poor 500 using the Internet.

Finally, students will have the opportunity to work with stocks, they will first be asked to explore the CNBC website looking at various stocks they may want to purchase. After several minutes, the teacher will explain to the students that s/he will be giving them \$10,000 to invest in the stock market. Students will see how to buy stocks through use of a PowerPoint and a Docu-cam. To do so the teacher will first show the students on the PowerPoint how to log and then buy stocks for him or her self and show, using the Docu-cam how to log stocks. Students will watch before receiving the handout. Once started, the teacher will monitor students by walking around the classroom and answering questions. These will be stamped by the teacher once their work has been evaluated.

Student Engagement (Critical Thinking & Student Activities) ||

Students will come into class ready to hear about the daily objectives and vocabulary and write both in their notebooks. The hook follows this daily activity. The hook consists of the teacher initiating a conversation about stocks, which they, or their parents, may own or which

ones they would like to own. Students will discuss with partners and then as a whole class, this will get them thinking about stocks to prepare for the upcoming content.

Students will then turn their attention to the front as the teacher introduces stocks via PowerPoint. The information will be explained with aid of the Internet, graphs and the history of specific companies. To apply this new content, students will use their iPhones or class set of iPads to navigate the CSNBC website to find other companies to analyze stock history. This will be done with a partner before findings are shared with the class.

Once again, students will view the PowerPoint to learn more content. Once the PowerPoint reaches slide 10, students will receive a portfolio containing various stocks. Students will be asked to identify odd lots, round lots, and stock splits. This will be completed in groups of 4 made up of peers in close proximity.

They will then listen as the teacher explains the newest project. This project allows students to invest \$10,000 into the stock market. Their goal is to spend all the money on what seem to be promising stocks. They will pick 5 - 8 different regular stocks and 2 commodity stocks. Shares are appropriated in any way the student sees fit. Students will find this information on the Internet through use of their cell phone or class set of iPads. Students will conduct this individually, but they are encouraged to talk among themselves so long as they are on task. They will bring their completed log to the teacher for review before the closing activity.

During the closing activity, students will discuss their purchases with a neighbor. They will explain their method of purchase and rationale. This will be a quick activity before they answer 3 questions presented by the teacher and listed on the PowerPoint.

Lesson Closure ||

The last 10– minutes of the class will be used to discuss the activity. The teacher will ask students which stocks and commodity stocks they purchased, if anyone put most of their money into one stock, and why they made their decisions. This will be a quick pair share followed by a short class discussion in which students have to answer 3 questions regarding stocks and their relationship with the content and individual interest.

Assessments (Formative & Summative)

Students will be assessed several ways throughout the period. The first assessment occurs during the hook activity and allows the teacher to gauge prior knowledge. This information can be used to determine how detailed the teacher must be when providing background information about stocks.

The teacher also assesses through group discussions, paired discussions and individual work. During group and paired discussions the teacher visits students to answer questions and guide them in the learning process. The stock buying assignment, which is done individually, will provide another opportunity for informal assessment. During this activity, every student is assessed on their ability to navigate the Internet and compute simple equations as the teacher checks every stock buying sheet.

Accommodations for English Learners, Striving Readers and Students with Special Needs

Accommodations are made for all learning types. Using differentiated teaching, this lesson helps students who struggle with reading, English learners, and students with other needs. Students who need additional aid in reading are accommodated through a succinct PowerPoint and during lecture when the teacher reads material aloud. These strategies also help students who are English learners. ELs are also accommodated through use of paired work and teacher guided learning. A shell is also used to accommodate learners of all types. By requiring students to take fewer notes, students are freer to listen and interact with the material. Finally, students work with the Internet and are encouraged to discuss their findings with peers.

Resources (Books, Websites, Handouts, Materials)

- Cell Phones/iPads
- PowerPoint
- Shell
- Pencil/Pen