



## Personal Finance Standards Sorting Cards for Grades 6 to 8

The **Personal Finance Standards Sorting Cards** are intended to be used as a tool by educators when undergoing curriculum development and review. Once printed, cut the cards along the lines and use them as manipulatives to sort the standards physically. Below are examples of how the sorting cards might be used:

- **Grade Level Sorting:** Teams with educators representing sixth, seventh, and eighth grades might work together to determine when students will receive standards-aligned instruction for each standard. Teams may want several sets of the cards available to allow repetition of standards across multiple grade levels.
- **Subject Area Sorting:** Educators from a single grade might work with the standards identified for their specific grade level and sort them by subject or topic, such as language arts, math, etc.
- **Unit or Lesson Organization:** During unit or lesson planning, the sorting cards can be used to divide standards between specific topics or areas of focus.

Note: Standards that were intentionally left blank are not included.

17.1.6-8.A

Compare short-, intermediate-, and long-term financial goals.

17.1.6-8.B

Explain why the opportunity cost of a decision might differ from one person or situation to another.



17.1.6-8.C

Analyze how people differ in their attitudes toward money.

17.1.6-8.D

Describe behavioral biases (e.g., mental accounting, anchoring, confirmation bias) that can affect financial decisions.



**17.1.6-8.E**

Describe important financial conversations people have and with whom they have them.

**17.1.6-8.F**

Identify personal information needed to establish a financial account.



17.1.6-8.I

Describe information people document and track for their personal finances.

17.2.6-8.A

Compare compensation methods, including hourly wage, salary, commission, tips, and piecework.



### 17.2.6-8.C

Analyze connections between the amount individuals might earn in various careers and the education or training that is required.

### 17.2.6-8.D

Compare ways people pay for education and training, including scholarships, grants, savings, military service, apprenticeships, and loans.



### 17.2.6-8.E

Explain factors that may impact a person's future income and employment status, including changes in technology, demand for workers, and the cost of post-secondary education.

### 17.2.6-8.G

Compare various forms of self-employment.



### 17.2.6-8.H

Interpret a pay statement and explain the relationship between gross pay, net pay, and payroll deductions.

### 17.3.6-8.A

Demonstrate making an informed purchase decision by evaluating price, product claims, and information from a variety of sources.



### 17.3.6-8.B

Apply mathematical skills to assess the impact of various ways retailers express prices (e.g., coupons, discounts, unit price).

### 17.3.6-8.C

Compare ways people organize and track their spending and income.



### 17.3.6-8.D

Explain the components of a personal budget (e.g., income, expenses, planned savings) and how budgeting can help people achieve their financial goals.

### 17.3.6-8.G

Describe the advantages and disadvantages of using various payment methods (e.g., cash, gift cards, debit cards, credit cards, mobile payments).



17.3.6-8.L

Calculate the sales tax for various types of purchases.

17.3.6-8.M

Describe ways people support charitable organizations by donating money, items, and time.



### 17.4.6-8.A

Explain the change in value over time of various assets.

### 17.4.6-8.B

Describe the process of creating, implementing, and adapting a personal savings plan.



### 17.4.6-8.C

Use different methods and tools to calculate the growth in savings given various scenarios (e.g., simple versus compound interest, starting age, years to save, and interest rates).

### 17.4.6-8.D

Describe similarities and differences between saving and investing.



### 17.4.6-8.E

Identify publicly traded companies, the goods and services they produce, and their current stock prices.

### 17.4.6-8.F

Identify factors influencing investment planning (e.g., age, income, debt, assets, goals, family size, risk tolerance).



### 17.4.6-8.G

Describe how people make money through investing (e.g., buying low and selling high, earning dividends, buy and hold).

### 17.4.6-8.J

Assess the impact of values and attitudes, including tolerance for risk, on saving and investing decisions.



### 17.5.6-8.A

Provide examples of financial risks people face (e.g., losing a job, needing to replace damaged property, paying medical expenses).

### 17.5.6-8.B

Describe how people manage the risk of financial loss through risk avoidance, reduction, retention, and transfer.



### 17.5.6-8.C

Compare various types of insurance and what is typically covered by each.

### 17.5.6-8.D

Describe factors that impact the amount an individual can expect to pay for insurance (e.g., coverage types and amounts, age, location, driving record).



**17.5.6-8.E**

Defend decisions to purchase or forgo insurance, extended warranties, and service contracts.

**17.5.6-8.F**

Describe how insurance works by pooling the premiums of many policyholders in order to pay for claims.



**17.5.6-8.H**

Describe strategies people can use to protect their personally identifiable information.

**17.6.6-8.A**

Explain how credit is established and tracked over time for an individual.



### 17.6.6-8.C

Discuss various forms of credit and their uses (e.g., credit cards, home loans, auto loans, student loans).

### 17.6.6-8.D

Summarize the differences between credit cards and debit cards.



### 17.6.6-8.E

Analyze factors that influence the total cost of paying with credit, including interest rates, fees, repayment period, and source of credit.

### 17.6.6-8.F

Explain why potential borrowers could reach different conclusions about the use of credit, including how much debt constitutes overborrowing.



### 17.6.6-8.G

Explain why lenders must provide borrowers with certain information (e.g., interest rates, annual percentage rates, fees, terms, conditions).