

Utah JumpStart Coalition

**8th Grade
FINANCIAL &
ECONOMIC
LITERACY
TOOLKIT**



utahjumpstart.org



Utah JumpStart Coalition

7-10 FINANCIAL & ECONOMIC LITERACY TOOLKIT

utahjumpstart.org

This guide identifies lesson plans and activities that meet [Utah's General Financial Literacy Strands and Standards.](#)

The Utah JumpStart Coalition gratefully acknowledges the following organizations that have created the resources identified in this toolkit:

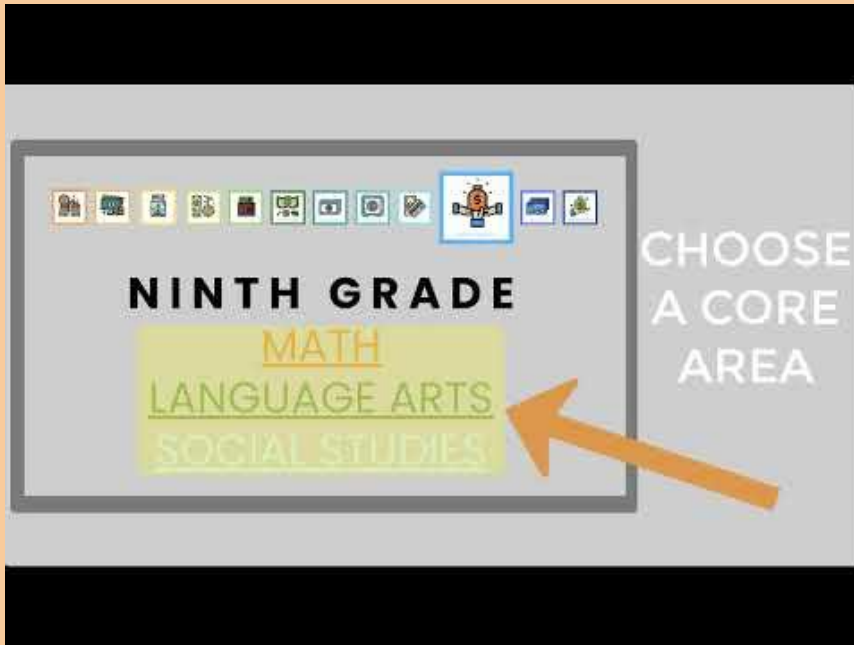
- [Finance in the Classroom](#)
- [Utah Education Network](#)
- [Econedlink](#)
- [US Mint](#)
- [Practical Money Skills](#)
- [Take Charge America](#)
- [Federal Reserve Bank of St. Louis](#)
- [University of Missouri - St. Louis](#)
- [Scholastic](#)
- [Tinker Federal Credit Union](#)
- [TeacherVision](#)
- [Better Lesson](#)



Utah JumpStart Coalition

7-10 FINANCIAL & ECONOMIC LITERACY TOOLKIT

utahjumpstart.org



How to Use the 7-10 Toolkit

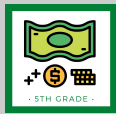
The brief introductory video introduces the K-6 Financial & Economic Literacy Toolkit and how to identify lesson plans and activities that meet a Utah math, language arts or social studies requirement while introducing a financial concept.

FINANCIAL & ECONOMIC LITERACY

CONCEPT MATRIX



| <i>Help using this tool (VIDEO).</i> | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11-12 |
|----------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Values, Culture & Economic Forces | | | | | | | | | | | | |
| Scarcity and Choices | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | | <input checked="" type="checkbox"/> |
| Coin Recognition & Counting* | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | | | | | |
| Monetary and Fiscal Policy | | | | | | | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| Opportunity Cost & Tradeoffs | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | | | | <input checked="" type="checkbox"/> |
| Economic Reasoning | | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | | | | | <input checked="" type="checkbox"/> |
| Supply & Demand | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| Values, Priorities & Goals* | | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Free Markets & Prices | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | <input checked="" type="checkbox"/> |
| Career Preparation, Sources of Income and Earning Power | | | | | | | | | | | | |
| Career Management & Income | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Entrepreneurship | | | | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| Business Plan Creation | | | | | <input checked="" type="checkbox"/> | | | | | <input checked="" type="checkbox"/> | | |
| Taxes | | | | <input checked="" type="checkbox"/> | | | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| Productivity | | <input checked="" type="checkbox"/> | | | | | | | | | | |
| Saving Methods and Investment Strategies | | | | | | | | | | | | |
| Saving & Financial Investments | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| Insurance | | | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Banking & Financial Services | | | <input checked="" type="checkbox"/> | | | | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Retirement Planning | | | | | | | | | | | | <input checked="" type="checkbox"/> |
| Money Management | | | | | | | | | | | | |
| Budgeting | | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Charitable Giving | | | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> |
| Online Commerce | | | | | | <input checked="" type="checkbox"/> | | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Renting & Buying a Home | | | | | | | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| Loans & Borrowing Money | | | <input checked="" type="checkbox"/> | | | | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Consequences of Gambling | | | | | | | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Identity Fraud & Theft | | | | | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | <input checked="" type="checkbox"/> |
| Bankruptcy | | | | | | | | | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |



EIGHTH GRADE

MATH

LANGUAGE ARTS

SOCIAL STUDIES

EIGHTH GRADE - MATH

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Tic Tac Taxes | Students will be able to understand the reason for taxes and evaluate which goods and services are provided by business and which by governments. |
| CATEGORY | Taxes | |
| STANDARD | Standard 8.MP.1 | |
| OTHER | Goods and Services Cards Business and Government Cards | |



EIGHTH GRADE - MATH

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Family Income | <p>Have each student estimate first, then determine the actual total yearly family income using the data provided on the worksheets.</p> <p>Following the worksheet exercise, conduct a class discussion for students to express their feelings about potentials for income.</p> |
| CATEGORY | Career Management and Income | |
| STANDARD | Standard 8.MP.1 | |
| OTHER | Anatomy of a Paycheck Video | |



EIGHTH GRADE - MATH

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Math and Taxes: A Pair to Count On | Students examine careers and reflect on how workers use math in their occupations. They study selected occupations, learning about the work skills (human capital) that different workers possess and salaries that those workers earn. Next, students learn about how taxes are paid on income that people earn and how income tax is calculated. |
| CATEGORY | Career Management and Income | |
| STANDARD | Standard 8.MP.1 | |
| OTHER | | |



EIGHTH GRADE – MATH

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Why We Pay Taxes <ul style="list-style-type: none"> • Student Guide • Teacher Guide | <p>Students learn the basics of federal income tax and how the government spends tax money. They learn the terms mandatory spending, discretionary spending, and interest on debt. Students will practice applying what they learn by using the provided “decks” to identify how federal tax dollars were spent in different categories in the federal budget.</p> <p>To view Teacher Guides, please see NGPF Answer Key that you can access with your NGPF Teacher Account.</p> |
| CATEGORY | Taxes | |
| STANDARD | Standard 8.MP.1 | |
| OTHER | EdPuzzle Video - Where Do My Taxes Go? | |



EIGHTH GRADE - MATH

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Young Entrepreneurs <ul style="list-style-type: none"> See Activity #2 on page 6 | <p>Students watch a video on young entrepreneurs and complete the hypothetical: Your parents are going to loan you the start-up capital for your new business. If they loan you \$2,500 and you have to pay back \$50 per month, how long will it take you to pay them back? If they decide to charge 5% annual interest, how long will it take you to pay them back if you're still paying only \$50 per month? If they are charging 5% annual interest, how much money will they be given when you have finished paying off their loan?</p> |
| CATEGORY | Entrepreneurship | |
| STANDARD | Standard 8.MP.1 | |
| OTHER | Biz Kids Video - Karimkhani Sisters | |



EIGHTH GRADE - LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Middle School Career Exploration Project | Students will learn about a variety of careers and the skills needed in order to successfully gain employment in different career areas (career clusters). Students will ultimately research a career that interests them. |
| CATEGORY | Career Management & Income | |
| STANDARD | CCSS.ELA-LITERACY.WHST.6-8.7 | |
| OTHER | Link to FREE Career Research activity | |



EIGHTH GRADE - LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Handling a Lost or Stolen Credit Card | <p>A lost or stolen ATM, debit, or credit card or card number can result in unauthorized uses. Unauthorized uses happen when someone makes purchases or withdrawals using your card or card number without your permission.</p> <p>Using the web pages provided, students will research at least three steps to take if a person's ATM, credit, or debit card or card number is lost or stolen.</p> <p>Students will summarize their research.</p> |
| CATEGORY | Identity Fraud and Theft | |
| STANDARD | CCSS.ELA-LITERACY.RI.8.2 | |
| OTHER | Student Worksheet | |



EIGHTH GRADE - LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Young Entrepreneurs | Have students construct sentences, write a paragraph, or create a story, skit, or dialog using Biz Term\$. Have students create a class Dictionary of Financial Terms using Biz Term\$. Have students start their own Journal of Personal Financial Education and continue to add to it. |
| CATEGORY | Entrepreneurship | |
| STANDARD | CCSS.ELA-LITERACY.WHST.6-8.2.A | |
| OTHER | Biz Kids Video - Karimkhani Sisters | |





EIGHTH GRADE – SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Hello Working World | Students will learn about the options of the working world. Students will record their data in a graphic organizer and create appropriate constructive responses. |
| CATEGORY | Taxes | |
| STANDARD | SS.8.5.4 | |
| OTHER | Hello Working World Student Worksheet Helpful background information on taxes for teacher use | |



EIGHTH GRADE – SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Young Entrepreneurs | <p>Have students research well-known entrepreneurs, then compare and contrast their businesses and their personal characteristics. As a class, create a poster board for each entrepreneur that uses pictures and diagrams, as well as words, to describe who they are and how they got started in business. Display these posters around the classroom as inspiration for students to think about starting their own businesses.</p> |
| CATEGORY | Entrepreneurship | |
| STANDARD | SS.8.3.3 | |
| OTHER | Biz Kids Video - Karimkhani Sisters | |



EIGHTH GRADE – SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | Avoiding Identity Theft | <p>Students will learn what identity theft is and how to protect themselves from falling victim to it. They learn about the benefit of having strong passwords to protect their identity and how cybercriminals target people online.</p> <ul style="list-style-type: none"> • Student Guide • Teacher Guide <p>To view Teacher Guides, please see NGPF Answer Key that you can access with your NGPF Teacher Account.</p> |
| CATEGORY | Identity Fraud & Theft | |
| STANDARD | SS.5.5 | |
| OTHER | NBC News Report on Identity Theft EdPuzzle Video: Protecting Yourself from Identity Theft | |



EIGHTH GRADE – SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TITLE | The Fiscal Ship | <p>“The Fiscal Ship challenges you to put the federal budget on a sustainable course. Measured as a share of gross domestic product, the federal debt is higher than at any time since the end of World War II and projected to climb to unprecedented levels. America is looking at a permanent, growing mismatch between revenues and spending, and policymakers are faced with difficult decisions about how to reconcile important government priorities.” But budget decisions aren’t only about fiscal sustainability. They also shape the kind of country we live in. To win the game, you need to find a combination of policies that match your values and priorities AND set the budget on a sustainable course.”</p> |
| CATEGORY | Monetary and Fiscal Policy | |
| STANDARD | SS.8.5.3 | |
| OTHER | Link to Fiscal Ship Game Fiscal Ship Handout Packet | |



Utah JumpStart Coalition

7-10 FINANCIAL & ECONOMIC LITERACY TOOLKIT

utahjumpstart.org



Traquel Dayley
2022
Utah Jump\$tart
Coalition Fellow

Shuana Barfuss
Anna Tibbits
Directors
Utah Jump\$tart
Coalition

