

Utah Jump\$tart Coalition

**K-6
FINANCIAL &
ECONOMIC
LITERACY
TOOLKIT**



utahjumpstart.org



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This guide identifies lesson plans and activities that meet Utah's General Financial Literacy Strands and Standards.

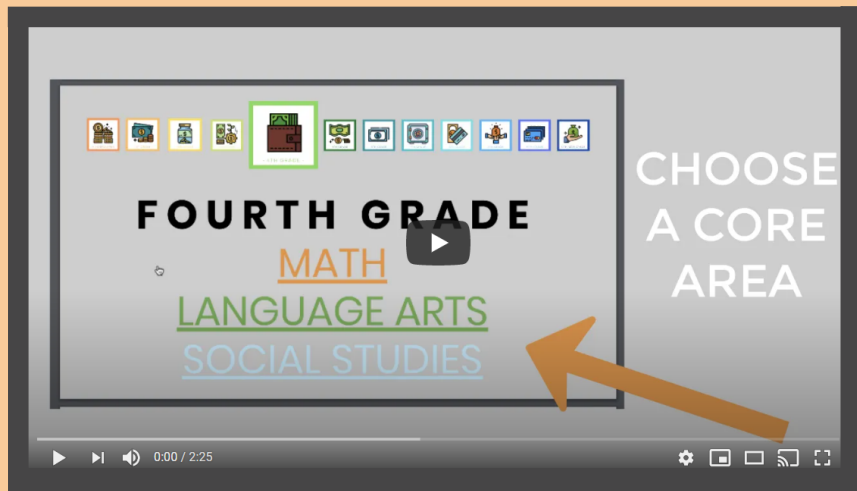
The Utah Jump\$Start Coalition gratefully acknowledges the following organizations that have created the resources identified in this toolkit:

- [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](#)

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How to Use the K-6 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.

The full toolkit can be [downloaded here](#).

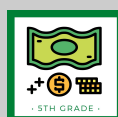
FINANCIAL & ECONOMIC LITERACY

Updated
August
2020

CONCEPT MATRIX



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



SIXTH GRADE

MATH

LANGUAGE ARTS

SOCIAL STUDIES

SIXTH GRADE – MATH

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|--------------------------------------|---|
| TITLE | <u>Allowances and Spending Plans</u> | <p><i>Learn how to balance income and expenses.</i></p> <p>This lesson provides an introduction to allowances for third through sixth graders. Allowances are the first step to understanding written spending plans or budgets. With guidance managing allowances in childhood, children can become financially responsible adults.</p> <p>Adults with effective budget skills create healthier family relationships and contribute to building a stronger economy.</p> <p>Teachers and parents can encourage children to keep track of the money that they spend for their needs and wants.</p> |
| CATEGORY | Budgeting | |
| STANDARD | 6.NS.3 | |
| OTHER | | |

SIXTH GRADE – MATH

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|----------------------------|--|
| TITLE | <u>The Bean Game</u> | <p>This game will let students practice managing money. Materials: 30 beans/group, set of spending category sheets for each group of students Time: 45 Minutes</p> <p>Managing money means making choices. There is never enough money available for all of the things we'd like to have or do. This game will help students decide what is most important to them.</p> <p>This game may be played individually, but optimum results come from playing in a group of 2 or more. Divide participants into groups of at least 2 and not more than 5. Each individual/group receives 20 beans and a set of spending category sheets. The individual/ group must decide how to spend their "income" based on life circumstances, values and goals. Each item has a set number of squares which indicates how many beans are needed to "pay" for that item.</p> |
| CATEGORY | Budgeting | |
| STANDARD | 6.RP.3 6.SP.2 6.SP.3 | |
| OTHER | <u>PDF</u> | |

SIXTH GRADE – MATH

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|----------------------|--|
| TITLE | <u>Mixed Economy</u> | <p>Learn why most countries have a mixed economy.</p> <p>Show the Mixed Economy PowerPoint on a projector, or print slides for students to see. Guide them through the slides then let them answer the following questions on the last slide.</p> <p>With your partner, answer the following questions:</p> <ul style="list-style-type: none"> - What bad things could happen if an economy was pure market? (Be specific, at least 3 sentences) - What bad things could happen if an economy was pure command? (Be specific, at least 3 sentences). |
| CATEGORY | Economic Reasoning | |
| STANDARD | 6.SP.5 | |
| OTHER | <u>PowerPoint</u> | |

SIXTH GRADE – MATH

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|-------------------------------------|---|
| TITLE | Hello Working World | <p>Income is connected to education and profession.</p> <p>Materials: Hello Working World Worksheet, pencils Time: 45 Minutes</p> <p>Students will learn about the options of the working world. They will consider choices for careers, see how income is connected to education and profession, and be able to create a budget with various expenses. Students will record their data in a graphic organizer and create appropriate constructive responses.</p> |
| CATEGORY | Budgeting | |
| STANDARD | 6.NS.3 | |
| OTHER | PDF | |

SIXTH GRADE – LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|-------------------------------|--|
| TITLE | <u>Career Writing Prompts</u> | <p>School and workplace skill writing prompts. For this activity, students write responses to prompts that relate to skills applicable to both school and the workplace.</p> <p>The following are writing prompts to be used as bell work or class starters. The responses need to be a minimum of three to five sentences.</p> <p>I usually solve problems by... The easiest way for me to learn something new is... When something is difficult for me, I... I can help my community by... Something I would like to change at school is... Something I would like to accomplish this month... I plan to be a lifelong learner by... Something I admire in one of my family members is... I am proud of... I always feel successful when I... When a friend has a problem I... When I'm not prepared for class I... When I am upset I would like... The best way for me to study is... One of my favorite places is... I would like to save money for... In five years I would like to be... Someday I would like my children to... People say this about me... My ideal job is...</p> <p>“The Wishing Fairy” One day, as you were cleaning your room, a wishing fairy popped out from behind your bed. She promised to make you rich for the rest of your life, but to earn the money you would have to choose a job that would make you happy every day! What job would you choose? What kinds of things would you do in this job? Why would you be happy?</p> |
| CATEGORY | Careers | |
| STANDARD | 6.W.4 | |
| OTHER | | |

SIXTH GRADE - LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|---|---|
| TITLE | <u>Lemonade for Sale</u> | <p>Students analyze every step in preparing a lemonade stand.</p> <p>Students will become online entrepreneurs, taking risks and changing their production method to increase their profit while running a lemonade stand. This lesson might best be taught after students have learned about the basic concepts of productive resources, profit, and loss. Students then would apply this prior knowledge to their new situation as entrepreneurs.</p> |
| CATEGORY | Supply and Demand Productivity | |
| STANDARD | 6.W.10 6.SL.1 | |
| OTHER | <u>Worksheet</u> <u>Interactive Game</u> | |

SIXTH GRADE - LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|--------------------------|--|
| TITLE | <u>Drowning in Debt?</u> | <p>Students read and respond to information about General Motors bankruptcy.</p> <p>Students will read an article about General Motors bankruptcy, discuss what bankruptcy is and write short answers to explain how this company dealt with bankruptcy.</p> |
| CATEGORY | Bankruptcy | |
| STANDARD | 6.SL.1C 6.W.2 | |
| OTHER | | |

SIXTH GRADE - LANGUAGE ARTS

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|---|--|
| TITLE | <u>Cybersecurity & Personal Finance</u> | <p>Explain the definition of bankruptcy and students discuss the process.</p> <p>Students will work as a group to write a rap, song, a poem, a role-play or a infomercial that they will present in class. Their presentations should be at least 30 seconds long and a topic will be assigned. The content must include at least four tips for protecting against identity theft. Students can use the sources provided or their own, but they need to be documented.</p> |
| CATEGORY | Identity Fraud & Theft | |
| STANDARD | 6.W.4 | |
| OTHER | <u>Worksheet</u> | |

SIXTH GRADE - SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|-------------------------------|--|
| TITLE | <u>The Columbian Exchange</u> | <p>In this lesson, students learn that the Columbian Exchange resulted in an enormous exchange of goods, resources, and institutions between the Old World and the New World and that the results of the Exchange were both positive and negative. The lesson begins with an activity in which students are divided into two groups: Old World consumers and New World consumers. Students are given food cards to keep or trade within each group, and later, among consumers from both groups. Although the expansion of trade provides students with more choices and has positive effects, some trades result in negative effects.</p> |
| CATEGORY | Economic Reasoning | |
| STANDARD | 6.SS.1 | |
| OTHER | <u>Activity</u> | |

SIXTH GRADE - SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|---|--|
| TITLE | <u>Coming and Going: Imports and Exports Throughout the World</u> | Explore how nations trade by importing and exporting goods and services. Students will be able to: <ul style="list-style-type: none"> - Comprehend the benefits of trade between people and nations. - Recognize the efficiency of specialization. - Understand the costs when nations do not trade. |
| CATEGORY | Free Market Prices | |
| STANDARD | 6.SS.4 | |
| OTHER | | |

SIXTH GRADE – SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|---|--|
| TITLE | <u>Transportation: They Say We Had a Revolution</u> | <p>Understand the economic incentives within the transportation revolution.</p> <p>Advancements in transportation have played a key role in the growth of our nation. U.S. government policies have also had a considerable impact on the development of transport as we know it today. In this series of three lessons, the students examine transportation and its impact on our nation (and vice versa) since the United States declared its independence in 1776. The lesson focuses on improvements in transportation during the 19th century, particularly the development of a national rail system, to show how invention, innovation and infrastructure encouraged western expansion and economic growth.</p> |
| CATEGORY | Economic Reasoning | |
| STANDARD | 6.SS.3 | |
| OTHER | | |

SIXTH GRADE – SOCIAL STUDIES

FINANCIAL & ECONOMIC EDUCATION

| RESOURCE INFORMATION | | DESCRIPTION |
|----------------------|-----------------------------------|--|
| TITLE | <u>Insurance Your Protection</u> | <p>Insurance is the best way to manage risk.</p> <p>This unit is intended to help students understand the importance of avoiding, reducing, and transferring risk. Insurance is the best way to manage risk.</p> |
| CATEGORY | Insurance | |
| STANDARD | 6.SS.4 6.SS.3 | |
| OTHER | <u>PowerPoint</u> <u>Video</u> | |

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Generously supported by



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2020

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