

Learning about *IDENTITY THEFT* using a

Home/Community Activity

Your student should complete this activity with adult involvement at home or in your community.

- Help your student make arrangements to interview a parent, relative, or another adult who has been affected by identity theft. Have the student prepare ahead of time by writing ten questions to ask during the interview. When the interview is complete, have a discussion about the long-term impact that identity theft has on a consumer.

Parent/guardian signature verifies that your student has satisfied the entire grade level requirement for the 9th grade passport. Please return the completed passport to the teacher.

Parent/Guardian Signature

Teacher Signature

Date Completed

Utah Financial and Economic Education Passport

This program introduces students to financial and economic concepts throughout their K-12 education through integration with the math, language arts, and social studies core areas, and encourages at-home and community involvement.

Steps for completing this Passport:

1. Complete the classroom activities as directed by the teacher
2. Complete the Home/Community Activity
3. Return the signed passport tri-fold to the teacher/school administrator



UTAH STATE OFFICE OF EDUCATION

250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

Larry K. Shumway, Ed.D.
State Superintendent of
Public Instruction

In cooperation with:



www.utjumpstart.org

Utah Council
on Economic Education
250 East 500 South
PO Box 144200
Salt Lake City, UT 84114-4200

www.councilforeconed.net



www.uesp.org



www.utahsaves.org



- 9TH GRADE -

Financial & Economic Education

PASSPORT

STUDENT'S NAME _____

Financial topics to be covered

- Basic budgeting
- Identity theft and fraud
- Business plans



9th Grade Financial and Economic Education

(These are sample activities to be completed in class.)

Learning about **BUSINESS PLANS** using

Mathematics

Develop a plan for a starting your own business. Determine the following:

- Expected start-up cost
- Expected revenue per product/service sold
- Expected cost of producing each product/service

Be sure to anticipate all costs that may be involved in operating your business. Write an equation that represents your total profit y in terms of the number of products/services sold x . Graph the equation and interpret the graph. Now determine the minimum number of products/services your company must produce and sell in order to be profitable. Next, predict the maximum number of products/services your business could feasibly produce and sell in a year. Using your prediction and the equation, project the maximum annual profit of your company each year.

Algebra 1, Standard 3, Objective 2: Solve and interpret linear equations in various situations.

Teacher Signature

Date Completed

Learning about **IDENTITY THEFT** using

Social Studies

How does someone steal your identity? Is it just about credit cards, or is there more to taking your identity?

Write a two-page typed report on the warning signs of identity fraud and theft. Use reliable research sources, such as Internet sites, government publications, and newspapers/magazines.

**U.S. History 2, Standard 10, Objective 1:
Analyze the economy of the contemporary United States.**

Teacher Signature

Date Completed

Learning about **BUDGETING** using

Language Arts

Explain the advantages and disadvantages of tracking a financial budget using the following two methods: (1) electronically (computer) or (2) by hand (paper/pencil).

**Language Arts 9, Standard 2, Objective 1:
Compare multiple ideas and perspectives to extend thinking through writing.**

Teacher Signature

Date Completed