



EARN, SAVE, SPEND, GROW

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**K-8 FINANCIAL  
LITERACY CONCEPTS**

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# Building a Foundation for Life

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In Utah, we don't just want our students to graduate; we want them to thrive. While our state has led the nation in high school financial education since 2003, we've learned a vital lesson: waiting until 12th grade to talk about money is often too late. Financial literacy isn't a single "event" or a box to check in high school. It's a developmental journey. To truly prepare our students, we have to start earlier—integrating core economic concepts into the classrooms where they are already learning Math, Social Studies, and Language Arts.

## WHY K–8 MATTERS

Research shows that the "developmental window" between 4th and 8th grade is when kids start forming their lifelong attitudes toward work, spending, and goals. By introducing these concepts now, we achieve three things:

- **A Head Start:** Students enter high school already understanding the "why" behind earning and saving, allowing 9th–12th grade teachers to dive into advanced topics like investing and credit.
- **Durable Learning:** When a student learns about "opportunity cost" during a Social Studies lesson or "interest rates" during Math, the knowledge sticks because it's tied to the real world.
- **Future Stability:** We are giving Utah's youth the tools to avoid the cycles of debt and financial stress that can derail an otherwise bright future.

## DESIGNED BY TEACHERS, FOR TEACHERS

We know that your instructional time is your most valuable resource. These updated K–8 concepts weren't designed in a vacuum—they were built by Utah educators who understand the reality of the modern classroom.

- **Seamless Integration:** We've mapped every concept directly to the Utah Core Standards. You aren't adding "one more thing" to your plate; you're using financial literacy as a lens to teach the standards you're already covering.
- **Ready-to-Use Resources:** Through [FinanceInTheClassroom.org](https://FinanceInTheClassroom.org), you have access to a curated library of peer-reviewed lesson plans, videos, and activities. From the "Treasurer's Investment Challenge" to Kindergarten "Needs vs. Wants" activities, the heavy lifting is done for you.

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## THE FOUR PILLARS OF THE JOURNEY

Everything we teach follows a simple, age-appropriate progression:

- **EARN:** Connecting education to careers and the value of work.
- **SAVE:** Moving from basic "piggy bank" savings to SMART goals and compound interest.
- **SPEND:** Learning the difference between needs and wants and the psychology of spending.
- **GROW:** Understanding risk, insurance, and long-term financial planning.

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## SPECIAL THANKS TO THE FOLLOWING FOR THEIR WORK IN CREATING THE UTAH K-8 FINANCIAL LITERACY CONCEPTS

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## EARN, SAVE, SPEND, GROW

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# Kindergarten

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Students will learn to identify needs and wants, define saving, understand the reasons to wait before spending money, and identify tasks they or their family members can do to earn money.

### BIG IDEAS

We make choices every day, sometimes between two things we want.

Different people want different things.

Money can be earned by performing jobs and tasks.

Numbers help us count how many things there are, and they can also tell us how much something costs.

### OPTIONAL QUESTIONS

How are my wants the same or different from other people's wants?

Which are more important: needs or wants?

What does it mean to save money?

Why and how would I save my money?

Why do people have jobs?

What jobs can I do now?

### LEARNING OUTCOMES

Identify needs and wants.

Define saving.

Identify reasons to wait to spend money.

Identify tasks that students or family members can do to earn money.

### Vocabulary

Need

Choice

Work

Want

Save

Earn

### KINDERGARTEN RESOURCES

[Finance in the Classroom Website](#)

# Kindergarten Standards Supporting Financial Literacy

## Social Studies Standards

Financial Literacy	Social Studies Standards	Concept Match	Resources
<p>Identify needs and wants.</p> <p>Which are more important: needs or wants?</p>	<p><b>KINDERGARTEN STRAND 4: ECONOMICS Standard K.4.1:</b> Make distinctions between basic human needs and individual wants and how that can change over time.</p>	Needs and Wants	<p><a href="#">Betty Bunny Wants Everything</a></p> <p><a href="#">Betty Bunny Wants Everything - Read Along</a></p> <p><a href="#">Needs Vs Wants game</a></p>
<p>Identify tasks that the student or family members can do to earn money.</p> <p>Why do people have jobs? What jobs can I do now?</p>	<p><b>KINDERGARTEN STRAND 4: ECONOMICS Standard K.4.2:</b> Relate how different types of work can help people and communities meet their needs and wants.</p>	Earn	<p><a href="#">Community Workers &amp; Our Needs/Wants K.4.2 Lesson Plan</a></p> <p><a href="#">How Daniel Got What He Wanted   Explore Economics (Grades 2-5)</a></p>
<p>Define saving.</p> <p>Why and how would I save my money?</p>	<p><b>KINDERGARTEN STRAND 4: ECONOMICS Standard K.4.3:</b> Identify ways that people use money, including spending, saving, and sharing.</p>	Save and Spend	<p><a href="#">Bunny Money   Federal Reserve Education</a></p> <p><a href="#">Bunny Money (Read Aloud books for children)   Storytime   responsibility *Miss Jill</a></p>

<p>Identify reasons to wait to spend money.</p> <p>How might saving money improve someone's life in the future?</p>	<p><b>KINDERGARTEN STRAND 4: ECONOMICS Standard K.4.3:</b></p> <p>Identify ways that people use money, including spending, saving, and sharing.</p>	<p>Save and Spend</p>	<p><a href="#">Money, Money, Honey Bunny!</a></p> <p><a href="#">Read Aloud: MONEY, MONEY, HONEY BUNNY! by Marilyn Sadler</a></p>
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## Mathematics Standards

Financial Literacy Concept	Mathematics Standards	Concept Match	Resources
<p>Numbers help us count how many things there are, and they can also tell us how much something costs.</p>	<p><b>COUNTING AND CARDINALITY (K.CC) Standard K.CC.5:</b> Use counting to answer questions about "how many."</p>	<p>Earn, Save, Spend</p>	<p><a href="#">Lesson Plan: Counting Pennies and Dimes to Answer "How Many Counting by 10s, 5s, and 1s</a></p>
<p>We make <b>choices</b> every day, sometimes between two things we want.</p>	<p><b>COUNTING AND CARDINALITY (K.CC) Standard K.CC.6:</b> Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</p>	<p>Save</p>	<p><a href="#">We Make Choices Every Day</a></p>

## English Language Arts

Financial Literacy Concept	English Language Arts Standards	Concept Match	Resources
<p>Different people want different things.</p> <p>How are my wants the same or different from other people's?</p>	<p><b>SPEAKING AND LISTENING (K.SL) Standard K.SL.1:</b> Participate in a range of conversations with peers and adults, using age-appropriate vocabulary on topics and texts.</p>	<p>Needs and Wants</p>	<p><a href="#">Speaking &amp; Listening - K.SL.1 Lesson Plan</a></p>

<p>Money can be earned by performing jobs and tasks.</p>	<p><b>WRITING (K.W) Standard K.W.1:</b> Use a combination of drawing and writing to compose <b>opinion pieces that provide a topic and an opinion.</b></p>	<p><b>Earn</b></p>	<p><a href="#">"If I Had \$100..." - K.W.1 Lesson Plan</a></p>
<p>What does it mean to save money?</p>	<p><b>WRITING (K.W) Standard K.W.2:</b> Use a combination of drawing and writing to compose <b>informative/explanatory pieces and provide information about the topic.</b></p>	<p><b>Save</b></p>	<p><a href="#">"What Can We Do with Money?" - K.W.2 Lesson Plan</a>  <a href="#">Curious George Saves his Pennies by Margaret and H.A. Rey read by Grandpa Tom</a></p>

**Additional Resources**

[Finance In the Classroom Additional Kindergarten Activities](#)

[Junior Achievement K - 2 Self-Guided Program Resources](#)

[Personal Finance, Language Arts, and Mathematics | Curriculum | Federal Reserve Education](#)

[EconEdLink Education Personal Financial Resources: K-5](#)

[Federal Reserve Teaching Resources K-5](#)

[Smart Path All-Access Learning: Enabling students with developmental disabilities](#)

## EARN, SAVE, SPEND, GROW

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# 1st Grade

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Students will learn about needs and wants, saving, earning money, and why it's important to wait before spending. Students will understand how money is used to buy goods and services, the roles of consumers, producers, and distributors, and explore different careers.

### BIG IDEAS

Sometimes we must wait because we need to make sure our needs are met before we take care of our wants.

Money has quantity and value.

Money is used to buy things.

Savings gives us money for things we want, things we need, and for emergencies.

Jobs and businesses can create items, offer services, or both.

I can be a consumer, producer, or distributor.

### OPTIONAL QUESTIONS

What is money?

What is important for me to have right now?

What things will I need as an adult?

How are my needs and wants different from adults' needs and wants?

What are savings?

Why would I want to save money?

What are some examples of goods?

What are some examples of services?

### LEARNING OUTCOMES

Recognize and choose needs and wants.

Define savings and give examples where savings are important.

Identify careers that provide a service, create a product, or both.

Define the role of consumers and producers in the community.

Identify the values of coins and use appropriate notation.

### VOCABULARY

Service

Goods

Savings

Needs

Wants

\$ dollar sign

¢ cent sign

### 1<sup>ST</sup> GRADE RESOURCES

[Finance in the Classroom Website](#)

# 1st Grade Standards Supporting Financial Literacy

## Social Studies Standards

Financial Literacy Concept	Social Studies Standard	Concept Match	Resource
<p>Sometimes we must wait because we need to make sure our needs are met before we attend to our wants.</p> <p>What is important for me to have right now? What are savings?</p>	<p><b>ECONOMICS Standard 1.4.1:</b> Explain the costs and benefits of spending and saving to meet needs and wants.</p>	Needs and Wants	<p><a href="#">Piggy Bank Primer Lessons 1 &amp; 3</a></p>
<p>Savings gives us money for things we want, things we need, and for emergencies.</p> <p>What would I want to save money for? What is important for me to have right now? What things will I need as an adult?</p>	<p><b>ECONOMICS Standard 1.4.1:</b> Explain the costs and benefits of spending and saving to meet needs and wants.</p>	Save and Spend	<p><a href="#">Piggy Bank Primer Lesson 2</a></p>
<p>Jobs and businesses can create items, offer services, or both.</p> <p>Identify careers that provide a service, create a product, or both.</p>	<p><b>ECONOMICS Standard 1.4.2:</b> Identify ways people make a living in the community.</p>	Earn	<p><a href="#">Jobs in My Town</a></p>
<p>Define the role of consumers and producers in the community. I can be a consumer, producer, or distributor.</p> <p>What are some examples of goods and services?</p>	<p><b>ECONOMICS Standard 1.4.3:</b> Identify and explain the roles and contributions of consumers, producers, and distributors in the community.</p>	Economics	<p><a href="#">Goods, Services, and our community</a></p>

## Mathematics Standards

Financial Literacy Concept	Mathematics Strand & Standard	Concept Match	Resource
<p>Money has quantity and value.</p> <p>Identify the values of coins and use appropriate notation.</p>	<p><b>MEASUREMENT AND DATA (1.MD) Standard 1.MD.5:</b> Identify the values of pennies, nickels, dimes, and quarters, and know their comparative values. (For example, a dime is of greater value than a nickel.) Use appropriate notation to designate a coin's value. (For example, 5¢.)</p>	Money Values	<p><a href="#">Sheep in a Shop</a></p> <p><a href="#">The Classroom Store Activity</a></p>
<p>Money is used to buy things.</p> <p>What is money?</p>	<p><b>OPERATIONS AND ALGEBRAIC THINKING (1.OA) Standard 1.OA.1:</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p>	Spend	<p><a href="#">Solving Addition and Subtraction Word Problems</a></p>

## English Language Arts

Financial Literacy Concept	English Language Arts Standard	Concept Match	Resource
<p>Recognize and choose needs and wants.</p> <p>How are my needs and wants different from adults' needs and wants?</p>	<p><b>WRITING (1.W) Standard 1.W.1:</b> Write opinion pieces that introduce the topic, state an opinion, supply evidence for the opinion, and provide a concluding statement.</p>	Needs and Wants	<p><a href="#">Needs vs Wants Standard 1.W.1</a></p>
<p>Define savings and give examples of situations where savings are important.</p> <p>What is savings?</p>	<p><b>WRITING (1.W) Standard 1.W.2:</b> Write informative/explanatory pieces that introduce a topic, supply facts about the topic, and provide a concluding statement.</p>	Save	<p><a href="#">What Could You Save For and Why? Standard 1.W.2</a></p>
<p>Reading stories or informational texts about jobs, money, or economic roles.</p>	<p><b>READING (1.R) Standard 1.R.10:</b> Identify a variety of texts and explain the differences between literary texts and informational texts.</p>	Earn, Save, Spend	<p><a href="#">A Chair for My Mother</a></p>

### Additional Resources

[Finance In the Classroom Additional 1st Grade Activities](#)

[Junior Achievement K - 2 Self-Guided Program Resources](#)

[Take Charge America Money Lesson Plans Grades 1-5](#)

[EconEdLink Education Personal Financial Resources: K-5](#)

[Federal Reserve Teaching Resources K-5](#)

[Smart Path All-Access Learning: Enabling students with developmental disabilities](#)

## EARN, SAVE, SPEND, GROW

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# 2nd Grade

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Students will learn about scarcity, the costs of decision-making, saving money, understanding dollars and cents, and how roles such as consumer or producer shape choices. Students will also explore how their strengths and attitudes affect job choices and financial decisions.

### BIG IDEAS

Scarcity means there isn't enough of something.

With every decision, there is a cost.

I can save my money.

The way we think about money (saving and spending) affects the decisions we make.

It is important to know the difference between dollars and cents and to write the value correctly. I am a consumer, producer, and distributor.

I can choose a job based on my strengths and interests.

### OPTIONAL QUESTIONS

How do you decide what to do with your money, like saving it or spending it?

Why is it important to know the difference between dollars and cents when you write down how much something costs?

What do different coins represent in terms of value?

Why do I want to save money?

What are some ways to save money? (piggy bank, savings account, envelope)

What are my strengths?

How can I prepare for the job I want?

### LEARNING OUTCOMES

Create savings and spending goals.

Understand the opportunity costs of saving, spending, and purchasing.

Recognize that different attitudes toward money can influence spending and saving habits.

(For example, if money is not valued by someone, they may not keep track of it.)

Write amounts of money using dollars and cents and understand the value of individual coins and their cumulative worth to make a dollar.

Define the role of consumers and producers in the community.

Describe the purpose of a savings account.

### VOCABULARY

Saving

Savings Account

Bank

Profession/jobs

Interests

Opportunity Costs

Scarcity

Value

### 2<sup>nd</sup> Grade Resources

[Finance in the Classroom](#)

## 2nd Grade Standards Supporting Financial Literacy

### Social Studies Standards

Financial Literacy Concept	Social Studies Standard	Concept Match	Resources
<p>With every decision, there is a cost associated with it.</p> <p>Scarcity means there isn't enough of something.</p> <p>Understand the opportunity costs of saving, spending, and purchasing.</p> <p>How do you decide what to do with your money, like saving it or spending it?</p>	<p><b>ECONOMICS Standard 2.4.2:</b></p> <p>Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs.</p>	Choices	<a href="#">Scarcity Lesson</a>
<p>I can save my money.</p> <p>Why do I want to save money?</p> <p>What are some ways to save money?</p> <p>Describe the purpose of a savings account.</p>	<p><b>ECONOMICS Standard 2.4.1:</b></p> <p>Explain the benefits of personal savings.</p>	Save	<a href="#">The Benefits of Saving Lesson</a>
<p>I am a consumer, producer, or distributor.</p> <p>Define the role of consumers and producers in the community.</p>	<p><b>ECONOMICS Standard 2.4.4:</b></p> <p>Describe how people can be both producers and consumers of local goods and services.</p>	Earn and Spend	<a href="#">Producer and Consumer Lesson</a>

### Mathematics Standards

Financial Literacy Concept	Mathematics Standard	Concept Match	Resources
<p>It is important to know the difference between dollars and cents and to write the value.</p> <p>What do different coins represent in terms of value?</p>	<p><b>MEASUREMENT AND DATA (2.MD)Standard 2.MD.8:</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p>	Identifying & Calculating Money	<a href="#">Dollars, Cents, and Coin Values Lesson</a>

Write amounts of money using dollars and cents and understand the value of individual coins and their cumulative worth to make a dollar.	<b>OPERATIONS AND ALGEBRAIC THINKING (2.OA) Standard 2.OA.1:</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.	Identifying & Calculating Money	<a href="#">Coins and Word Problems Lesson</a>
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### English Language Arts

Financial Literacy Concept	English Language Arts Standard	Concept Match	Resources
Recognize that different attitudes toward money can influence spending and saving habits. (For example, if money is not valued by someone, they may not keep track of it.)	<b>WRITING (2.W)11 Standard 2.W.1:</b> Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement.	Save and Spend	<a href="#">Attitudes Toward Money &amp; Opinion Writing Lesson</a>
How can I prepare for the job I want?	<b>WRITING (2.W) Standard 2.W.2:</b> Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.	Earn	<a href="#">Preparing for a Future Job Lesson</a>
Asking an adult- How did you prepare for the <b>job</b> you want?  Asking an adult – How should I save my money?	<b>SPEAKING AND LISTENING (2.SL) Standard 2.SL.1.b:</b> Seek others' opinions or thoughts and identify others' perspectives.	Discussing Choices	<a href="#">Asking Adults About Jobs and Money Lesson</a>

#### Additional Resources

[Finance In the Classroom Additional 2nd Grade Activities](#)

[Junior Achievement K - 2 Self-Guided Program Resources](#)

[Take Charge America Money Lesson Plans Grades 1-5](#)

[EconEdLink Education Personal Financial Resources: K-5](#)

[Federal Reserve Teaching Resources K-5](#)

[Smart Path All-Access Learning: Enabling students with developmental disabilities](#)

## EARN, SAVE, SPEND, GROW

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# 3rd Grade

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Students will learn to set financial goals, save money, understand the value of money, and recognize how their choices impact their finances. Students should also grasp the basics of budgeting, income, and how banks assist with saving.

### BIG IDEAS

We can't always get what we want.

Money decisions affect the community.

When we say 'yes' to purchasing one thing, we are saying 'no' to purchasing another.

Budgeting is a great way to plan and an important habit to learn and practice.

Using money responsibly requires careful attention, time, and understanding.

### OPTIONAL QUESTIONS

Why would I want to save?

What happens if I spend more money than I have?

Besides using cash, how else can I make purchases?

### LEARNING OUTCOMES

Recognize that choices have outcomes (benefits or consequences).

Understand taxes and public goods.

Identify ways people make a living in the community.

Explain ways to make saving a habit and why saving is beneficial.

Explain the purpose of a budget.

Define income.

Solve word problems involving earning, spending, and saving.

### VOCABULARY

Decision making

Payment

Taxes

Income

Benefits

Budget

Consequences

### 3<sup>RD</sup> GRADE RESOURCES

[Finance in the Classroom Website](#)

# 3rd Grade Core Standards Supporting Financial Literacy

## Social Studies Standards

Financial Literacy Concept	Social Studies Standard	Concept Match	Resources
<p>Money decisions affect the community.</p> <p>Understand taxes and public goods.</p>	<p><b>Standard 3.3.6:</b> Discuss why governments collect taxes and how they decide how to use them.</p>	Taxes	<p><a href="#">My Community is Utah Lesson Plan</a></p>
<p>Identify ways people make a living in the community.</p> <p>Define income.</p>	<p><b>Standard 3.3.4:</b> Describe some of the civic roles that people fulfill within their community and explain the reasons why people choose to serve in those roles and how they benefit the community.</p>	Earn	<p><a href="#">PBS Kids Community Helpers Quiz</a></p>
<p>We can't always get what we want.</p> <p>Recognize that choices have outcomes (benefits or consequences).</p> <p>When we say 'yes' to purchasing one thing, we are saying 'no' to purchasing another.</p>	<p><b>Standard 3.3.7:</b> Discuss how the choices of individuals and leaders affect their community and its future (for example, supporting local businesses, volunteering, voting).</p>	Economics	<p><a href="#">Neighborhood Good</a></p> <p><a href="#">Getting Involved In Your Community</a></p>

## Mathematics Standards

Financial Literacy Concept	Mathematics Standard	Concept Match	Resources
<p>Money has value and can be saved or used in other ways.</p> <p>Besides using cash, how else can I make purchases?</p>	<p><b>Standard 3.NBT.2:</b> Fluently add and subtract within 1,000</p>	Save, Spend	<p><a href="#">US Mint Lesson Plans</a></p>

<p>Solve problems about earning, spending, or saving.</p>	<p><b>Standard 3.OA.8:</b> Solve two-step word problems using the four operations and assessing reasonableness</p> <p><b>Standard 3.OA.3:</b> Use multiplication and division within 100 to solve word problems involving equal groups.</p>	<p>Earn, Save, Spend</p>	<p><a href="#">Raquel &amp; Stella Set Goals for their Money</a></p> <p><a href="#">Piggy Bank Math</a></p>
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### English Language Arts

Financial Literacy Concept	English Language Arts Standard	Concept Match	Resources
<p>Sometimes we need to choose one financial goal over another.</p> <p>Why would you choose one option over another?</p> <p>Why would I save?</p>	<p><b>Standard 3.SL.1:</b> Participate effectively in a range of conversations...respectfully acknowledge perspectives.</p>	<p>Save &amp; Spend</p>	<p><a href="#">Searching for Blackbeard</a></p>
<p>Explain the purpose of a <b>budget</b>.</p> <p>Budgeting is a great way to plan and an important habit to learn and practice.</p> <p>What happens if I spend more than I have?</p> <p>Explain ways to make saving a habit and why saving is beneficial.</p>	<p><b>Standard 3.R.9:</b> Determine or clarify the meaning of unknown words... choosing from a range of strategies.</p> <p><b>Standard 3.W.4:</b> Conduct short research projects to build knowledge about a topic.</p>	<p>Budget</p>	<p><a href="#">Gill Makes a Budget</a></p> <p><a href="#">Toby and Ronan set a Budget</a></p>
<p>Using money responsibly requires careful attention, time, and understanding.</p>	<p><b>Standard 3.W.4:</b> Conduct short research projects to build knowledge about a topic.</p>	<p>Presenting Financial Plans</p>	<p><a href="#">Money Minded Illinois</a></p>

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**Additional Resources**

[Finance In the Classroom Additional 3rd Grade Activities](#)

[Take Charge America Money Lesson Plans Grades 1-5](#)

[EconEdLink Education Personal Financial Resources: K-5](#)

[Federal Reserve Teaching Resources K-5](#)

[JA K-12 Self-Guided Program Resources - Grades 3-5](#)

[Start Small and Save Up: Grades K-5](#)

[Practical Money Skills: Grades 3-6](#)

[Family at Home Financial Fun Pack: Grades K-12](#)

[Money Smart Educator Guide: 3-5](#)

[Smart Path All-Access Learning: Enabling students with developmental disabilities](#)

## EARN, SAVE, SPEND, GROW

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# 4th Grade

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Students will learn how to make good financial choices, such as deciding what is most important, setting money goals, and planning for the future. Students will also practice good money habits, such as saving, spending wisely, and distinguishing between what they need and what they want.

## BIG IDEAS

Financial SMART goals are important.

It is important to create positive spending habits early.

Savings can help prepare for emergencies.

There are pros and cons to using cash, credit, or debit cards to make a purchase.

Investing is a way to grow money over time.

The longer money is saved, the greater its growth potential.

There may be a penalty for not paying something back when we promised.

Interests and skills should play a part in career choices.

We can choose to work for an employer or to work for ourselves.

## OPTIONAL QUESTIONS

What is a SMART financial goal I have, and what is my plan to achieve it?

What are the advantages of saving?

Why should I practice saving money now?

What type of expenses will I face as an adult?

What is a late fee?

How can I be my own boss?

## LEARNING OUTCOMES

Create a SMART goal, describe the advantages of saving, compare payment methods, and explain the skills needed for employment.

Describe the purpose of an emergency fund, the advantages of cash/credit.

Identify penalties associated with borrowing agreements (e.g., library, bank).

Describe what an entrepreneur is, explain the skills needed to be a good employee, and identify skills/interests for career choices.

## VOCABULARY

Emergency Savings

Penalty

Late fee

Employer

Employee

Entrepreneur

Credit

Investing

Borrowing

## 4TH GRADE RESOURCES

[Finance in the Classroom Website](#)

## COMMUNITY CONNECTION

[Utah Treasurer's Investment Challenge 4th-12th](#)

## 4th Grade Core Standards Supporting Financial Literacy

### Social Studies Standards

Financial Literacy Concepts	Social Studies Standard	Concept Match	Resources
<p>Investing is a way to grow money over time.</p> <p>The longer money is saved, the greater its growth potential.</p>	<p><b>Standard 4.3.7:</b> Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah's economy and led to greater economic interdependence.</p>	Grow	<p><a href="#">How did the Transcontinental Railroad Change Utah's Economy?</a></p> <p><a href="#">Investing &amp; Utah's Economic Growth Lesson</a></p>
<p>Describe what an entrepreneur is, explain the skills needed to be a good employee, and identify skills/interests for career choices.</p> <p>We can choose to work for an employer or to work for ourselves.</p> <p>How can I be my own boss?</p>	<p><b>Standard 4.4.4:</b> Use primary and secondary sources to explain how Utah's economy has changed over time.</p> <p>(for example, recreation, tourism, mining, information technology, manufacturing, agriculture, and petroleum production).</p>	Earn	<p><a href="#">Working for an Employer vs. Working for Yourself</a></p>

### Mathematics Standards

Financial Literacy Concept	Mathematics Standard	Concept Match	Resources
<p>Saving money helps you achieve your wants, prepare for long-term plans, benefit from growth potential, and avoid penalties for not paying back borrowed money.</p> <p>What is a late fee?</p>	<p><b>Standard 4.OA.3:</b> Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.</p> <p>(Applies to budgeting, calculating interest/penalties, and interpreting leftovers/savings.)</p>	Save	<p><a href="#">Summer BBO Budget Activity</a></p> <p><a href="#">Can You Afford It? Lesson Plan</a></p>

Identify penalties associated with borrowing agreements (e.g., library, bank).			
Current decisions influence future goals. What are the advantages of saving? Why should I practice saving money now?	<b>Standard 4.OA.3.b:</b> Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.  (Relates to long-term financial planning and checking calculations like potential growth or interest costs.)	Save & Grow	<a href="#">Saving &amp; Interest Lesson</a>  <a href="#">The Power of Saving Over Time</a>
Pros and cons of using cash, credit, or debit cards.  It is important to create positive spending habits early.	<b>Standard 4.MD.2:</b> Use the four operations to solve word problems involving...money.  (Applicable to calculating total costs, budgeting, borrowing, and comparing payment methods.)	Save, Spend, Grow	<a href="#">Pros and Cons of Cash, Credit, and Debit Lesson</a>  <a href="#">Than Zero Lesson Plan.pdf</a>

### English Language Arts

Financial Literacy Concept	English Language Arts Standard	Concept Match	Resources
Financial SMART goals are important.  Create a SMART goal, describe the advantages of saving, compare payment methods, and explain the skills needed for employment.  What is a SMART financial goal I have, and what is my plan to achieve it?	<b>Standard 4.W.1:</b> Write argumentative pieces on topics... supporting a point of view with evidence and information... provide a concluding section related to the claim presented.  (Applicable to arguing for saving/budgeting methods or choosing a career path.)	Save & Spend	<a href="#">Piggy Bank Primer</a>

<p>Describe the purpose of an emergency fund and the advantages/disadvantages of cash/credit.</p> <p>What types of expenses will I face as an adult?</p>	<p><b>Standard 4.W.2:</b> Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly... link ideas within categories of information using words and phrases, and provide a concluding section... (Applicable to explain financial concepts clearly to an audience.)</p>	<p><b>Spend</b></p>	<p><a href="#">Make the Most of Your Money</a></p>
<p>Saving helps prepare for emergencies.</p> <p>There are pros and cons to using cash, credit, or debit cards to make a purchase.</p>	<p><b>Standard 4.R.13:</b> Not applicable to RL. Explain how an author uses reasons and evidence to support claims in a text. (RI)</p> <p>(Applicable to analyze texts about financial products, claims on savings, or investment strategies.)</p>	<p><b>Spend</b></p>	<p><a href="#">Debit Cards vs Credit Cards</a></p>
<p>Interests/skills play a part in career choices.</p>	<p><b>Standard 4.W.4:</b> Conduct short research projects to build knowledge through investigation of different aspects of a topic.</p> <p>(Applicable to researching future careers and the skills required.)</p>	<p><b>Earn</b></p>	<p><a href="#">When I grow up I want to be...</a></p>
<p>Identify skills and interests that could help inform my future career choices.</p>	<p><b>Standard 4.R.11:</b> Compare a primary and secondary source on the same event or topic. (RI)</p> <p>(Applicable to researching historical economic events or comparing accounts of entrepreneurial success/failure.)</p>	<p><b>Earn</b></p>	<p><a href="#">Starting Your Own Business</a></p>

**Additional Resources**

[Finance In the Classroom Additional 4th Grade Activities](#)

[Take Charge America Money Lesson Plans Grades 1-5](#)

[EconEdLink Education Personal Financial Resources: K-5](#)

[Federal Reserve Teaching Resources K-5](#)

[JA K-12 Self-Guided Program Resources - Grades 3-5](#)

[Smart Path All-Access Learning: Enabling students with developmental disabilities](#)

## EARN, SAVE, SPEND, GROW

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# 5th Grade

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Students will be able to set SMART financial goals, compare the risks and rewards of **saving** vs. **investing**, understand the costs/benefits of using credit, and explain how insurance protects financial stability.

### BIG IDEAS

- Investing is a way to grow money over time.
- Interest serves as a reward for saving money.
- Planning can help prepare for a future career.
- Spending more than we earn without a plan for repayment causes financial risk.
- I can protect valuables with insurance.
- Being a responsible/committed worker will help me be successful in life.

### OPTIONAL QUESTIONS

- Can I afford to make the decision?
- What is investing, and what are some ways I can invest?
- Why choose to invest money instead of saving or spending it?
- How can I avoid penalties and late fees when borrowing money?
- What is insurance for, and how does it help me protect what I have? (homeowners, life, medical, auto, etc.)

### LEARNING OUTCOMES

- Identify priorities and plan for the future by setting SMART financial goals.
- Give examples of how time impacts money. (Time value of money, [my529](#))
- Define interest.
- Compare and contrast the risks and rewards of saving versus investing.
- Create a career preparation plan for three different occupations.
- Describe the purpose of insurance.

### VOCABULARY

Prioritize	Insurance	Time Value of Money
Interest	Credit	
Disposable Income	Risk	
Investment	Penalties	

### 5<sup>TH</sup> GRADE RESOURCES

[Finance in the Classroom Website](#)

### Community Connection

[Utah Treasurer's Investment Challenge 4<sup>th</sup>-12<sup>th</sup>](#)

# 5th Grade Core Standards Supporting Financial Literacy

## Social Studies Standards

Financial Literacy Concept	Social Studies Standard	Concept Match	Resources
<p>Spending more than we earn without a plan for repayment causes financial risk.</p> <p>Can I afford to make this decision? How can I avoid penalties and late fees when borrowing money? Describe the purpose of insurance and what types of insurance are available?</p>	<p><b>Standard 5.6.1:</b> Investigate and report on current pressing issues facing the United States and propose potential solutions.</p> <p>Allows students to research financial issues facing Americans (e.g., student loan debt, medical costs, financial crises) and develop personal financial plans as solutions.</p>	Risk & Insurance	<p><a href="#">Avoiding debt   Consumer Financial Protection Bureau</a></p>
<p>Identify priorities and plan for the future by setting SMART financial goals. Planning can help prepare for a future career.</p>	<p><b>Standard 5.6.2:</b> Evaluate the methods and impact of individuals and/or groups making positive changes in the United States today as models for civic engagement.</p> <p>Supports evaluating different personal financial strategies or community initiatives (like financial aid/literacy programs) as "positive changes" to determine which method is most effective.</p>	Earn	<p><a href="#">Matching interests and talents to careers   Consumer Financial Protection Bureau</a></p> <p><a href="#">Reflecting on needs versus wants   Consumer Financial Protection Bureau</a></p> <p><a href="#">Using a budget to shop for a party   Consumer Financial Protection Bureau</a></p>
<p>Being a responsible &amp; committed worker will help me be successful in life. Create a career preparation plan.</p>	<p><b>Standard 5.3.6:</b> Describe the civic duties members of American society have today.</p> <p>Provides a foundational context for the "duty" of a responsible employee or citizen, linking</p>	Earn & Spend	<p><a href="#">Exploring saving and spending game   Consumer Financial Protection Bureau</a></p>

	personal preparation (career plan) to effective community membership.		<a href="#">Spending scenarios   Consumer Financial Protection Bureau</a>
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## Mathematics Standards

Financial Literacy Concept	Mathematics Standard	Concept Match	Resources
Investing is a way to grow money over time.  Give examples of how time impacts money ( <b>Time value of money</b> ).	<b>Standard 5.NF.5:</b> Interpret multiplication as scaling.  Models the concept of compound interest and investment growth by viewing a return as a scale factor applied to the principal amount.	Grow	<a href="#">Financial Literacy Month Resources   Utah Office of State Treasurer</a>  <a href="#">How to Invest Money Lesson Plan</a>
Give examples of how time impacts money.	<b>Standard 5.MD.1:</b> Convert among different-sized standard measurement units... use these conversions in solving multi-step, real-world problems.  Supports converting time units (years, months, etc.) when applying Time Value of Money principles in multi-step problems.	Grow	<a href="#">Savings Interest with a Bank Lesson Plan</a>

## English Language Arts Standards

Financial Literacy Concept	English Language Arts Standard	Concept Match	Resources
Compare and contrast the risks and rewards of saving versus investing.  Interest can serve as a reward for saving money.	<b>Standard 5.W.1:</b> Write argumentative pieces on topics... supporting a point of view with evidence and information.  Students can construct arguments advocating for	Save & Grow	<a href="#">Understanding who shapes your money decisions   Consumer Financial Protection Bureau</a>

	specific financial habits (e.g., saving over spending, credit vs. cash) and support these claims with facts (evidence).		
<p>Define interest.</p> <p>What is investing and what are some ways I can invest?</p> <p>Describe the purpose of insurance.</p> <p>Why choose to invest money instead of saving or spending it?</p>	<p><b>Standard 5.W.2:</b> Write informative and explanatory pieces to examine a topic that links and conveys ideas and information clearly....</p> <p>Directly applies to writing reports that explain the functions of complex terms like Insurance and Investment, organizing these facts with a clear internal structure.</p>	Save & Grow	<p><a href="#">Picturing what you're saving for   Consumer Financial Protection Bureau</a></p> <p><a href="#">Graphing ways to make money   Consumer Financial Protection Bureau</a></p> <p><a href="#">My Life as a \$20 Bill Lesson Plan.pdf</a></p>
<p>I can protect valuables with insurance.</p> <p>Spending more than we earn... causes financial risk.</p>	<p><b>Standard 5.R.13 (RI):</b> Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims.</p> <p>Supports critically evaluating the claims and persuasive text related to financial products (e.g., analyzing an insurance company's claims or the alleged "rewards" of a credit card).</p>	Insurance	<p><a href="#">Learning about insurance   Consumer Financial Protection Bureau</a></p> <p><a href="#">Exploring ways to protect what's important to us   Consumer Financial Protection Bureau</a></p>
<p>Create a career preparation plan for three different occupations.</p> <p>What kinds of questions should I be asking myself to prepare a career plan?</p>	<p><b>Standard 5.W.4:</b> Conduct short research projects to craft an argument or answer a question.</p> <p>Aligns with developing a career plan by researching required skills, education costs, and salary (answering a question) and arguing for the best choice (crafting an argument).</p>	Earn	<p><a href="#">Meeting your future self   Consumer Financial Protection Bureau</a></p> <p><a href="#">Career Planning - What do you want to be when you grow up?</a></p>

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**Additional Resources**

[Finance In the Classroom Additional 5th Grade Activities](#)

[Take Charge America Money Lesson Plans Grades 1-5](#)

[JA K-12 Self-Guided Program Resources - Grades 3-5](#)

[EconEdLink Education Personal Financial Resources: K-5](#)

[Federal Reserve Teaching Resources K-5](#)

[Smart Path All-Access Learning: Enabling students with developmental disabilities](#)

# 6th Grade

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Students will focus on financial influences, budgeting, borrowing, and career planning, the study of world economic systems, the application of ratios and equations, and evaluating claims/researching.

## BIG IDEAS

- There is a strong connection between our emotions and how we spend or save.
- Advertising and marketing affect how we spend money.
- A budget helps us reduce expenses and track money.
- We can gain rewards for building good credit.
- Good credit reflects your ability to manage your money well.
- We face consequences if we do not repay a debt or take a long time to repay a debt.
- We can start developing skills now that will help us in our future jobs or careers.

## OPTIONAL QUESTIONS

- How do my emotions affect how I manage my money?
- Why is it important to manage my money?
- Why do I want to save?
- How much of my income can I save each week? Each month?
- What categories are in a budget, and why is it important?
- How does a loan work?
- What are some consequences if I do not repay my debt?

## LEARNING OUTCOMES

- Describe the impact emotions can have on personal finances.
- Create a budget.
- Identify different types of loans (home, school, auto).
- Explain the difference between a job and a career.

## VOCABULARY

Personal finances	Expenses	Income
Lifestyle	Credit	Loan
Budget	Career	
Credit Score	Job	

## 6<sup>TH</sup> GRADE RESOURCES

[Finance in the Classroom Website](#)

## COMMUNITY CONNECTION

[Utah Treasurer's Investment Challenge 4<sup>th</sup>-12<sup>th</sup>](#)

# 6th Grade Core Standards Supporting Financial Literacy

## Social Studies Standards

Financial Literacy Concept	Social Studies Standard	Concept Match	Resources
<p>Why is it important to manage my money?</p> <p>Why do I want to save?</p>	<p><b>Standard 6.1.4:</b> Identify some of the economic systems and technologies (for example, trading and bartering, coins and currency) created by three civilizations... and categorize how they met specific human needs or wants.</p> <p>Provides a historical context for how different societies manage resources, trade, and measure the value of work (income/expenses).</p>	Earn & Save	<p><a href="#">Counting cash   Consumer Financial Protection Bureau</a></p> <p><a href="#">Protecting your identity online   Consumer Financial Protection Bureau</a></p> <p><a href="#">Trading and Bartering.pdf</a></p>
<p>Budgeting reduces expenses.</p> <p>How does a loan work?</p>	<p><b>Standard 6.4.2:</b> Summarize the main differences between economic systems across the world (including communism, free market capitalism, individualism, and socialism). Discuss the relationship between these systems and the concepts of freedom, equality, and fairness.</p> <p>Provides the macro-economic framework for discussing personal financial management, loans, and credit within market-based economies.</p>	Earn, Save, Spend, Grow	<p><a href="#">Including giving in your budget   Consumer Financial Protection Bureau</a></p> <p><a href="#">Using a budget to shop for a party   Consumer Financial Protection Bureau</a></p> <p><a href="#">Brainstorming household budgets   Consumer Financial Protection Bureau</a></p> <p><a href="#">Why Countries Trade</a></p>

## Mathematics Standards

Financial Literacy Concept	Mathematics Standard	Concept Match	Resources
<p>Budgeting helps reduce expenses and track money.</p> <p>What categories are in a budget, and why is it important?</p> <p>Create a basic budget.</p>	<p><b>Standard 6.RP.3:</b> Use ratio and rate reasoning to solve real-world (with a context) and mathematical (void of context) problems....</p> <p>Budgeting involves calculating rates (income/expense rates) and ratios (e.g., spending ratios).</p>	Spend	<p><a href="#">Brainstorming household budgets I</a></p> <p><a href="#">Consumer Financial Protection Bureau</a></p>
<p>How much of my income can I save each week/month?</p>	<p><b>Standard 6.RP.3.b:</b> Solve unit rate problems including those involving unit pricing and constant speed.</p> <p>Directly supports determining how much income must be saved (the 'rate') to achieve a goal over time.</p>	Earn & Save	<p><a href="#">Comparing higher education choices I</a></p> <p><a href="#">Consumer Financial Protection Bureau</a></p>
<p>Building good credit.</p> <p>Give examples of how time impacts money.</p>	<p><b>Standard 6.EE.6:</b> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number....</p> <p>Used to model loans, interest accumulation, and budget variables over time (Income - Expenses = Savings).</p>	Save, Spend, Grow	<p><a href="#">Money Doubles by the Rule of 72</a></p> <p><a href="#">Interest in Your Favor</a></p>
<p>Consequences of not repaying debt.</p>	<p><b>Standard 6.NS.5:</b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (for example, temperature above/below zero, elevation</p>	Spend & Grow	<p><a href="#">Avoiding debt I</a></p> <p><a href="#">Consumer Financial Protection Bureau</a></p>

	<p>above/below sea level, credits/debits) ...</p> <p>Provides the foundational understanding of the impact of debt/loans on financial health as a negative quantity (debit) vs. savings/income as a positive quantity (credit).</p>		
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### English Language Arts Standards

Financial Literacy Concept	English Language Arts Standard	Concept Match	Resources
<p>There is a strong connection between our emotions and how we spend or save.</p> <p>Advertising and marketing affect how we spend money.</p> <p>How do my emotions affect how I manage my money?</p> <p>Describe the impact emotions can have on personal finances.</p>	<p><b>Standard 6.R.11 (RI):</b> Analyze how the author distinguishes a perspective and/or position from that of others.</p> <p>Supports analyzing marketing/advertising texts to identify the author’s persuasive intent (perspective) on spending vs. their own financial position.</p>	Save & Spend	<p><a href="#">Understanding who shapes your money decisions   Consumer Financial Protection Bureau</a></p>
<p>We face consequences if we do not repay a debt.</p> <p>We can gain rewards for building good credit.</p> <p>Good credit reflects your ability to manage your money well.</p> <p>What are some consequences if I do not repay a debt?</p>	<p><b>Standard 6.R.13 (RI):</b> Evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Essential for critically evaluating claims about loans, credit cards, or debt consequences found in financial materials.</p>	Spend & Grow	<p><a href="#">Building a good borrowing reputation   Consumer Financial Protection Bureau</a></p>

<p>We can start developing skills now that will help us in our future jobs or careers.</p> <p>Explain the difference between a job and a career.</p> <p>Job vs. Career, gaining skills now.</p>	<p><b>Standard 6.W.2:</b> Write informative /explanatory texts to examine a topic that conveys ideas and information clearly... using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>Direct application for explaining the difference between a job and a career (classification/comparison) and the costs/returns associated with preparation (cause/effect).</p>	<p>Earn</p>	<p><a href="#">Graphing ways to make money   Consumer Financial Protection Bureau</a></p> <p><a href="#">Comparing careers and income   Consumer Financial Protection Bureau</a></p> <p><a href="#">Meeting your future self   Consumer Financial Protection Bureau</a></p>
<p>Identify different types of loans.</p>	<p><b>Standard 6.W.4:</b> Conduct short research projects to craft an argument or answer a question. Gather, synthesize, and use information from credible sources on the topic.</p> <p>Necessary for researching loan types, credit scores, and the legal/financial consequences of debt, ensuring information is based on credible sources.</p>	<p>Spend &amp; Grow</p>	<p><a href="#">Borrowing money for a house   Consumer Financial Protection Bureau</a></p> <p><a href="#">6th loan types.pdf</a></p>

**Additional Resources**

- [Finance In the Classroom Additional 6th Grade Activities](#)
- [Financial Literacy Vocabulary](#)
- [EconEdLink Education Personal Financial Resources: 6-8](#)
- [Federal Reserve Teaching Resources - Middle School](#)
- [Smart Path All-Access Learning: Enabling students with developmental disabilities](#)

## EARN, SAVE, SPEND, GROW

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# 7<sup>th</sup>-8<sup>th</sup> Grade

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Students will explore how their habits, feelings, and environment influence their money decisions. They will learn about earning, saving, and spending money wisely, including understanding interest, loans, and insurance. Most importantly, students will develop the skills to create a personal financial plan that covers budgeting, saving, investing, and protecting themselves from financial risks.

### BIG IDEAS

**The Human Side of Money:** Learn how your feelings, habits, and the world around you can affect the way you use and manage money. Find out why it's important to make smart choices about how you spend and save, and what it means to be responsible with your money.

**Earning Money:** Discover how your job, your education, and things happening in the economy can impact how much money you make. Learn about starting your own business and how saving and investing can help you plan for your future, including things like retirement.

**Spending & Saving:** Learn how to save your money, understand how interest can help your savings grow, discover different ways to keep your money safe, know why insurance matters, and see how taxes can affect the amount of money you get to spend or save.

**Debt and Loans:** Learn what it means to borrow money, how credit works, and the different kinds of loans people can get. Find out how borrowing money usually costs extra because of something called interest, and why it's important to understand how interest makes you pay back more than you borrowed.

**Financial Planning and Security:** Learn how to use what you know about money to plan for your own life, like setting goals for saving and spending. Also, find ways to keep your money and personal information safe from scams and people trying to steal them.

### LEARNING OUTCOMES

Describe how people's approaches toward money change over time and recognize that lifestyle habits influence the ways people manage their money.

Identify what stewardship is and recognize the importance of managing money, both individually and as a group.

Explain how effort and time put into work will lead to greater rewards, both intrinsic and extrinsic.

Describe the steps, costs, and benefits of starting a business.

Explore the concept of supply and demand and its impact on wages.  
 Understand the importance of diversified investments.  
 Explain how student loans can be helpful, even though they are considered debt.  
 Explain what taxes are and why they must be paid.  
 Understand the concept of retirement planning.  
 Explain how saving allows the value of money to increase because of interest, and other types of investments can allow the value to grow even more.  
 Calculate simple and compound interest using formulas.  
 Analyze the impact of interest rates on savings and loans.  
 Examine various forms of insurance and their purpose.  
 Describe different types of investments and explain how they can provide a more efficient way to save money.  
 Evaluate different types of loans (e.g., student loans, mortgages).  
 Explain how credit history is a record of both positive and negative debt and money management.  
 Identify factors that affect the overall cost of a loan, explain how accumulated interest and principal can change with different types of loans, and calculate interest payments for credit cards and loans.  
 Create a personal financial plan that includes budgeting, saving, investing, and risk protection.  
 Learn what identity theft and financial fraud are and why it's important to protect your money and information.

## VOCABULARY

Lifestyle	Income	Debt	Revenue
Budget	Loan	Asset	Credit Score
Credit Score	Savings	Liability	Overdraft
Expenses	Account	Net Worth	Direct
Credit	Checking	Investment	Deposit
Career	Account	Risk	Predatory
Job	Interest	Insurance	Lending

## 7<sup>TH</sup> GRADE RESOURCES

[Finance in the Classroom Website](#)

## COMMUNITY CONNECTION

[Utah Treasurer's Investment Challenge 4<sup>th</sup>-12<sup>th</sup>](#)

## College and Career Awareness

[Utah College and Career Awareness PBL](#)

# 7<sup>th</sup> and 8<sup>th</sup> Grade Core Standards Supporting Financial Literacy

## College and Career Awareness Standards

Financial Literacy Concept	CCA Strand & Standard
The Human Side of Money	<b>Strand 1, Standard 1:</b> Explore the relationship of individual interests, skills, and aptitudes for future academic and career goals.
	<b>Strand 1, Standard 2:</b> Investigate how career choices relate to aspirations and future standard of living.
	<b>Strand 2, Standard 2:</b> Identify, develop, and demonstrate personal characteristics that promote responsibility, dependability, productivity, high-quality work, and self-initiative.
Earning Money	<b>Strand 1, Standard 2:</b> Explore and participate in the process of preparing to apply for an entry-level job in relation to future academic and career goals.
	<b>Strand 1, Standard 2:</b> Evaluate career availability based on the career outlook information.
	<b>Strand 1, Standard 1:</b> Compare the relationship between education and training for future career options.
Spending & Saving	<b>Strand 4, Standard 3:</b> Students will explore various financial opportunities and risks associated with future academic and career goals.
	<b>Strand 4, Standard 3:</b> Define: Savings, Tuition, Financial aid, Scholarships, Grants, Student loans, and Work study.
	<b>Strand 4, Standard 3:</b> Explore ways to avoid student loan debt (e.g., saving, applying for FAFSA, applying for scholarships).
Debt and Loans	<b>Strand 4, Standard 3:</b> Define Debt and Student Loans.
	<b>Strand 4, Standard 3:</b> Discuss the long-term impact of student loan debt.

<b>Financial Planning and Security</b>	<b>Strand 1, Standard 1:</b> Explore the relationship of individual interests, skills, and aptitudes for future academic and career goals.
	<b>Strand 4, Standard 2:</b> Students will strengthen an individual Plan for College and Career Readiness (PCCR) connected to academic and career interests.
	<b>Strand 4, Standard 2:</b> Create a rigorous program of study for middle/junior high school, high school, and postsecondary opportunities.
	<b>Strand 4, Performance Objectives:</b> Students will begin to create a portfolio that includes a career assessment and insights and reflections related to preparation aligned to the PCCR.

### Mathematics Standards

Financial Literacy Concept	Mathematics Standard
<b>Spending &amp; Saving</b>	<b>Strand: RATIOS AND PROPORTIONAL RELATIONSHIPS (7.RP) Standard 7.RP.3:</b> Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
	<b>Strand: EXPRESSIONS AND EQUATIONS (7.EE) Standard 7.EE.2:</b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem... For example, $a+0.05a=1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."
	<b>Strand: EXPRESSIONS AND EQUATIONS (7.EE) Standard 7.EE.3:</b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form... For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50.
<b>Debt and Loans</b>	<b>Strand: EXPRESSIONS AND EQUATIONS (7.EE) Standard 7.EE.4:</b> Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems.

<b>Learning Outcomes (Calculations)</b>	<b>Strand: RATIOS AND PROPORTIONAL RELATIONSHIPS (7.RP)</b> <b>Standard 7.RP.3:</b> Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
<b>The Human Side of Money</b>	<b>Strand: MATHEMATICAL PRACTICES (8.MP):</b> Make sense of problems and persevere in solving them; Reason abstractly and quantitatively <sup>31</sup> ; Model with mathematics.
<b>Earning Money</b>	<b>Strand: EXPRESSIONS AND EQUATIONS (8.EE) Standard 8.EE.5:</b> Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways... to determine which of two moving objects has greater speed (as a comparison for rate of earning).
<b>Learning Outcomes (Calculations)</b>	<b>Strand: EXPRESSIONS AND EQUATIONS (8.EE) Standard 8.EE.7:</b> Solve linear equations and inequalities in one variable... with rational number coefficients.
	<b>Strand: FUNCTIONS (8.F) Standard 8.F.4:</b> Construct a function to model initial value of a linear function in terms of the situation it models.

**English Language Arts Standards**

<b>Financial Literacy Concept</b>	<b>ELA Strand/Standard Match (Grade 7-8)</b>
<b>The Human Side of Money</b>	<b>Strand 1: SPEAKING AND LISTENING (7-8.SL) Standard 7-8.SL.1:</b> Respond thoughtfully in democratic discussions that involve decision-making.
<b>Financial Planning and Security</b>	<b>Strand 1: SPEAKING AND LISTENING (7-8.SL) Standard 7-8.SL.2:</b> Evaluate the credibility of multiple sources of information presented in various formats and mediums to make informed decisions.
	<b>Strand 2: READING (7-8.R) Standard 7-8.R.13:</b> Evaluate an argument and specific claims in a text, assessing the validity of key statements by examining whether the supporting evidence is relevant and sufficient.

	<b>Strand 3: WRITING (7-8.W) Standard 7-8.W.4:</b> Conduct short research projects to craft an argument, answer a question, or provide an analysis.
	<b>Strand 3: WRITING (7-8.W) Standard 7-8.W.4.a:</b> Gather, assess, and use information from credible sources on the topic.
	<b>Strand 3: WRITING (7-8.W) Standard 7-8.W.1:</b> Write arguments to support claims with logical reasoning, relevant evidence from accurate and credible sources, and provide a conclusion.

**Social Studies Standards**

<b>Financial Literacy Concept</b>	<b>Social Studies Strand/Standard Match</b>
<b>Earning Money</b>	<b>Utah Studies Standard 1.3:</b> Students will explain the economic activity of a prehistoric and/or historic American Indian tribal community by using basic economic concepts, including supply, demand, trade, and scarcity.
	<b>US History I Standard 2.1:</b> Students will identify the economic, social, and geographic factors that influenced the colonization efforts.
	<b>US History I Standard 6.3:</b> Students will identify the economic and geographic impact of the early Industrial Revolution's new inventions and transportation methods.
<b>Spending &amp; Saving</b>	<b>Utah Studies Standard 3.3:</b> Students will describe the effects of events, movements, and innovations on Utah's economic development, such as the organized labor movement, farming and industrial improvements, the World Wars, and the Great Depression.
	<b>Utah Studies Standard 3.1:</b> Students will identify the civic virtues and principles codified by the Utah Constitution. (Paying taxes is a civic responsibility).
<b>Financial Planning and Security</b>	<b>Utah Studies Standard 5.3:</b> Students will use data regarding the key components of Utah's economy to make recommendations for sustainable development (applies to financial planning).
	<b>US History I Standard 4.3:</b> Students will use historic case studies and current events to trace how and explain why the rights, liberties, and responsibilities of citizens have changed over time (relates to rights/responsibilities regarding money and government).