



Teaching Financial Literacy, Grades 4-8

1 Semester Credit/Unit

Instructor – Todd Klamm

tklamm@edsonline.com

Course Syllabus

Course Overview

Develop an understanding and importance of the key aspects for financial literacy in grades 4-8. Learn approaches to create and design lessons pertaining to earning income, buying goods and services, wants vs. needs, and saving and investing for the future. Explore the key characteristics of financial literacy to assist students in understanding the value of money.

Course Learning Objectives:

1. Demonstrate an understanding of the importance of financial literacy at an early age.
2. Approaches to identifying sources of personal income.
3. Applying consumer related skills to purchase decisions (wants/needs).
4. Evaluate savings options for future purchases.
5. Develop and explain savings goals for the future.

Course Relation to CCS or other Professional Standards

<http://www.cde.ca.gov/pd/ps/index.asp>; NCATE

[CCS](#), [ISTE](#); [National and State Standards](#)

MP.1: Make sense of problems and persevere in solving them.

MP.2: Reason abstractly and quantitatively.

MP.3: Construct viable arguments and critique the reasoning of others.

MP.4: Model with mathematics.

MP.5: Use appropriate tools strategically

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Course Modules / Assignments

Module 1: The Importance of Financial Literacy	
Objective	Demonstrate an understanding of the importance of financial literacy at an early age.
Assignment(s)) Include Activities and Needed Materials	<p><u>Research/Information Gathering:</u></p> <ol style="list-style-type: none"> 1. Read the following article from the Financial Educators Council of the Importance of Financial Literacy in our youth. <ol style="list-style-type: none"> a. https://www.financialeducatorsCouncil.org/why-is-financial-literacy-important-for-youth/ 2. There are SIX subheadings in the article. For each subheading, identify ONE fact/concept that you find applicable to financial literacy. Save these SIX facts/concepts to be used in the Assessment listed below. 3. Explore YouTube for a financial literacy video 2-5 minutes in length. The video must explain the importance of financial literacy at a young age. Keep the link to your video for the PowerPoint below. 4. Search the internet for articles related to personal finance and gather FIVE facts related to the negative aspects of personal finance in America. Topics could be personal debt, lack of savings/emergency fund, student loan debt...any topic you find valuable to share with your students. Keep the FIVE facts and links used for the PowerPoint below. <p><u>Application of Learning Activity:</u></p> <p>Create a PowerPoint/Slides presentation in Google or on PowerPoint:</p> <ol style="list-style-type: none"> 1. You will create a PowerPoint with 13 slides total to share with your class about the Importance of Financial Literacy. 2. You will begin with a title slide, that includes your name and a title. 3. The next SIX slides will be used to share the information from the article in the Activities box above. Please include your fact/concept and a picture for each slide. 4. The next FIVE slides will be used to share your facts about negative personal finance in America. Please include a picture on each slide. 5. Your last slide will be used to share the video you selected. <p>Tailor your presentation to your grade level/class you teach. The goal here is to introduce the topic of financial literacy and explain the importance of finance in our lives.</p> <p>Submit your final PowerPoint/Slides Presentation to Moodle, Module 1 Dropbox.</p>
Assessment	<p><u>Assessment for Module 1:</u> The Importance of Financial Literacy will be based on the completion of the PowerPoint/Slides presentation as follows:</p> <ol style="list-style-type: none"> 1. 13 Slide PowerPoint on the Importance of Financial Literacy 2. Title Slides including Name and Title 3. Six slides that include facts from the following article: https://www.financialeducatorsCouncil.org/why-is-financial-literacy-important-for-youth/ 4. Five slides that include facts from your research on negative aspects of personal finance in America. 5. The finance video 2-5 minutes in length. 6. Pictures for each slide. (excluding the video slide)

Module 2: Sources of Personal Income

Objective Approaches to Identifying Sources of Personal Income

**Assignment(s)
) Include
Activities and
Needed
Materials**

Brainstorm and Identify:

1. Explore and identify 10-12 ways that a student in grades 4-8 can earn an income.
2. Keep these 10-12 ways on hand for future discussion with your students.
3. For your 10-12 ways to earn an income, research average hourly rates for these tasks.
4. Keep those rate ranges on hand for future discussion with your students.
5. Make sure rates are based on the state in which you reside.
6. Research and compile a list of activities a student at your grade level does in a given week, including school. Essentially, we are creating a schedule for available times for earning potential.

Application of Learning Activity:
Create a worksheet in Word Document for students to use that allows them to:

1. Explore possible income earning opportunities.
2. Your worksheet will include 10-12 blanks/boxes to write in possible income options, and a blank/box next to it for potential earnings per hour.
 - a. Example:

Mow my neighbor's yard	\$25-\$30 per cut
Take out the trash daily	\$10 per week
3. Your worksheet will also have a blank/box that allows students to total up their monthly earnings potential if they do all 10-12 earning items at the bottom of the task options chart.
4. Your worksheet will have a total possible income box at the bottom.
5. Next, include a daily time chart that includes the following at a minimum:
 - a. Wake time
 - b. Breakfast
 - c. School (you can put 8:00-3:00 which would include lunch time)
 - d. After School Activities (Sports, Band, Choir, etc.)
 - e. Dinner
 - f. Sleep time
6. After the daily time chart is complete, provide at least FIVE blanks for students to fill in for earning activities they can complete based on the earnings chart in Step 2 above.
 - a. Example: A student identifies they have time from 7:00-7:30pm. During this time they could take out the trash and feed the dogs. They could do this daily based on their time availability and earn \$___ a week.
7. Lastly, your worksheet will include a blank/box for them to total up their weekly AND monthly earnings potential if they complete all tasks.
 - a. Some tasks may be weekly, bi-weekly, or once a month

Submit your final Word Document to Moodle, Module 2 Dropbox
Save this worksheet for use in Module 4.

Assessment	<p><u>Assessment for Module 2: Approaches to Identifying Sources of Personal Income</u> will be based on the completion of the Word Document above as follows:</p> <ol style="list-style-type: none"> 1. The identified 10-12 income earnings opportunities 2. Total earnings potential box for each earning opportunity 3. Total earnings potential box at the bottom 4. Daily time breakdown 5. Daily and Monthly earnings potential boxes
-------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Module 3: Purchasing Decisions (Wants/Needs)	
-----------------------------------------------------	--

Objective	Applying consumer related skills to purchase decisions (wants/needs).
------------------	-----------------------------------------------------------------------

Assignment(s)) Include Activities and Needed Materials	<p><u>Research and Information Gathering:</u></p> <ol style="list-style-type: none"> 1. Define wants vs. needs. <ol style="list-style-type: none"> a. Read the article below for refresher if needed. b. https://www.thebalance.com/wants-vs-needs-1388544 2. Identify 10 wants and 10 needs pertaining to your grade level age group and be able to share and explain them to your students during a lesson. 3. Identify 10 wants and 10 needs for an adult aged 25 and older with a career. 4. Be able to distinguish the difference and stress the importance of these two lists when delivering instruction on wants vs. needs. <p><u>Application of Learning Activity:</u> Create a Word document:</p> <ol style="list-style-type: none"> 1. Your document will have a space for students to define wants vs. needs. 2. Your document will have a grade level appropriate section with wants vs. needs with 10 wants and 10 needs. 3. Your document will have an age-appropriate section with wants vs. needs with 10 wants and 10 needs for an adult aged 25 and older with a career. 4. Your document will have a place for students to express (via a question or two) the differences and changes of wants and needs over time. <p>The idea here is to get students thinking about as time advances in their lives, their identified wants and needs change. As an elementary/middle school aged student, they are likely to focus more on the wants of a Playstation 5 rather than thinking about paying rent or a mortgage. The worksheet should allow them to see and explain how wants and needs change as you grow and become financially independent/take on responsibilities as an adult.</p> <p>Submit your final Word Document to Moodle, Module 3 Dropbox.</p>
--------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment	<p>Assessment for Module 3: Applying Consumer Related Skills to Purchase Decisions will be based on the details listed above and as follows:</p> <ol style="list-style-type: none"> 1. Creation of Word Document 2. Definition blank for wants vs. needs 3. Grade level appropriate section of wants vs. needs 4. Adult level (aged 25) wants vs. needs section 5. Open ended question for students to explain wants vs. needs over time
-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Module 4: Saving Money for Future Purchases	
Objective	Evaluate savings options for future purchases.
Assignment(s)) Include Activities and Needed Materials	<p><u>Product Development and Implementation Guide:</u></p> <p>Create a plan for Implementation of the activity for your students. Plan will include From Module 2, how you will distribute to your students the completed Earning Income worksheet they completed for the activity, and detail classroom activities. This will be your Calendar in the Application of Learning Activity mentioned below.</p> <p>This Module requires the student to be given money. There are options for this that include purchasing fake money from Amazon, or making copies of fake money at your school. You want to be able to provide students physical money to make this activity tangible and physically engaging.</p> <ol style="list-style-type: none"> 1. Have your fake money available to you. You will play the role of the payer for completed tasks for your students. 2. Review the earnings potential lesson from Module 2 with your students. 3. Review the FIVE tasks the student identified at the bottom that they can complete to earn money and their potential monthly income. 4. Practice with your student’s math problems relating to saving money month to month. <ol style="list-style-type: none"> a. Example: Month 1 earnings potential = \$75, when added to Month 2, if saved all the money, they could now have \$150. Month 3 - \$225 and so forth. Once you feel they have a good grasp or compound savings, advance to the next step. <p><u>Application of Learning Activity:</u></p> <p>Download a Calendar from the link to Microsoft Office or Google You may choose to create your own Calendar or print one off the internet to write on and scan into the Module 4 Dropbox on Moodle.</p> <p>Your Calendar will be used to map out a yearlong plan of activities for money decisions as follows, please include all elements on your Calendar.</p> <ol style="list-style-type: none"> 1. Your Calendar will have the 9/10 months that your state/school is in session. <ol style="list-style-type: none"> a. Example: August through May 2. Each Monday for your school year, you will write Pay Day on the Calendar. 3. On 20 random days, you will write “Missed Task.” 4. For 3 full weeks, you will write “Missed All Tasks This Week.” <ol style="list-style-type: none"> a. When doing this activity in your room, you can create multiple calendars to differentiate how this looks for students, but not necessary for this assignment completion - just a note to you for differentiation. 5. The teacher, acting as they payer on each Monday, will pay the students for the tasks they completed the previous week by distributing their earned income. <ol style="list-style-type: none"> a. You may want to give them an envelope to save their money week to week.

	<ol style="list-style-type: none"> 6. As you advance in months (you can run this activity for the duration of the school year) students can save their money over time. 7. Create a “student store” where students can buy things. <ol style="list-style-type: none"> a. You can purchase small candy or healthy treats they can buy and set prices. You can also create a list of activities pertaining to your classroom, such as: <ol style="list-style-type: none"> i. 5 minutes of extra free time ii. Line Leader iii. Teacher Helper for the hour/day <ol style="list-style-type: none"> 1. Create a list of 10 “purchase items/activities” for students to spend their money on. (10 is just the minimum required for this activity, you may want to create more) 8. Once you have your fake money, your envelopes for saving, your calendars created and your purchase list - Implement the system! <p>Submit your final Word Document and Calendar to Moodle, Module 4 Dropbox.</p>
<p>Assessment</p>	<p>Assessment for Module 4 will be based on the submission of your Calendar and the completion of the following elements as mentioned above:</p> <ol style="list-style-type: none"> 1. School related 9-10 month Calendar 2. PayDay Mondays (indicated on the Calendar) 3. 20 random missed tasks (indicated on the Calendar) 4. Three weeks of missed all tasks (indicated on the Calendar) 5. Written plan of distribution money on paydays (Separate Document) 6. How you will store the envelopes for students saving money (Separate Document) 7. Items listed for possible sales in the student store (Separate Document) <p>Items 1-4 will be written on the Calendar. <u>Items 5-7 Can be combined into one document</u> explaining how you will implement these items. Use a separate heading for each item.</p>

Course Assessment Rubric

<p style="text-align: center;">EXCELLENT</p> <p style="text-align: center;">Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;">ACCEPTABLE</p> <p style="text-align: center;">Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;">NOT ACCEPTABLE</p> <p style="text-align: center;">Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
<p>All work submitted reflects in-depth understanding of course objectives.</p>	<p>Most work submitted reflects in-depth understanding of course objectives.</p>	<p>Work shows little or no in-depth understanding of course objectives.</p>
<p>Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p>	<p>Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p>	<p>Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.</p>
<p>Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.</p>	<p>Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.</p>	<p>Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.</p>
<p>Assignment content and required projects were original.</p>	<p>Assignment content and required projects were original.</p>	<p>Evidence that not all assignment content and required projects were original.</p>
<p>Work is free of spelling and/or grammatical errors.</p>	<p>Work has few spelling and/or grammatical errors.</p>	<p>Work has numerous spelling and/or grammatical errors.</p>