

FINANCIAL LITERACY INDICATORS IN The KANSAS CURRICULAR STANDARDS IN ECONOMICS

Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

KINDERGARTEN

Benchmark 1: The student understands how limited resources require choices.

The Student:

1. □(K) – (\$) understands that a person cannot have everything he/she *wants*, so a choice has to be made (e.g., play video games or watch television; play on swings or play soccer).
2. (K) – (\$) explains what he/she gives up when a choice is made.

Benchmark 2: The student understands how the market economy works in the United States.

The Student:

1. (K) – (\$) understands the use of money to purchase *goods* and *services*.

Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

1. □(K) – (\$) discusses the *benefits* of saving money.

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

The student:

1. (A) – (\$) gives examples of types of jobs that he/she does within the family.

1ST GRADE

Benchmark 1: The student understands how limited resources require choices.

The Student:

1. □(K) – (\$) understands individuals and families cannot have everything they want, so they have to make choices (e.g., having to decide whether to buy a new video game or a pair of shoes).

Benchmark 2: The student understands how the market economy works in the United States.

The Student:

1. (K) – (\$) understands the concept of exchange and the use of money to purchase *goods* and *services*.

Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

The student:

1. □(K) – (\$) discusses why people *save* money in a bank.

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

The student:

1. (K) – (\$) understands that people have jobs to earn a *wage*.

2ND GRADE

Benchmark 1: The student understands how limited resources require choices.

The Student:

3. □(A) (\$) identifies the *opportunity cost* of a choice (e.g., next best alternative not chosen).

Benchmark 2: The student understands how the market economy works in the United States.

The Student:

1. □(K) – (\$) understands the concept of exchange and the use of money to purchase *goods* and *services* (e.g., *trade* with *barter* or money).

Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

The student:

1. □(K) – (\$) explains the advantage of choosing to save or spend money that is earned or received.
2. □(K) – (\$) defines a *budget* as a plan for *spending* and saving *income*.

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

The student:

1. (K) – (\$) understands that people earn an *income* and sometimes *benefits* for the work they do and gives examples of different types of work within a *community* both today and in the past.
2. □(K) – (\$) knows that a decision-making process can help people make *spending* and saving decisions.

3RD GRADE

Benchmark 1: The student understands how limited resources require choices.

1. □(K) knows that there are not enough available resources to satisfy all *wants* for *goods* and *services*.

Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

The student:

1. (K) – (\$) knows that when *borrowing* money the *consumer* is receiving *credit* that must be repaid.

Benchmark 4: The student analyzes the role of the government in the economy.

The student:

1. □(A) – (\$) lists *goods* and *services* in the *community* that are paid for by taxes (e.g., roads, parks, schools, fire protection).

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

The student:

1. □(A) – (\$) analyzes how *needs* and *wants* are met through *spending* and saving decisions.
2. □(K) – (\$) identifies consequences of *borrowing* and *lending*.
3. □(A) – (\$) gives an example of *income* and how the money was spent or saved.

4TH GRADE

Benchmark 1: The student understands how limited resources require choices.

The Student:

1. □(K) – (\$) knows that every *spending* and saving decision has an *opportunity cost*.

Benchmark 2: The student understands how the market economy works in the United States.

The Student:

1. (K) – (\$) defines the characteristics of an *entrepreneur* and gives an example of someone who show those characteristics (e.g., risk taker, innovator, gets together all *resources* needed to produce a product.)

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

The student:

1. □(A) – (\$) discusses ways workers can improve their ability to earn *income* by gaining new knowledge, skills, and experience.
2. □(A) analyzes the *costs* and *benefits* of making a choice.

5TH GRADE

Benchmark 1: The student understands how limited resources require choices.

The Student:

1. (K) explains how *scarcity of resources* requires individuals, communities, states, and nations to make choices about *goods* and *services* (e.g., what food to eat, type of housing to live in, how to use land).
2. (A) determines how unlimited *wants* and limited resources lead to choices that involve *opportunity costs*.

Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

The Student:

1. (K) – (\$) understands that banks are institutions where people (individuals, families, and businesses) save money and earn *interest* and where people *borrow* money and pay interest.
2. (A) – (\$) gives examples of how positive and negative *incentives* affect people's behavior (e.g., laws: Stamp Act, Sugar Act; *profit*, product *price*; indentured servant).

Benchmark 4: The student analyzes the role of the government in the economy.

1. (K) – (\$) describes *revenue* sources for different levels of *government* (e.g., personal *income* taxes, property taxes, sales tax, *interest*, bonds).

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

The student:

1. ▲(A) – (\$) determines the *costs* and *benefits* of a *spending*, *saving*, or *borrowing* decision.
2. (K) – (\$) recognizes that *supply* of and *demand* for workers in various careers affect *income*.

6TH GRADE

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

The student:

1. (A) – (\$) determines the *costs* and the *benefits* of a *spending*, *saving*, or *borrowing* decision.
2. (K) – (\$) explains that *budgeting* requires *trade-offs* in managing *income* and spending.
3. (K) identifies the *opportunity cost* that resulted from a spending decision.
4. (A) – (\$) analyzes how *supply* of and *demand* for workers in various careers affect income.

7TH GRADE

Benchmark 1: The student understands how limited resources require choices.

The Student:

1. (K) identifies substitutes and *complements* for selected *goods* and *services* (e.g., substitutes: sod houses vs wood houses, wagons vs railroads; complements: trains and rails, wagons and wheels).
2. (K) explains that how people choose to use *resources* has both present and future consequences.

Benchmark 2: The student understands how the market economy works in the United States.

The Student:

1. (A) – (\$) analyzes the impact of *inflation* or *deflation* on the value of money and people's purchasing power (e.g., cattle towns, mining towns, time of "boom", time of *depression*).

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

The student:

1. ▲(A) – (\$) compares the *benefits* and *costs* of *spending*, *saving*, or *borrowing* decisions based on information about products and *services*.
2. (K) explains how an individual's *income* will differ in the labor *market* depending on *supply* of and *demand* for his/her *human capital* (e.g., skills, abilities, and/or education level).

8TH GRADE

Benchmark 2: The student understands how the market economy works in the United States.

The Student:

2. (K) – (\$) describes the four basic types of earned *income* (e.g., *wages* and salaries, rent, *interests*, and profit).
3. (K) – (\$) explains the factors that cause unemployment (e.g., seasonal demand for jobs, changes in skills needed by employers, other economic influences, downsizing, *outsourcing*).
4. ▲(K) – (\$) describes the positive and negative *incentives* to which employees respond (e.g., wage levels, *benefits*, work hours, working conditions).

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

The student:

1. (K) – (\$) explains how saving accumulation is influenced by the amount saved, the rate of return and time.
2. (A) – (\$) determines the *opportunity cost* of decisions related to a personal finance plan or *budget*.

HIGH SCHOOL

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

The student:

1. (K) – (\$) describes how various jobs and employment are impacted by changes in the *economy*.
2. (K) – (\$) illustrates how the demand for labor is influenced by *productivity* of labor and explains factors that influence labor productivity (e.g., education, experience, health, nutrition, *technology*).
3. ▲(A) – (\$) explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and *wage* rates (e.g., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines).
4. (A) - (\$) develops a personal *budget* that identifies sources of *income* and *expenditures* (e.g., wages, rent payments, *savings*, taxes, insurance).
5. (K) - (\$) determines the *costs* and *benefits* of using *credit*.
6. ▲(A) – (\$) analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate).

K=knowledge; A=application

□ K-4 indicators that are foundational for the 6th grade assessment.

▲ indicators marked for the Kansas Social Studies Assessment.

(\$) indicates financial literacy indicator.

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From presentation at HCCI Conference
Topeka, 2008