

A Correlation:
GEORGIA
Academic Standards
and
Junior Achievement
Capstone Programs



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Middle School CTAE
Common Core State Standards Included

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Overview

The following correlation features the knowledge and skills that students are introduced to in JA Capstone Programs and how they correspond to the Georgia Social Studies Framework. The correlation is not meant to be exhaustive, nor is it intended to infer that any one resource will completely address any given standard. It is designed to show how *JA BizTown*® and *JA Finance Park*® will enhance or complement efforts to meet educational standards. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

JA BizTown encompasses important elements of work readiness, entrepreneurship, and financial literacy, providing students with a solid foundation of business, economics, and free enterprise education. Through daily lessons, hands-on activities, and active participation in a simulated community designed to support differentiated learning styles, students develop a strong understanding of the relationship between what they learn in school and successful participation in an economy. *JA BizTown* helps prepare students for a lifetime of learning and academic achievement.

JA BizTown Adventures is an alternative (or supplement) to the simulated community experience when students do not have access to a facility. It provides the same great social studies, work readiness, entrepreneurship, and financial literacy concepts in an online self-guided format. *JA BizTown Adventures* can be easily used in remote implementation and independent study when combined with the student self-guided implementation of the *JA BizTown* curriculum. Both implementation options augment students' core curriculum in social studies, English language arts, and mathematics. Throughout the programs, students use critical-thinking skills to learn about key concepts as they explore and enhance their understanding of free enterprise.

JA Finance Park lessons address fundamental financial literacy and economic concepts, explore career interests and opportunities, and develop work-readiness skills. The lessons culminate in a hands-on budgeting simulation that includes decisions related to income, expenses, savings, and credit.

The *JA Finance Park* program provides two curriculum levels: Entry Level and Advanced. The Entry Level curriculum is geared towards students who are new to personal finance or have never taken a financial literacy class. The *JA Finance Park* Advanced curriculum is geared towards high school students, and those with some prior knowledge of personal finances, allowing students a peek at their future financial decisions. All curriculum options provide educators a method of delivery that will best meet the needs of their students and culminate with a visit to *JA Finance Park*, a realistic on-site or mobile facility, where students engage with volunteers and put into practice what they've learned by developing a personal budget. *JA Finance Park* simulation is also available virtually in the classroom,

JA Finance Park Entry Level offers three implementations' options:

- Traditional classroom format - educator-led presentation
- Project-Based Learning (PBL) format - structured to include student group and independent work and a culminating project
- Student-self guided format - designed for remote implementation and independent learning

JA Finance Park Advanced offers a teacher-led blended classroom curriculum with a number of optional self-guided extension activities.

JA BizTown

| Unit Description and Learning Objectives | Social Studies Standards | English Language Arts | Math |
|--|---|---|---|
| <p>Unit 1: Financial Literacy</p> <p>You must have money to spend money. Students need to understand this fundamental concept of earning and spending if they are to grasp the importance of sound personal finance. This unit introduces students to bank services and practices that will help them to be successful in <i>JA BizTown</i> and in life.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Extrapolate services offered by financial institutions ▪ Complete a bank account application ▪ Demonstrate an ability to endorse a paycheck ▪ Complete a deposit ticket ▪ Maintain a check register correctly ▪ Describe the consequences of insufficient funds ▪ Write and sign checks ▪ State the benefit of an interest-earning savings account ▪ Explain how money in a savings account grows ▪ Explore the differences between checks, debit cards, and credit cards ▪ Explain how money changes hands when a debit card is used ▪ Demonstrate use of a check register to record a debit purchase | <p>SS4E2 Identify the elements of a [personal budget] (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p> <p>SS6E13</p> <p>c. Understand the reasons and benefits of saving. d. Understand the uses and costs of credit.</p> | <p>Grade 4</p> <p>RI.4.3 RI.4.4 RI.4.5 RI.4.7 SL.4.1 SL.4.3 L.4.4</p> <p>Grade 5</p> <p>RI.5.4 RI.5.5 RI.5.7 SL.5.1 L.5.1 L.5.3 L.5.4</p> <p>Grade 6</p> <p>RI.6.7 SL.6.1 SL.6.2 L.6.1 L.6.3 L.6.4</p> | <p>Grade 4</p> <p>4.NBT.3 4.NBT.4</p> <p>Grade 5</p> <p>5.NBT.5 5.NBT.7</p> <p>Grade 6</p> <p>6.NS.3</p> <p>Mathematical Practices 4-6</p> <p>1-7</p> |

JA BizTown

| Unit Description and Learning Objectives | Social Studies Standards | English Language Arts | Math |
|---|---|---|---|
| <p>Unit 2: Community and Economy</p> <p>Students explore their role as citizens of a community. They are introduced to the concept of the circular flow of money and goods in an economy. They define basic economic concepts and discuss the impact of taxes and philanthropy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define various vocabulary terms ▪ Explain how good citizens have a sense of responsibility to others and to their community ▪ Identify goods, services, and resources (human, natural, and capital) ▪ Demonstrate the circular flow of an economy ▪ Discover the function of businesses in producing goods and services ▪ Define scarcity and learn more about free enterprise ▪ Identify the three basic economic questions (what, how, and for whom to produce) ▪ Understand why people pay taxes ▪ Define gross pay and net pay ▪ Calculate tax by multiplying with decimals ▪ Differentiate between public goods and services and private goods and services <p>Give examples of philanthropy</p> | <p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity cost and its relationship to decision-making [across time.]</p> <p>d. Explain how voluntary exchange helps both buyers and sellers</p> <p>e. Describe how trade promotes economic activity</p> <p>SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity costs and their relationship to decision-making across time</p> <p>d. Describe how trade and voluntary exchange promotes economic activity</p> <p>SS5CG1 a. Explain the responsibilities of a citizen.</p> <p>SS5E2 Describe the functions of four major sectors in the U. S. economy.</p> <p>a. Describe the household function in providing resources and consuming goods and services.</p> <p>b. Describe the private business function in producing goods and services.</p> <p>c. Describe the bank function in providing checking accounts, savings accounts, and loans.</p> <p>d. Describe the government function in taxation and providing certain public goods and public services.</p> <p>SS5E3 Describe how consumers and producers interact in the U. S. economy.</p> <p>SS6E7 Analyze different economic systems.</p> <p>a. [Compare how traditional, command, and] market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.</p> | <p>Grade 4</p> <p>RI.4.7</p> <p>W.4.8</p> <p>SL.4.1</p> <p>SL.4.2</p> <p>SL.4.3</p> <p>L.4.1</p> <p>L.4.4</p> <p>L.4.6</p> <p>Grade 5</p> <p>RI.5.7</p> <p>W.5.8</p> <p>SL.5.1</p> <p>SL.5.2</p> <p>SL.5.3</p> <p>L.5.1</p> <p>L.5.4</p> <p>L.5.6</p> <p>Grade 6</p> <p>R.6.7</p> <p>SL.6.1</p> <p>SL.6.2</p> <p>L.6.1</p> <p>L.6.4</p> <p>L.6.6</p> | <p>Grade 4</p> <p>4.MD.4</p> <p>Grade 5</p> <p>5.MD.2</p> <p>Mathematical Practices 4-6</p> <p>1</p> <p>2</p> <p>4</p> |

JA BizTown

| Unit Description and Learning Objectives | Social Studies Standards | English Language Arts | Math |
|---|--|---|--|
| <p>Unit 3: Work Readiness</p> <p>Citizens learn how their interests and skills can lead to exciting careers. They have an opportunity to assess their own skills and interests and to see what kinds of jobs are available at <i>JA BizTown</i>. They have an opportunity to fill out a job application and experience the job interview process.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize their interests and skills ▪ Explain the relevance of interests and skills in career exploration and planning ▪ Distinguish the differences among the four primary career types: people, ideas, data, and things ▪ Categorize STEM careers into different types ▪ Demonstrate appropriate workplace behaviors ▪ Define resume, job interview, and applicant ▪ Complete a job application ▪ Model appropriate business greetings ▪ Demonstrate proper interview skills | <p>SS5E3b. Describe how people earn income by selling their labor to businesses.</p> <p>SS5E3c. Describe how entrepreneurs take risks to develop new goods and services to start a business.</p> <p>SS6E13 Understand that a basic principle of effective personal money management is to live within one’s income.</p> <p>a. Understand that income is received from work and is limited.</p> | <p>Grade 4</p> <p>RI.4.4</p> <p>SL.4.1</p> <p>L.4.1</p> <p>L.4.2</p> <p>L.4.4</p> <p>L.4.6</p> <p>Grade 5</p> <p>RI.5.4</p> <p>SL.5.1</p> <p>L.5.1</p> <p>L.5.2</p> <p>L.5.4</p> <p>L.5.6</p> <p>Grade 6</p> <p>SL.6.1</p> <p>L.6.1</p> <p>L.6.2</p> <p>L.6.4</p> <p>L.6.6</p> | <p>Grade 4</p> <p>4.MD.4</p> <p>Grade 5</p> <p>5.MD.2</p> <p>Mathematical Practices 4-6</p> <p>2</p> <p>4-6</p> |

JA BizTown

| Unit Description and Learning Objectives | Social Studies Standards | English Language Arts | Math |
|--|---|---|---|
| <p>Unit 4: Business Management</p> <p>Citizens prepare for their visit to <i>JA BizTown</i> by working in business teams to learn about key factors in operating a business, such as teamwork, operation costs, pricing, and advertising.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe costs associated with operating a business ▪ Calculate business expenses ▪ Use teamwork to create a paragraph that describes a business ▪ Define selling price, revenue, and inventory ▪ Describe factors that affect selling price ▪ Explain the relationship between revenue, costs, and profit ▪ Define advertising ▪ Describe characteristics of effective advertising ▪ Acknowledge how effective teamwork and cooperation enhance business teams ▪ Appreciate how careful completion of details ensures a more successful JA BizTown visit | <p>SS4E1. b. Explain how price incentives affect people’s behavior and choices:</p> <p>d. Explain how voluntary exchange helps both buyers and sellers</p> <p>SS5E1.b. Explain how price incentives affect people’s behavior and choices</p> <p>SS5E3 a. Describe how competition, markets, and prices influence consumer behavior.</p> | <p>Grade 4</p> <p>W.4.1</p> <p>W.4.2</p> <p>W.4.4</p> <p>SL.4.1</p> <p>L.4.1</p> <p>L.4.3</p> <p>L.4.4</p> <p>L.4.6</p> <p>Grade 5</p> <p>W.5.1</p> <p>W.5.2</p> <p>W.5.4</p> <p>SL.5.1</p> <p>L.5.1</p> <p>L.5.3</p> <p>L.5.4</p> <p>L.5.6</p> <p>Grade 6</p> <p>W.6.1</p> <p>W.6.4</p> <p>SL.6.1</p> <p>L.6.1</p> <p>L.6.3</p> <p>L.6.4</p> <p>L.6.6</p> | <p>Grade 4</p> <p>4.NBT.5</p> <p>Grade 5</p> <p>5.NBT.5</p> <p>Grade 6</p> <p>6.NS.2</p> <p>6.NS.3</p> <p>Mathematical Practices 4-6</p> <p>1-7</p> |

JA BizTown

| Unit Description and Learning Objectives | Social Studies Standards | English Language Arts | Math |
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| <p>Unit 5: Visit and Debrief</p> <p>Citizens participate in the <i>JA BizTown</i> simulation and then return to class for a debriefing lesson to ensure they have a well-rounded learning experience. The debrief lesson allows citizens to reflect on their <i>JA BizTown</i> experience and further identify the relevance of classroom learning to their future plans and goals.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Function in their job capacity at JA BizTown ▪ Manage their personal finances and time ▪ Carry out responsibilities of citizenship, such as voting and obeying laws ▪ Evaluate team performance at JA BizTown ▪ Explain the circular flow of economic activity ▪ Describe how citizens use financial institutions ▪ Describe how citizens work within a quality business | <p>SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p> <p>SS5E3 Describe how consumers and producers interact in the U. S. economy.</p> <p>SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p> | <p>Grade 4</p> <p>W.4.1</p> <p>SL.4.1</p> <p>SL.4.4</p> <p>L.4.1</p> <p>L.4.6</p> <p>Grade 5</p> <p>W.5.1</p> <p>SL.5.1</p> <p>SL.5.4</p> <p>L.5.1</p> <p>L.5.6</p> <p>Grade 6</p> <p>W.6.1</p> <p>SL.6.1</p> <p>SL.6.4</p> <p>L.6.1</p> <p>L.6.4</p> | <p>Grade 5</p> <p>5.NBT.5</p> <p>Mathematical Practices 4-6</p> <p>1-7</p> |

JA Biz Town Adventures

| Session Details | Social Studies | Common Core ELA | Common Core Math |
|---|---|--|--|
| <p>Adventure One: CEO</p> <p>AS CEO students discover some of the responsibilities of running a business. They match their interests and skills to choose a corporation to lead, use the company’s mission statement to make a strategic decision, explore market analysis to identify a target market, compare applicant resumes to make a hiring decision while considering the company budget, and compile a letter to encourage customers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Compare potential customers ▪ Identify target market ▪ Make a strategic decision ▪ Identify points in a mission statement ▪ Compare applicant resumes ▪ Make a budget-based decision ▪ Create a letter by making appropriate word choices | <p>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</p> <p>a. Describe opportunity cost and its relationship to decision-making [across time.]</p> <p>d. Explain how voluntary exchange helps both buyers and sellers</p> <p>e. Describe how trade promotes economic activity</p> | <p>Grade 4 RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p>Grade 5 RI.5.1-5 RI.5.7,10 W.5. 2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p> | <p>4.oa.1 4.nbt.4</p> |
| <p>Adventure Two CFO</p> <p>As CFO students make budget decisions following a decision-making process and mathematical formula. They determine how much to charge for their services and which companies’ services offer the best value. They explore the need for cyber insurance to prevent online security breaches and review the company’s mission statement.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Deduct taxes to calculate net pay ▪ Determine price of items to make a profit using a formula ▪ Compare costs to make budget decisions ▪ Read terms and conditions to compare offers ▪ Evaluate proposals as part of a decision-making process | <p>SS5E2 Describe the functions of four major sectors in the U. S. economy.</p> <p>a. Describe the household function in providing resources and consuming goods and services.</p> <p>b. Describe the private business function in producing goods and services.</p> <p>c. Describe the bank function in providing checking accounts, savings accounts, and loans.</p> <p>d. Describe the government function in taxation and providing certain public goods and public services</p> <p>SS5E1.b. Explain how price incentives affect people’s behavior and choices</p> <p>SS5E3 a. Describe how competition, markets, and prices influence consumer behavior.</p> | <p>Grade 4 RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p>Grade 5 RI.5.1-5 RI.5.7,10 W.5. 2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p> | <p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4-6 4.nf.5-6</p> <p>5.nbt.1-2 5.nbt.4-5</p> |

JA Biz Town Adventures

| Session Details | Social Studies | Common Core ELA | Common Core Math |
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| <p>Adventure Three: Marketing Director</p> <p>As Marketing Director, students use their knowledge of skills and interests to choose a company to work for. They identify an idea for a new product or service and use a decision-making strategy to refine their idea, identify a target market, and plan an advertising campaign that is consistent with the business mission statement.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Identify an idea for a new product or service ▪ Attempt to resolve solutions to customer pain points ▪ Identify characteristics of target markets ▪ Explore advertising avenues and marketing tools ▪ Plan a marketing campaign ▪ Compare cost effectiveness of different advertisements ▪ Examine fine print on contracts | <p>SS5E3 Describe how consumers and producers interact in the U. S. economy.</p> <p>SS5E3b.Describe how people earn income by selling their labor to businesses.</p> <p>SS5E3c.Describe how entrepreneurs take risks to develop new goods and services to start a business.</p> | <p>Grade 4</p> <p>RI.4.1-5 RI.4.7,8,10 SL.4.3 L.4.4,6</p> <p>Grade 5</p> <p>RI.5.1-5 RI.5.7,8,10 SL.5.3 L.5.4-6</p> | <p>4.oa.1 4.nbt.4</p> <p>5.nbt.1-2</p> |
| <p>Adventure Four: Sales Manager</p> <p>Once the Sales manager chooses which company he or she will represent, they will be lead through decision making and problem-solving processes to make hiring and customer service decisions based on budget and work ethic parameters.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Explore traits that convey good work ethic ▪ Compare resumes ▪ Use a decision-making process to make hiring decisions ▪ Use a problem-solving process to improve customer service | <p>SS5E3 Describe how consumers and producers interact in the U. S. economy.</p> <p>SS5E3b.Describe how people earn income by selling their labor to businesses.</p> <p>SS5E3c.Describe how entrepreneurs take risks to develop new goods and services to start a business.</p> | <p>Grade 4</p> <p>RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p>Grade 5</p> <p>RI.5.1-5 RI.5.7,10 W.5. 2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p> | <p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4-6 4.nf.5-6</p> <p>5.nbt.1-2 5.nbt.4-5</p> |

JA Biz Town Adventures

| Session Details | Social Studies | Common Core ELA | Common Core Math |
|--|---|---|--|
| <p>Adventure Five: Consumer</p> <p>As consumer, students make financial decisions and choices having to do with bank accounts and types of payments. They learn to keep a transaction register, calculate net pay, choose needs over wants, and set and re-evaluate a budget.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define gross pay and net pay and calculate net pay ▪ Identify services offered by financial institutions. ▪ Explore a bank account application ▪ Identify parts of a transaction register ▪ Explain the importance of a savings account ▪ Explore the differences between checks, debit cards, and credit cards and other forms of electronic payments. ▪ Explain how money changes hands when a debit card or electronic payment form is used. ▪ Demonstrate use of a transaction register to record a debit purchase. ▪ Distinguish between needs and wants ▪ Create a budget based on monthly income ▪ Use fixed costs and needs to make budget decisions ▪ Make shopping decisions based on budget and opportunity cost | <p>SS4E2 Identify the elements of a [personal budget] (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p> <p>SS5E2 Describe the functions of four major sectors in the U. S. economy.</p> <p>a. Describe the household function in providing resources and consuming goods and services.</p> <p>b. Describe the private business function in producing goods and services.</p> | <p>Grade 4</p> <p>RI.4.1-5 RI.4.7,10 SL.4.3 L.4.4,6</p> <p>Grade 5</p> <p>RI.5.1-5 RI.5.7,10 SL.5.3 L.5.4-6</p> | <p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4</p> <p>5.nbt.1-2</p> |

JA Finance Park

| Unit Description | Social Studies Standards | Other Standards as Specified | English Language Arts | Math |
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| <p>Unit 1: Income</p> <p>Students recognize the fundamental role that income plays in their personal finances and the factors that affect income and take-home pay. They discover how their decisions about education and careers impact their potential income and quality of life.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Rate their interests, abilities, and values. ▪ Determine work preferences and match them to career choices ▪ Define taxes and explain their purpose and impact on income ▪ Figure net monthly income | <p>SS6E13 Understand that a basic principle of effective personal money management is to live within one’s income.</p> <p>a. Understand that income is received from work and is limited.</p> <p>SS7E10 Understand that a basic principle of effective personal money management is to live within one’s income.</p> <p>a. Understand that income is received from work and is limited.</p> <p>SS8E3 Explain the principles of effective personal money management.</p> <p>a. Explain that income is the starting point for personal financial management.</p> | <p>Consumer and Finance</p> <p>MSFCS-CF1.b-c</p> <p>Information Processing Skills-</p> <p>3. Identify issues and solve problems</p> <p>7. Interpret charts and tables</p> <p>10. Analyze artifacts</p> <p>11. Draw conclusions and make generalizations</p> | <p>Grade 6</p> <p>SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7</p> <p>SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8</p> <p>SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10</p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p> | <p>Grade 6</p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p>Grade 7</p> <p>RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2</p> |
| <p>Unit 2: Saving, Investing and Risk Management</p> <p>Students explore and compare saving and investing options as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the benefits of saving a portion of income for future use ▪ Explain short- and long-term saving options ▪ Explain some of the advantages and disadvantages of various saving and investing options ▪ Assess personal risk and risk management | <p>SS7E2 Explain how voluntary trade benefits buyers and sellers</p> <p>SS6E13 c. Understand the reasons and benefits of saving.</p> <p>SS7E2 Explain how voluntary trade benefits buyers and sellers</p> <p>SS7E10 c. Understand the reasons and benefits of saving.</p> <p>SS8E3 c. Describe the reasons for and the benefits of savings.</p> | <p>Consumer and Finance</p> <p>MSFCS-CF2.d.f</p> <p>Information Processing Skills-</p> <p>7. Interpret charts and tables</p> <p>10. Analyze artifacts</p> <p>11. Draw conclusions and make generalizations</p> <p>12. Analyze graphs and diagrams</p> <p>16. Check for consistency of information</p> | <p>Grade 6</p> <p>RI.6.2 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7</p> <p>RI.7.2 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8</p> <p>SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10</p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p> | <p>Grade 6</p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p>Grade 7</p> <p>RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2 SP.7.5</p> |

JA Finance Park

| Unit Description | Social Studies Standards | Other Standards as Specified | English Language Arts | Math |
|--|---|--|---|--|
| <p>Unit 3: Debit and Credit</p> <p>Students compare financial institutions and their services. Through discussion and a game activity, they weigh the advantages and disadvantages of debit and credit. Students also examine the role that credit scores and credit reporting have on personal finances.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define financial institutions and identify the services they provide ▪ Examine debit and credit cards and their use ▪ Explain the benefits and common pitfalls of credit cards ▪ Explain the benefits of debit cards ▪ Define credit score and describe how it influences the ability to get credit and borrow money | <p>SS6E13 d. Understand the uses and costs of credit.</p> <p>SS7E2 Explain how voluntary trade benefits buyers and sellers</p> <p>SS7E10 d. Understand the uses and costs of credit.</p> <p>SS8E3 d. Describe the uses of debt and associated risks.</p> | <p>Information Processing Skills-</p> <p>1. Compare similarities and differences</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>9. Construct charts and tables</p> <p>11. Draw conclusions and make generalizations</p> <p>16. Check for consistency of information</p> | <p>Grade 6</p> <p>SL.6.1 SL.6.2</p> <p>Grades 9-10</p> <p>L.9-10.1 L.9-10.4</p> <p>Grades 11-12</p> <p>SL.11-12.1 L.11-12.1 L.11-12.4</p> | <p>Grade 6</p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7</p> <p>RP.7.R2.b NS.7.3 SP.7.5</p> <p>Grade 8</p> <p>G.8 SP.8.2</p> |
| <p>Unit 4: Budget+</p> <p>Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Categorize spending by needs and wants ▪ Compare teen and adult spending patterns ▪ Determine which categories belong in a budget ▪ Relate the need to save money to meet goals ▪ Prepare a budget using goals and income | <p>SS6E13 b. Understand that a budget is a tool to plan the spending and saving of income.</p> <p>SS7E10 b. Understand that a budget is a tool to plan the spending and saving of income.</p> <p>SS8E3. b. Describe the reasons for and the benefits of a household budget.</p> | <p>Consumer and Finance</p> <p>MSFCS- CF1.a-c CT2.e</p> <p>Information Processing Skills-</p> <p>1. Compare similarities and differences</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>9. Construct charts and tables</p> <p>11. Draw conclusions and make generalizations</p> <p>16. Check for consistency of information</p> | <p>Grade 6</p> <p>RI.6.1 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7</p> <p>RI.7.1 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8</p> <p>RI.8.1 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10</p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p> | <p>Grade 6</p> <p>NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7</p> <p>NS.7.2 NS.7.3 EE.7.1 EE.7.2</p> |

JA Finance Park

| Unit Description | Social Studies Standards | Other Standards as Specified | English Language Arts | Math |
|--|---|--|--|--|
| <p>Unit 5: Simulation and Debriefing</p> <p>Students participate in the <i>JA Finance Park</i> simulation. They put into action all they have learned in the classroom by making important spending decisions and maintaining a balanced budget. Following their simulation experience, students participate in a reflective assessment.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Create a family budget using hypothetical life situations ▪ Make saving and investment decisions ▪ Reflect on their simulation experience | <p>SS6E13 b. Understand that a budget is a tool to plan the spending and saving of income.</p> <p>SS7E10 b. Understand that a budget is a tool to plan the spending and saving of income.</p> <p>SS8E3. b. Describe the reasons for and the benefits of a household budget.</p> | <p>Information Processing Skills-</p> <p>1. Compare similarities and differences</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>9. Construct charts and tables</p> <p>11. Draw conclusions and make generalizations</p> <p>16. Check for consistency of information</p> | <p>Grade 6</p> <p>RI.6.1 W.6.1 W.6.4 W.6.9</p> <p>Grade 7</p> <p>RI.7.1 W.7.1 W.7.4 W.7.9</p> <p>Grade 8</p> <p>RI.8.1 W.8.1 W.8.4 W.8.9</p> <p>Grades 9-10</p> <p>RI.9-10.1 W.9-10.4 W.9-10.9</p> | <p>Grade 6</p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7</p> <p>RP.7.R2.b NS.7.2 NS.7.3</p> |

JA Finance Park PBL

| Unit Description | Social Studies Standards | Other Standards as Specified | Common Core |
|--|--|---|--|
| <p>Unit 1: Income</p> <p>Students recognize the fundamental role of income in their personal finances and the factors that affect income and take-home pay. Through Project-Based Learning (PBL), students understand how the decisions they make about education and careers have an impact on their potential income and quality of life.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Tell the difference between abilities, interests, work preferences, and values ▪ Identify career interests and goals as a way to earn future income ▪ Define taxes and explain their purpose and impact on income ▪ Interpret sources of income (salaries and wages, interest, profit for business owners, etc.) ▪ Calculate NMI (net monthly income) income tax (including state income tax), Social Security, and Medicare | <p>SSPFL1 Evaluate various sources of income and analyze variables that affect a person’s income.</p> <p>b. Compare different types of income including hourly wages, salary, tips, independent contractor services (Form 1099), dividends, and capital gains.</p> <p>c. Analyze how career choice, education, skills, and economic conditions are related to income and levels of unemployment.</p> <p>d. Describe how income taxes affect disposable income.</p> <p>f. Describe the basic components of a pay-stub including gross pay, net pay, and common deductions</p> | <p>Consumer and Finance</p> <p>MSFCS-CF1.b-c</p> <p>Information Processing Skills-</p> <p>3. Identify issues and solve problems</p> <p>7. Interpret charts and tables</p> <p>10. Analyze artifacts</p> <p>11. Draw conclusions and make generalizations</p> | <p>Grades 9-10</p> <p>RI .9–10.4</p> <p>W. 9-10. 1,4</p> <p>SL. 9-10. 1</p> <p>L.9-10. 1,4</p> <p>Grades 11-12</p> <p>RI 11/12.4</p> <p>W.11/12. 1,4</p> <p>SL.11/12. 1</p> <p>L.11/12. 1,4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-7</p> |

JA Finance Park PBL

| Unit Description | Social Studies Standards | Other Standards as Specified | Common Core |
|--|---|---|--|
| <p>Unit 2: Saving, Investing and Risk Management</p> <p>Students explore savings and compare investments as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the benefits of saving a portion of income for future use ▪ Explain short- and long-term saving options ▪ Explain some of the advantages and disadvantages of savings options and investment vehicles ▪ Assess personal risk and risk management | <p>SSPFL7 Explain how interest rates affect various consumer decisions.</p> <p>b. Compare interest rates on loans and credit cards from different institutions including banks, credit unions, payday loan facilities, and title pawn lenders.</p> <p>d. Explain the difference between simple and compound interest and the difference between fixed and variable interest.</p> <p>SSPFL8 Evaluate reasons for and various methods of investment.</p> <p>a. Evaluate the risk and return of a variety of savings and investment options including savings accounts, certificates of deposit, stocks, bonds, and mutual funds.</p> <p>b. Explain the advantages of using tax-advantaged retirement planning</p> <p>SSPFL9 Describe how insurance and other risk-management strategies protect against financial loss.</p> <p>a. Define insurance as an agreement where one party agrees to pay for another’s damage or loss in exchange for payment.</p> <p>b. Define risk as it relates to various assets (i.e. your person, property, or investments).</p> <p>c. Describe various types of insurance including automobile, health, life (whole and term), disability, and property.</p> | <p>Consumer and Finance</p> <p>MSFCS-CF2.d.f</p> <p>Information Processing Skills-</p> <p>7. Interpret charts and tables</p> <p>10. Analyze artifacts</p> <p>11. Draw conclusions and make generalizations</p> <p>12. Analyze graphs and diagrams</p> <p>16. Check for consistency of information</p> | <p>Grades 9-10</p> <p>RI .9–10.1</p> <p>W. 9-10. 1,4,9</p> <p>SL. 9-10. 1</p> <p>L.9-10. 1,4</p> <p>Grades 11-12</p> <p>RI .11-12. 1</p> <p>W.11-12. 1,4,9</p> <p>SL11-12. 1</p> <p>L.11-12. 1,4</p> |

JA Finance Park PBL

| Unit Description | Social Studies Standards | Other Standards as Specified | Common Core |
|--|---|---|---|
| <p>Unit 3: Debit and Credit</p> <p>Students compare financial institutions and their services; examine the value of credit scores; and interpret the effect of creditworthiness.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the types of financial institutions and the services they provide ▪ Explain debit and credit cards and their uses ▪ Identify the advantages and disadvantages related to credit and debit cards ▪ Give examples of the best ways to build credit ▪ Demonstrate why credit scores are important | <p>SSPFL6 Analyze the purpose and function of various financial institutions.</p> <p>a. Analyze services offered by different financial institutions including banks, credit unions, payday lenders, and title pawn lenders.</p> <p>c. Compare the benefits and drawbacks of different financial institutions including banks, credit unions, payday lenders, and title pawn lenders.</p> <p>SSPFL3 Evaluate different methods for paying for goods and services.</p> <p>a. Describe advantages and disadvantages of paying for goods and services with cash, checks, debit cards, credit cards, and other options.</p> <p>b. Compare and contrast debit, credit, and prepaid cards in terms of how they work, acceptability, and the costs associated with each.</p> <p>c. Explain how to avoid fees when using debit, credit, and prepaid cards.</p> <p>SSPFL5 Describe the importance of credit and having a favorable credit score.</p> <p>a. Define credit and interest rates.</p> <p>b. Describe factors that affect credit worthiness and the ability to receive favorable interest rates including character (credit score), collateral, and capacity to pay.</p> <p>c. Describe the basic components of a credit score including payment history, debt to income ratio, amount owed, length of credit history, types of credit used, amount of available credit, and recent credit applications.</p> <p>d. Describe different ways financial institutions, employers, and other parties use credit reports and credit scores.</p> <p>g. Explain how to begin building a good credit history at an early age.</p> | <p>Information Processing Skills-</p> <p>1. Compare similarities and differences</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>9. Construct charts and tables</p> <p>11. Draw conclusions and make generalizations</p> <p>16. Check for consistency of information</p> | <p>Grades 9-10</p> <p>SL. 9-10.1,4 L.9-10. 1,4</p> <p>Grades 11-12</p> <p>SL11-12.1,4 L.11-12.1,4</p> |

JA Finance Park PBL

| Unit Description | Social Studies Standards | Other Standards as Specified | Common Core |
|---|---|--|--|
| <p>Unit 4: Budget+</p> <p>This unit provides an opportunity for students to set financial goals, experience budgeting, and compare sample budgets before they are confronted with the financial responsibilities of being an adult. Lessons focus on classifying income and expenses and staying with a plan. In each of the PBL lessons, integration of technology is required. During the final lesson, students explain the value of planning their spending and maintaining a balanced budget.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Categorize spending by needs and wants ▪ Determine which categories belong in a budget ▪ Distinguish between different kinds of budgets ▪ Prepare a budget using goals and income | <p>SSPFL1. a. Analyze income as a scarce resource that must be allocated.</p> <p>SSPFL2 Describe how budgeting and actively reviewing finances can be used to allocate scarce income.</p> <p>a. Explain the importance of setting short-term, medium-term, and long-term savings goals.</p> <p>b. Differentiate between needs and wants.</p> <p>c. Analyze the basic components of a personal budget including income, expenses, and savings.</p> | <p>Consumer and Finance</p> <p>MSFCS-</p> <p>CF1.a-c</p> <p>CT2.e</p> <p>Information Processing Skills-</p> <p>1. Compare similarities and differences</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>9. Construct charts and tables</p> <p>11. Draw conclusions and make generalizations</p> <p>16. Check for consistency of information</p> | <p>Grades 9-10</p> <p>RI .9-10.1</p> <p>SL. 9-10.1</p> <p>L.9-10.1,4</p> <p>Grades 11-12</p> <p>RI .11-12.1</p> <p>SL11-12.1</p> <p>L.11-12.1,4</p> <p>Mathematical Practices</p> <p>1-2</p> <p>4-7</p> |

JA Finance Park PBL

| Unit Description | Social Studies Standards | Other Standards as Specified | Common Core |
|--|---|--|---|
| <p>Unit 5: Simulation and Debriefing</p> <p>Students participate in the JA Finance Park simulation. They put into action all they have learned in the classroom by making important spending decisions and maintaining a balanced budget. Students then use the knowledge and skills gained from the JA Finance Park lessons to create a portfolio and presentation that answer the following driving question: What do I need to do today to accomplish what I want in the future?</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Create a family budget using hypothetical life situations ▪ Make saving and investment decisions ▪ Demonstrate understanding of the importance of making smart financial decisions now that will last throughout their lifetimes ▪ Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts ▪ Demonstrate originality and creativity ▪ Build confidence, self-esteem, and teamwork skills | <p>SSPFL1. a. Analyze income as a scarce resource that must be allocated.</p> <p>SSPFL2 Describe how budgeting and actively reviewing finances can be used to allocate scarce income</p> <p>SSPFL8 Evaluate reasons for and various methods of investment.</p> <p>SSPFL9 Describe how insurance and other risk-management strategies protect against financial loss</p> | <p>Information Processing Skills-</p> <p>1. Compare similarities and differences</p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>9. Construct charts and tables</p> <p>11. Draw conclusions and make generalizations</p> <p>16. Check for consistency of information</p> | <p>Grades 9-10</p> <p>RI .9-10.1,4,8 W. 9-10. 1 W. 9-10.4-9 SL. 9-10. 1 SL.9-10.4-6 L.9-10. 1-6</p> <p>Grades 11-12</p> <p>RI .11-12.1,4,8 W.11-12.1 W. 11-12.4-9 SL.11-12. 1 SL.11-12.4-6 L.11-12. 1-6</p> <p>Mathematical Practices</p> <p>1-2 4-7</p> |

JA Finance Park Advanced

| Unit Description | Social Studies Standards | Other Standards as Specified | English Language Arts |
|--|---|--|---|
| <p>Theme 1: Employment and Income</p> <p>Foundation 1 Career Cluster</p> <p>Students learn about the 16 career clusters and how their own interests and skills can help them determine a career pathway</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Examine careers and corresponding career clusters. ▪ Apply interests and skills to specific career clusters. ▪ Research possible careers within a chosen career cluster. ▪ Analyze how interests and skills may relate to a specific career cluster. | <p>SSPFL1 Evaluate various sources of income and analyze variables that affect a person’s income.</p> <p>a. Analyze income as a scarce resource that must be allocated.</p> <p>SSPFL4 Evaluate alternatives for life after high school including college, technical school, internships, working, military, doing nothing (taking a “gap year”), traveling, or other options.</p> | <p>Personal Finance</p> <p>SSEPF1 Apply rational decision making to personal spending and saving choices.</p> <p>a. Use a rational decision-making model to evaluate the costs and benefits of post-high school life choices.</p> <p>SSEPF6 Describe how the earnings of workers are determined in the marketplace.</p> <p>b. Explore job and career options and explain the significance of investment in education, training, and skill development as it relates to future earnings.</p> <p>Information Processing Skills</p> <p>1. compare similarities and differences</p> <p>6. identify and use primary and secondary sources</p> <p>9. construct charts and tables</p> | <p>RI.9-10. 1,4</p> <p>W.9-10. 2,4,6,7,8</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 9-10. 1- 6</p> <p>RI.11-12. 1,4</p> <p>W.11-12. 2,4,6,7,8</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 11-12. 1- 6</p> |
| <p>Theme 1 Foundation 2 Net Income</p> <p>Students learn the difference between gross pay and net pay and understand the various taxes and other deductions withheld from a paycheck.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the difference between gross pay and net pay. ▪ Identify the components on an earnings statement (pay stub) that affect net income. ▪ Calculate net monthly income after removing taxes, benefits, and other deductions. | <p>SSPFL1 d. Describe how income taxes affect disposable income</p> <p>f. Describe the basic components of a pay-stub including gross pay, net pay, and common deductions</p> | <p>Personal Finance</p> <p>SSEPF6 Describe how the earnings of workers are determined in the marketplace.</p> <p>Information Processing Skills</p> <p>7. interpret timelines, charts, and tables</p> | <p>Grades 9-10</p> <p>9-10.RV.1</p> <p>9-10.RV.3.2</p> <p>9-10.SL.1</p> <p>Grades 11-12</p> <p>11-12.RV.1</p> <p>11-12.RV.3.2</p> <p>11-12.SL.1</p> |

JA Finance Park Advanced

| Unit Description | Social Studies Standards | Other Standards as Specified | English Language Arts |
|--|---|--|---|
| <p>Theme 2: Employment and Education</p> <p>The Value of Education</p> <p>Students learn about the time commitments, costs and benefits of post-secondary education options. Then they compete to find four occupations from the Occupational Outlook Handbook with the highest return on investment.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the benefits of postsecondary education, including trade schools and military service. ▪ Identify the income projection for a variety of careers. <p>Calculate the return on the educational investment for different occupations</p> | <p>SSPFL1 b. Compare different types of income including hourly wages, salary, tips, independent contractor services (Form 1099), dividends, and capital gains.</p> <p>c. Analyze how career choice, education, skills, and economic conditions are related to income and levels of unemployment.</p> <p>SSPFL4 Evaluate alternatives for life after high school including college, technical school, internships, working, military, doing nothing (taking a “gap year”), traveling, or other options.</p> | <p>Personal Finance</p> <p>SSEPF6 Describe how the earnings of workers are determined in the marketplace.</p> <p>b. Explore job and career options and explain the significance of investment in education, training, and skill development as it relates to future earnings.</p> <p>Information Processing Skills</p> <p>4. distinguish between fact and opinion</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>8. identify social studies reference resources to use for a specific purpose</p> <p>15. determine adequacy and/or relevancy of information</p> | <p>RI.9-10. 1,4</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 9-10. 1- 6</p> <p>RI.11-12. 1,4</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 11-12. 1- 6</p> |
| <p>Theme 3: Financial Responsibility and Decision Making</p> <p>Financial Decision Making</p> <p>Students learn a process for making decisions and recognize the responsibilities associated with personal financial decisions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use rational and considered decision-making steps to select financial goals and priorities. ▪ Explain how decisions made today can impact the future | <p>SSPFL4 a. Use a rational decision-making model to identify the most appropriate alternative from the options in SSPFL4.</p> <p>b. Describe opportunity cost as it relates to the options in SSPFL4.</p> | <p>Information Processing Skills</p> <p>4. distinguish between fact and opinion</p> <p>16. check for consistency of information</p> | <p>RI.9-10. 1,4</p> <p>W.9-10. 1,4</p> <p>SL 9-10. 1,2,5</p> <p>L 9-10. 1- 6</p> <p>RI.11-12. 1,4</p> <p>W.11-12. 1,4</p> <p>SL 9-10. 1,2,5</p> <p>L 11-12. 1- 6</p> |

JA Finance Park Advanced

| Unit Description | Social Studies Standards | Other Standards as Specified | English Language Arts |
|--|---|--|--|
| <p>Theme 4: Planning and Money Management</p> <p>Next-Level Budgeting</p> <p>Students explore the differences between needs and wants, and then learn about the parts of a budget and the importance of budgeting.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize some of the reasons why people might spend more than they earn. ▪ Identify and use parts of a budget. ▪ List the long-term effects of overspending. | <p>SSPFL1 Evaluate various sources of income and analyze variables that affect a person’s income. a. Analyze income as a scarce resource that must be allocated</p> <p>SSPFL2 a. Explain the importance of setting short-term, medium-term, and long-term savings goals.</p> <p>b. Differentiate between needs and wants.</p> <p>c. Analyze the basic components of a personal budget including income, expenses, and savings.</p> | <p>Personal Finance</p> <p>SSEPF1 b. Create a budget that includes a savings or financial investment plan for a future goal.</p> <p>Information Processing Skills</p> <p>9. construct charts and tables</p> | <p>RI.9-10 1,4</p> <p>SL 9-10 1,2</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>SL 9-10 1,2</p> <p>L 11-12 1- 6</p> |
| <p>Theme 5: Risk Management and Insurance</p> <p>Insurance</p> <p>Students analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize strategies for managing risk. ▪ List the benefits of having insurance for risk management. ▪ Identify conditions under which it is appropriate for young adults to have life, health, and disability insurance. ▪ Compare insurance policies. | <p>SSPFL9 Describe how insurance and other risk-management strategies protect against financial loss.</p> <p>a. Define insurance as an agreement where one party agrees to pay for another’s damage or loss in exchange for payment.</p> <p>b. Define risk as it relates to various assets (i.e. your person, property, or investments).</p> <p>c. Describe various types of insurance including automobile, health, life (whole and term), disability, and property.</p> <p>f. Analyze the costs and benefits associated with different types of insurance, including copays, deductibles, premiums, shared liability, and asset protection.</p> <p>g. Define insurability and explain why insurance rates can vary.</p> | <p>Personal Finance</p> <p>SSEPF5 Describe how insurance and other risk-management strategies protect against financial loss.</p> <p>a. List and describe various types of insurance such as automobile, health, life, disability, and property.</p> <p>b. Explain the costs and benefits associated with different types of insurance, including deductibles, premiums, shared liability, and asset protection</p> <p>Information Processing Skills</p> <p>9. construct charts and tables</p> <p>11 draw conclusions and make generalizations</p> | <p>RI.9-10 1,4</p> <p>W.9-10 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 2,4,6,7,8</p> <p>SL 9-10 1,2,4,5</p> <p>L 11-12 1- 6</p> |

JA Finance Park Advanced

| Unit Description | Social Studies Standards | Other Standards as Specified | English Language Arts |
|--|--|--|--|
| <p>Theme 6: Investing</p> <p>Investing for the Future</p> <p>Students learn about different types of investments and collaborate to build a diversified investment portfolio.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize different investment options. ▪ Compare the benefits and risks of various investment options. ▪ Create a diversified investment portfolio that maximizes profit | <p>SSPFL8 Evaluate reasons for and various methods of investment.</p> <p>a. Evaluate the risk and return of a variety of savings and investment options including savings accounts, certificates of deposit, stocks, bonds, and mutual funds.</p> <p>c. Describe the importance of diversification investing.</p> <p>d. Describe the differences in strategies used for long-term investing vs. short term investing.</p> | <p>Personal Finance</p> <p>SSEPF2 c. Give examples of the direct relationship between risk and return.</p> <p>d. Evaluate the risk and return of a variety of savings and investment options, including:</p> <p>savings accounts, certificates of deposit, retirement accounts, stocks, bonds, and mutual funds.</p> <p>Information Processing Skills</p> <p>15. determine adequacy and/or relevancy of information</p> | <p>RI.9-10 1,4</p> <p>W.9-10 1,8</p> <p>SL 9-10 1,2,5</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 1,8</p> <p>SL 9-10 1,2,5</p> <p>L 11-12 1- 6</p> |
| <p>Theme 7: Simulation and Debrief</p> <p>Students participate in the JA Finance Park simulation then reflect on the activities they participated in during the simulation and engage in an activity to connect their learnings and takeaways from the JA Finance Park simulation to their future career and money management goals.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify key learnings from the JA Finance Park simulation. ▪ Analyze and apply lessons learned to future career and money management goals. | <p>SSPFL1 Evaluate various sources of income and analyze variables that affect a person’s income. a. Analyze income as a scarce resource that must be allocated</p> <p>SSPFL2 a. Explain the importance of setting short-term, medium-term, and long-term savings goals.</p> <p>b. Differentiate between needs and wants.</p> <p>c. Analyze the basic components of a personal budget including income, expenses, and savings.</p> <p>SSPFL8 Evaluate reasons for and various methods of investment.</p> <p>a. Evaluate the risk and return of a variety of savings and investment options including savings accounts, certificates of deposit, stocks, bonds, and mutual funds.</p> | <p>Personal Finance</p> <p>SSEPF1 b. Create a budget that includes a savings or financial investment plan for a future goal.</p> <p>SSEPF1 Apply rational decision making to personal spending and saving choices.</p> <p>a. Use a rational decision-making model to evaluate the costs and benefits of post-high school life choices.</p> <p>SSEPF6 Describe how the earnings of workers are determined in the marketplace.</p> <p>b. Explore job and career options and explain the significance of investment in education, training, and skill development as it relates to future earnings.</p> <p>Information Processing Skills</p> <p>12. analyze graphs and diagrams</p> | <p>RI.9-10 1,4</p> <p>W.9-10 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5,6</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5,6</p> <p>L 11-12 1- 6</p> |

JA Finance Park Advanced Extension Activities

| Extension Details | Extension Objectives | Social Studies Standards | Other Standards |
|--|---|---|--|
| Theme One: Employment and Income | | | |
| <p>Entrepreneurial Strengths and Talents</p> <p>Students are introduced to entrepreneurial characteristics and how they help in business. They take a self-assessment and create a plan to improve their entrepreneurial skills.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a successful entrepreneur. ▪ Examine personal entrepreneurial qualifications and characteristics. ▪ Develop a plan for building entrepreneurial skills. | <p>SSPFL1. B Compare different types of income including hourly wages, salary, tips, independent contractor services (Form 1099), dividends, and capital gains.</p> | <p>NA</p> |
| <p>Job Loss</p> <p>Students are introduced to factors that can lead to job loss. They learn which professions are likely to be more affected by specific factors and compare two worker scenarios. Students see how being prepared can help minimize job loss stress and they sketch out a plan to prepare for a possible job loss.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize factors that can lead to job loss, including economic downturns (layoffs, natural disasters, foreclosure), globalization, and automation. ▪ Develop a plan for preparing for job loss. ▪ Identify professional development and job retraining opportunities to help when job loss happens. | <p>NA</p> | <p>NA</p> |
| <p>My Work Values and Responsibilities</p> <p>Students compare two employees to see the importance of soft skills and strong work ethic, and then they learn why work ethic is important to employers. They are challenged to make ethical decisions in the workplace, and they also draft answers to mock interview questions addressing their work ethic.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of having a good work ethic and making good choices, including ethical decisions, in the workplace. ▪ Explain why certain decisions made at work, such as taking excessive sick days, having unexcused absences, or arriving late, have negative consequences. | <p>NA</p> | <p>Personal Finance</p> <p>SSEPF6 Describe how the earnings of workers are determined in the marketplace.</p> <p>a. Identify skills that are required to be successful in the workplace, including positive work ethics, punctuality, time management, teamwork, communication skills, and good character.</p> |

JA Finance Park Advanced Extension Activities

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| <p>The IRS W-4 Form</p> <p>Students learn about the process of withholding money for taxes on their paychecks. They can use a tax estimator to determine how much income to withhold for taxes, discover where their tax dollars are spent, and are introduced to tax exemptions. Students use the IRS website to locate the W-4 form and answer some specific questions.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the purpose of the W-4 form. ▪ Examine the employee sections of the W-4 form | <p>NA</p> | <p>NA</p> |
| <p>Theme Two: Employment and Education</p> | | | |
| <p>Applying for Financial Aid with FAFSA</p> <p>Students learn how to complete the Free Application for Federal Student Aid (FAFSA) form to apply for financial aid for college.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the rationale for completing the FAFSA form. ▪ Identify the resources and information required for the FAFSA form. ▪ Develop an action plan for completing the FAFSA form. | <p>SSPFL4 d. Review and complete a sample Free Application for Federal Student Aid (FAFSA) form.</p> | <p>NA</p> |
| <p>Career Decisions</p> <p>Students create a plan based on their interests and talents and learn how to set goals to help them achieve that plan.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use a process to develop a career plan. ▪ Identify career choices that match interests and abilities ▪ Develop a SMART goal to help achieve a chosen career. | <p>SSPFL4 a. Use a rational decision making model to identify the most appropriate alternative from the options in SSPFL4.</p> | <p>Personal Finance</p> <p>SSEPF1 Apply rational decision making to personal spending and saving choices.</p> <p>a. Use a rational decision-making model to evaluate the costs and benefits of post-high school life choices</p> |

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| <p>Grades Count!</p> <p>Students consider the consequence of grades and other factors and their effects on college options and scholarships.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Reflect on their current GPA and course selections in light of key factors that influence college admissions. ▪ Calculate a possible GPA based on potential new courses. ▪ List the positive steps they can take to be successful with potential new courses | <p>NA</p> | <p>Personal Finance</p> <p>SSEPF6 a. Identify skills that are required to be successful in the workplace, including positive work ethics, punctuality, time management, teamwork, communication skills, and good character.</p> |
| <p>Interpreting a Financial Aid Award Letter</p> <p>Students learn how to interpret a financial aid award letter and negotiate for more aid</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the options available upon receiving a financial aid award letter. ▪ Analyze the parts of a financial aid award letter. ▪ Identify effective strategies for negotiating additional financial aid. | <p>SSPFL4 c. Evaluate costs and benefits of various ways to pay for post-high school life including scholarships, employment, work-study programs, loans, grants, savings, prior investments, and other options.</p> | <p>NA</p> |
| <p>Paying for Postsecondary Education</p> <p>Students explore how to pay for postsecondary education, a major financial decision that will impact their finances for years to come.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify a savings goal and plan. ▪ Contrast grants and scholarships with student loans. ▪ Explain the responsibilities associated with student loan debt. | <p>SSPFL4 c. Evaluate costs and benefits of various ways to pay for post-high school life including scholarships, employment, work-study programs, loans, grants, savings, prior investments, and other options.</p> | <p>NA</p> |

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| Theme Three: Financial Responsibility and Decision Making | | | |
| <p>Buying Your First Car</p> <p>Students learn to be smart consumers when purchasing a new or used car</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Compare benefits of buying and leasing a car. ▪ Identify costs associated with buying and owning a car. ▪ Explain benefits of buying new and used cars. ▪ Analyze costs and features of several vehicles to identify the best car for one's needs. | <p>SSPFL3 Evaluate different methods for paying for goods and services.</p> <p>a. Describe advantages and disadvantages of paying for goods and services with cash, checks, debit cards, credit cards, and other options.</p> | <p>NA</p> |
| <p>Cost of Living</p> <p>Students consider the differences in cost of living and median wage in different areas of the United States.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Compare cost of living in different states. ▪ Discover the different median wage for different states and occupations. ▪ Make a four-step plan for the future. | <p>NA</p> | <p>NA</p> |
| <p>My Financial Future and Debt</p> <p>Students learn how to use credit responsibly, why they should keep debt low, and why credit scores matter.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the effects of late or missed payments. ▪ Explain the effect of debts on a person's net worth. ▪ Distinguish between good use and misuse of credit cards. | <p>SSPFL2 f. Explain the concept of net worth.</p> <p>SSPFL3 c. Explain how to avoid fees when using debit, credit, and pre-paid cards.</p> <p>SSPFL5 Describe the importance of credit and having a favorable credit score.</p> <p>a. Define credit and interest rates.</p> <p>b. Describe factors that affect credit worthiness and the ability to receive favorable interest rates including character (credit score), collateral, and capacity to pay</p> <p>c. Describe the basic components of a credit score</p> | <p>Personal Finance</p> <p>SSEPF4 Evaluate the costs and benefits of using credit.</p> <p>a. Describe factors that affect credit worthiness and the ability to receive favorable interest rates including character (credit score), collateral, and capacity to pay.</p> |

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|---|---|---|---|
| <p>Philanthropy</p> <p>Students consider the emotional, social, and financial benefits of charitable giving as part of creating a personal financial plan.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the difference between philanthropy and charity. ▪ Express how society benefits when others donate money for worthy causes. ▪ Evaluate how philanthropy fits within a personal financial plan. ▪ Clarify how charitable giving may have tax benefits. | <p>NA</p> | <p>NA</p> |
| <p>Planning for Financial Success</p> <p>Students use critical thinking skills and design to communicate the benefits of financial goal planning.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the steps for financial goal planning. ▪ Identify a financial goal and develop a plan to reach it. | <p>SSPFL2 Describe how budgeting and actively reviewing finances can be used to allocate scarce income.</p> <p>a. Explain the importance of setting short-term, medium-term, and long-term savings goals.</p> | <p>NA</p> |
| <p>Sales and Property Taxes</p> <p>Students determine the impact taxes have on financial decision making.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain what taxes are used for. ▪ Recognize different types of taxes. ▪ Analyze the impact of taxes on financial decisions, such as buying a car or a home. | <p>SSPFL10 Describe how government taxing and spending decisions affect consumers</p> <p>b. Analyze the purpose of different types of taxes including income, property, sales, excise, and capital gains.</p> <p>c. Explain how an increase in sales tax affects different income groups.</p> | <p>Personal Finance</p> <p>SSEPF3 b. Explain how an increase in sales tax affects different income groups.</p> <p>c. Explain the impact of property taxes on individuals and communities.</p> |

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|---|--|---|--|
| Theme Four: Planning and Money Management | | | |
| <p>A World Without Cash</p> <p>Students learn about cashless spending. They discover the pros and cons of cashless spending, reflect on the impact that apps and credit/debit cards can have on spending and security, and research a payment app.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explore different payment types, and classify the pros and cons of using payment apps. ▪ Identify potential security issues with using payment apps. ▪ Analyze how to use a payment app to manage spending. | <p>SSPFL3 Evaluate different methods for paying for goods and services.</p> <p>a. Describe advantages and disadvantages of paying for goods and services with cash, checks, debit cards, credit cards, and other options</p> <p>SSPFL3 c. Explain how to avoid fees when using debit, credit, and pre-paid cards.</p> | <p>Personal Finance</p> <p>SSEPF2 Explain that banks and other financial institutions are businesses that channel funds from savers to investors.</p> <p>a. Compare services offered by different financial institutions, including banks, credit unions, payday lenders, and title pawn lenders</p> |
| <p>Extracurricular Expenses</p> <p>Students apply their understanding of budgeting as they explore how to budget for extracurricular activities that are part of many students' high school experiences.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Outline a short-term financial goal for how to save for extracurricular expenses. ▪ Generate a personal budget to achieve the goal | <p>SSPFL1 a. Analyze income as a scarce resource that must be allocated.</p> <p>a. Explain the importance of setting short-term, medium-term, and long-term savings goals.</p> <p>c. Analyze the basic components of a personal budget including income, expenses, and savings.</p> | <p>Personal Finance</p> <p>SSEPF1 b. Create a budget that includes a savings or financial investment plan for a future goal.</p> |
| <p>Unexpected Expenses</p> <p>Students understand the impact of unexpected expenses on their budget and the role of an emergency fund in meeting those expenses.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Evaluate if an emergency fund should be used for different emergency scenarios. ▪ Create an emergency fund savings plan for an emergency. ▪ Analyze how saving for an emergency fund can impact a monthly budget. | <p>NA</p> | <p>NA</p> |

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| Extension Details | Extension Objectives | Social Studies Standards | Other Standards |
|--|--|--|--|
| Theme Five: Risk Management and Insurance | | | |
| <p>Auto Insurance</p> <p>Students learn about different types of auto insurance policies and what each cover. They explore the costs of insurance, including premiums and deductibles, and learn strategies for keeping auto insurance costs low.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Differentiate among the main types of auto insurance coverage. ▪ Identify ways to mitigate risk to help keep auto insurance costs down. | <p>SSPFL9 d. Review and describe the basic components of a sample automobile, health, and property insurance policy.</p> | <p>NA</p> |
| <p>Mortgages</p> <p>Students learn the basics about mortgages, including what a mortgage payment consists of and the initial expenses for obtaining a mortgage. They explore different types of mortgages and compare fixed-rate, adjustable-rate, and balloon mortgages.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the expenses associated with taking out a mortgage. ▪ Differentiate among different types of mortgages. | <p>NA</p> | <p>NA</p> |
| Theme 6: Investing | | | |
| <p>Purchasing Stocks</p> <p>Students learn the basics of stock market investing, compare factors that impact the market, read and respond to scenarios about investing, and are introduced to three investing strategies.</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic principles of investing in stocks. ▪ Identify factors that affect stocks and the stock market. ▪ List strategies for smart investing. | <p>NA</p> | <p>NA</p> |
| <p>Investing for Retirement</p> <p>Students learn the importance of starting to save for retirement early, the need to save for retirement consistently throughout one’s working life, and the impact of failing to fund one’s retirement. It also explores company-sponsored retirement plans, such as 401(k) accounts, and both traditional and Roth individual retirement accounts (IRAs).</p> | <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the benefits of funding retirement early. ▪ Compare features and benefits of retirement plans, including 401(k)s and IRAs. | <p>SSPFL8 b. Explain the advantages of using tax-advantaged retirement planning including a tradition Individual Retirement Account (IRA), a Roth IRA, and a company 401K or 403b.</p> | <p>Personal Finance</p> <p>SSEPF2 c. Give examples of the direct relationship between risk and return.</p> <p>d. Evaluate the risk and return of a variety of savings and investment options, including: savings accounts, certificates of deposit, retirement accounts, stocks, bonds, and mutual funds</p> |