

A Correlation: Michigan Academic Standards and Junior Achievement Capstone Programs



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[Michigan Social Studies Standards](#)
[Michigan Career and Employability Skills](#)
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 state 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	Career and Employability Skills	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>E1 Market Economy</p> <p>Use fundamental principles and concepts of economics to understand economic activity in a market economy</p> <p>4 – E1 .0 .3 Describe how positive and negative incentives influence behavior in a market economy.</p> <p>4 – E1 .0 .4 Explain how price affects decisions about purchasing goods and services (substitute goods).</p> <p>4 – E1 .0 .7 Describe the exchange of goods and services and the role of money.</p>	<p>Applied Academics</p> <p>2. Perform basic mathematical computations to solve workplace problems (such as using measuring devices)</p> <p>Developing And Presenting Information</p> <p>1. Interpret simple data contained in symbols, pictures, charts, and graphs.</p> <p>3. Use imagination freely to present ideas and relationships in new ways.</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>

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Unit Description and Learning Objectives	Social Studies Standards	Career and Employability Skills	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 ▪ Give examples of philanthropy 	<p>E1 Market Economy</p> <p>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address.</p> <p>4 – E1 .0 .3 Describe how positive and negative incentives influence behavior in a market economy.</p> <p>4 – E1 .0 .4 Explain how price affects decisions about purchasing goods and services (substitute goods).</p> <p>4 – E1 .0 .5 Explain how specialization and division of labor increase productivity.</p> <p>4 – E1 .0 .6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices.</p> <p>4 – E1 .0 .7 Describe the exchange of goods and services and the role of money.</p> <p>4 – E1 .0 .8 List goods and services governments provide in a market economy and explain how these goods and services are funded.</p>	<p>3. Work in teams on projects that require listening to directions, outlining the processes used. Give a verbal presentation detailing the process, the time spent, and the results.</p> <p>Developing And Presenting Information</p> <p>1. Interpret simple data contained in symbols, pictures, charts, and graphs.</p> <p>5. Communicate ideas in varied formats (e.g., pictures, charts, graphs, oral reports, and three dimensional objects).</p> <p>Problem Solving</p> <p>1. Identify a problem and explain it (i.e why it is a problem, how it affects a situation, etc.).</p> <p>2. Identify ways to solve a problem. Then decide and explain which solution to use.</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	Career and Employability Skills	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>P3.1 Identifying and Analyzing Public Issues</p> <p>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>4 – P3 .1 .1 Identify public issues in the United States that influence the daily lives of its citizens.</p> <p>4 – P3 .1 .2 Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions</p> <p>P3.3 Persuasive Communication About a Public Issue</p> <p>Communicate a reasoned position on a public issue.</p> <p>4 – P3 .3 .1 Compose a brief essay expressing a position on a public policy issue [in the United States] and justify the position with a reasoned argument. ^{ELO}</p>	<p>Career Planning</p> <ol style="list-style-type: none"> 1. Identify and explore varied career and employment opportunities. 2. Discuss the importance of the contributions of workers in a variety of fields. 3. Identify activities that one likes and dislikes (e.g., hobbies, sports, school tasks). 6. Explore the broad range of career options available to women and men without discrimination based on gender, race, or other stereotype. <p>Developing And Presenting Information</p> <ol style="list-style-type: none"> 1. Interpret simple data contained in symbols, pictures, charts, and graphs. <p>Personal Management</p> <ol style="list-style-type: none"> 2. Identify and demonstrate good study and work habits. 3. Describe the relationship between doing well in school and performing well in a career. 	<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>

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Unit Description and Learning Objectives	Social Studies Standards	Career and Employability Skills	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>P4.2 Citizen Involvement</p> <p>Act constructively to further the public good.</p> <p>4 – P4 .2 .1 Develop and implement an action plan and know how, when, and where to address or inform others about a state or national issue.</p> <p>4 – P4 .2 .2 Participate in projects to help or inform others</p>	<p>Applied Academics</p> <p>2. Perform basic mathematical computations to solve workplace problems (such as using measuring devices)</p> <p>3. Work in teams on projects that require listening to directions, outlining the processes used. Give a verbal presentation detailing the process, the time spent, and the results.</p> <p>Organizational Skills</p> <p>8. Identify materials, tools, and processes to a task.</p> <p>11. Work cooperatively with classmates in teams in simulated work activities</p> <p>12. Use active listening and speaking skills with adults and peers.</p> <p>13. Delegate tasks according to differing interests and abilities.</p> <p>Teamwork</p> <p>1. Describe one's role as a team member</p> <p>2. Help group establish goals.</p> <p>3. Plan one's personal contribution to a project.</p> <p>4. Share tasks necessary to complete a team project.</p> <p>8. Understand compromise and respect the decision of the group and/or the supervising adult.</p> <p>13. Understand the qualities of positive leadership.</p>	<p>Grade 4</p> <p>W.4.1 W.4.2 W.4.4 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.6</p> <p>Grade 5</p> <p>W.5.1 W.5.2 W.5.4 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.6</p> <p>Grade 6</p> <p>W.6.1 W.6.4 SL.6.1 L.6.1 L.6.3 L.6.4 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 6.NS.3</p> <p>Mathematical Practices 4-6</p> <p>1-7</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies Standards	Career and Employability Skills	English Language Arts	Math
<p>Unit 5: Visit and Debrief 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>4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address.</p> <p>4 – E1 .0 .2 Describe characteristics of a market economy.</p> <p>4 – E1 .0 .3 Describe how positive and negative incentives influence behavior in a market economy.</p> <p>4 – E1 .0 .4 Explain how price affects decisions about purchasing goods and services (substitute goods).</p> <p>4 – E1 .0 .5 Explain how specialization and division of labor increase productivity.</p> <p>4 – E1 .0 .6 Explain how competition among buyers results in higher prices and competition among sellers results in lower prices.</p> <p>4 – E1 .0 .7 Describe the exchange of goods and services and the role of money.</p> <p>4 – E1 .0 .8 List goods and services governments provide in a market economy and explain how these goods and services are funded.</p> <p>P4.2 Citizen Involvement Act constructively to further the public good.</p> <p>4 – P4 .2 .1 Develop and implement an action plan and know how, when, and where to address or inform others about a state or national issue.</p> <p>4 – P4 .2 .2 Participate in projects to help or inform others.</p>	<p>Applied Academics</p> <p>2. Perform basic mathematical computations to solve workplace problems (such as using measuring devices)</p> <p>3. Work in teams on projects that require listening to directions, outlining the processes used. Give a verbal presentation detailing the process, the time spent, and the results.</p> <p>4. Identify basic technology used in the classroom, school, and the workplace and explain how it is used.</p> <p>Career Planning</p> <p>4. Portray oneself in several potential career activities of one's choice.</p> <p>7. Explore the role of work in society and the ways people prepare for employment.</p> <p>Personal Management</p> <p>4. Initiate projects and extra activities for personal satisfaction.</p> <p>5. Monitor and evaluate accurately one's progress towards a goal or completion of a project.</p> <p>7. Follow directions.</p> <p>9. Work independently with some supervision.</p> <p>11. Demonstrate knowledge of established school rules.</p> <p>12. Respect the property rights of other students.</p> <p>13. Exhibit honesty and fairness in everyday behavior.</p> <p>15. Respect the rights of others while helping them make needed adjustments to be part of the class or group.</p> <p>Organizational Skills</p> <p>1. Use clocks to tell time.</p> <p>3. Follow a daily routine.</p> <p>4. Identify and prioritize tasks to be completed.</p> <p>5. Count money accurately.</p> <p>6. Use money to make purchases and make correct change.</p>	<p>Grade 4</p> <p>W.4.1 SL.4.1 SL.4.4 L.4.1 L.4.6</p> <p>Grade 5</p> <p>W.5.1 SL.5.1 SL.5.4 L.5.1 L.5.6</p> <p>Grade 6</p> <p>W.6.1 SL.6.1 SL.6.4 L.6.1 L.6.4</p>	<p>Grade 5</p> <p>5.NBT.5</p> <p>Mathematical Practices 4-6</p> <p>1-7</p>

JA BizTown Adventures

Session Details	Social Studies	Career and Employability Skills	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>4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address.</p> <p>4 – E1 .0 .2 Describe characteristics of a market economy.</p>	<p>Career Planning</p> <p>4. Portray oneself in several potential career activities of one’s choice.</p> <p>5. Use a decision-making model to determine a course of action regarding a home, school, or community activity.</p> <p>Personal Management</p> <p>4. Initiate projects and extra activities for personal satisfaction.</p> <p>5. Monitor and evaluate accurately one’s progress towards a goal or completion of a project.</p> <p>7. Follow directions.</p> <p>9. Work independently with some supervision.</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.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>4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address.</p> <p>4 – E1 .0 .2 Describe characteristics of a market economy.</p> <p>4 – E1 .0 .5 Explain how specialization and division of labor increase productivity.</p> <p>4 – E1 .0 .4 Explain how price affects decisions about purchasing goods and services (substitute goods).</p>	<p>Career Planning</p> <p>4. Portray oneself in several potential career activities of one’s choice.</p> <p>5. Use a decision-making model to determine a course of action regarding a home, school, or community activity.</p> <p>Personal Management</p> <p>4. Initiate projects and extra activities for personal satisfaction.</p> <p>5. Monitor and evaluate accurately one’s progress towards a goal or completion of a project.</p> <p>7. Follow directions.</p> <p>9. Work independently with some supervision.</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 BizTown Adventures

Session Details	Social Studies	Career and Employability Skills	Common Core ELA	Common Core Math
<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>4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address.</p> <p>4 – E1 .0 .2 Describe characteristics of a market economy.</p>	<p>Career Planning</p> <p>4. Portray oneself in several potential career activities of one's choice.</p> <p>5. Use a decision-making model to determine a course of action regarding a home, school, or community activity.</p> <p>Personal Management</p> <p>4. Initiate projects and extra activities for personal satisfaction.</p> <p>5. Monitor and evaluate accurately one's progress towards a goal or completion of a project.</p> <p>7. Follow directions.</p> <p>9. Work independently with some supervision.</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>4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address.</p> <p>4 – E1 .0 .2 Describe characteristics of a market economy.</p>	<p>Career Planning</p> <p>4. Portray oneself in several potential career activities of one's choice.</p> <p>5. Use a decision-making model to determine a course of action regarding a home, school, or community activity.</p> <p>Personal Management</p> <p>4. Initiate projects and extra activities for personal satisfaction.</p> <p>5. Monitor and evaluate accurately one's progress towards a goal or completion of a project.</p> <p>7. Follow directions.</p> <p>9. Work independently with some supervision.</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 BizTown Adventures

Session Details	Social Studies	Career and Employability Skills	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>4 – E1 .0 .1 Identify a good or service made in the United States and answer the three economic questions all economies must address.</p> <p>4 – E1 .0 .2 Describe characteristics of a market economy.</p> <p>4 – E1 .0 .7 Describe the exchange of goods and services and the role of money.</p>	<p>Personal Management</p> <p>4. Initiate projects and extra activities for personal satisfaction.</p> <p>5. Monitor and evaluate accurately one’s progress towards a goal or completion of a project.</p> <p>7. Follow directions.</p> <p>9. Work independently with some supervision.</p> <p>Developing And Presenting Information</p> <p>1. Interpret simple data contained in symbols, pictures, charts, and graphs.</p> <p>5. Communicate ideas in varied formats (e.g., pictures, charts, graphs, oral reports, and three dimensional objects).</p> <p>Organizational Skills</p> <p>6. Use money to make purchases and make correct change.</p> <p>7. Differentiate between wants and needs.</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	Career and Employability Skills	English Language Arts	Math
<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>6 – E1.1.1 Explain how incentives and disincentives in the market economy can change the decision-making process.</p> <p>E4 PERSONAL FINANCE</p> <p>4.1 Decision Making Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices .</p> <p>4 .1 .1 Earning Income – Conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>	<p>Applied Academics</p> <p>1.4. Apply mathematical reasoning to workplace situations</p> <p>Teamwork</p> <p>7.1. Identify teaming skills and talents of self and others.</p> <p>7.4. Work as a member of a team to solve problems.</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>E4 PERSONAL FINANCE</p> <p>4.1 Decision Making Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices .</p> <p>4 .1 .3 Saving – Identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.</p> <p>4 .1 .5 Financial Investing – Analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.</p> <p>4.1.6 Protecting and Insuring – Assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.</p>	<p>Applied Academics</p> <p>1.4. Apply mathematical reasoning to workplace situations.</p> <p>Teamwork</p> <p>5. Encourage others and build trust by listening and responding appropriately to the contributions of others.</p> <p>6. Distinguish between fact and opinion and clarify a problem.</p> <p>7. Accept and offer suggestions in a positive way and evaluate solutions.</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	Career and Employability Skills	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>Economics</p> <p>Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.</p> <p>4.1.4 Using Credit – Evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.</p>	<p>Information</p> <p>3. 2. Collect and analyze information from multiple sources.</p> <p>3.3. Generate and organize ideas on a technical or specialized topic.</p> <p>Problem Solving</p> <p>4.1 . Apply a problem solving model to a classroom or workplace situation that involves setting goals, implementing a plan of action, and evaluating results.</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>E1 THE MARKET ECONOMY</p> <p>E1.1 Individual, Business, and Government Choices Describe how individuals, businesses, and government make economic decisions when confronting scarcity in the market economy. 6 – E1 .1 .1 Explain how incentives in different economic systems can change the decision-making process.</p> <p>E4 PERSONAL FINANCE</p> <p>4.1 Decision Making Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices. 4.1 .2 Buying Goods and Services – Describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.</p>	<p>Organizational Skills</p> <p>6.3 Plan and prioritize short term objectives to meet a long term goal.</p> <p>6. 4. Prepare a budget for a school project or simulated work setting.</p> <p>6.5 Compare the costs of similar items.</p> <p>6.6 Evaluate the costs of purchases within a proposed budget.</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	Career and Employability Skills	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>E1 THE MARKET ECONOMY</p> <p>E1.1 Individual, Business, and Government Choices Describe how individuals, businesses, and government make economic decisions when confronting scarcity in the market economy.</p> <p>6 – E1 .1 .1 Explain how incentives in different economic systems can change the decision-making process.</p> <p>E4 PERSONAL FINANCE</p> <p>4.1 Decision Making Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.</p> <p>4.1 .2 Buying Goods and Services – Describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.</p>	<p>Organizational Skills</p> <p>6.1 Successfully follow a sequential schedule of classes and activities by being on time and being prepared.</p> <p>6.2 Show adaptability to change in routines or schedules.</p> <p>6. 4. Prepare a budget for a school project or simulated work setting.</p> <p>6.5 Compare the costs of similar items.</p> <p>6.6 Evaluate the costs of purchases within a proposed budget.</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	Career and Employability Skills	Common Core ELA
<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>E1 THE MARKET ECONOMY 1.2 .1 Institutions – Describe the roles of various economic institutions and purposes they serve in a market economy.</p> <p>E4 PERSONAL FINANCE 4.1 Decision Making Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices .</p> <p>4.1 .1 Earning Income – Conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>	<p>Applied Skills 1.6. Use correct grammar to communicate verbally.</p> <p>Personal Management 5. 4. Follow directions and ask for clarification or help as needed.</p> <p>Organizational Skills 6. 1. Determine goals and develop an action plan to accomplish them within a given time frame.</p> <p>Systems 9. 10. Use technologies as tools for communication of technical or work-related information.</p>	<p>Grades 9-10 RI .9–10.4 W. 9-10. 1,4 SL. 9-10. 1 L.9-10. 1,4</p> <p>Grades 11-12 RI 11/12.4 W.11/12. 1,4 SL.11/12. 1 L.11/12. 1,4</p>
<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>E4 PERSONAL FINANCE 4.1 Decision Making Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices .</p> <p>4.1 .3 Saving – Identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.</p> <p>4.1 .5 Financial Investing – Analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.</p> <p>4.1.6 Protecting and Insuring – Assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.</p>	<p>Personal Management 5. 4. Follow directions and ask for clarification or help as needed.</p> <p>Organizational Skills 6. 1. Determine goals and develop an action plan to accomplish them within a given time frame.</p> <p>Systems 9. 10. Use technologies as tools for communication of technical or work-related information.</p>	<p>Grades 9-10 RI .9–10.1 W. 9-10. 1,4,9 SL. 9-10. 1 L.9-10. 1,4</p> <p>Grades 11-12 RI .11-12. 1 W.11-12. 1,4,9 SL11-12. 1 L.11-12. 1,4</p>

JA Finance Park PBL

Unit Description	Social Studies Standards	Career and Employability Skills	Common Core ELA
<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>E4 PERSONAL FINANCE</p> <p>4.1 Decision Making</p> <p>Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.</p> <p>4.1.4 Using Credit – Evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.</p>	<p>Personal Management</p> <p>5. 4. Follow directions and ask for clarification or help as needed.</p> <p>Organizational Skills</p> <p>6. 1. Determine goals and develop an action plan to accomplish them within a given time frame.</p> <p>Systems</p> <p>9. 10. Use technologies as tools for communication of technical or work-related 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>
<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>E4 PERSONAL FINANCE</p> <p>4.1 Decision Making</p> <p>Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.</p> <p>4.1 .2 Buying Goods and Services – Describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.</p>	<p>Organizational Skills</p> <p>6. 4. Estimate costs and prepare a detailed budget for a school-based or work-based project.</p> <p>6. 5. Report the costs of various components of a budget and adjust budget items as needed.</p>	<p>Grades 9-10</p> <p>RI .9–10.1 SL. 9-10.1 L.9-10.1,4</p> <p>Grades 11-12</p> <p>RI .11-12.1 SL11-12.1 L.11-12.1,4</p>

JA Finance Park PBL

Unit Description	Social Studies Standards	Career and Employability Skills	Common Core ELA
<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>E4 PERSONAL FINANCE</p> <p>4.1 Decision Making</p> <p>Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.</p> <p>4.1 .2 Buying Goods and Services – Describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.</p>	<p>Organizational Skills</p> <p>6. 4. Estimate costs and prepare a detailed budget for a school-based or work-based project.</p> <p>6. 5. Report the costs of various components of a budget and adjust budget items as needed.</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>

JA Finance Park Advanced Extension Activities

Unit Description and Objectives	Social Studies and Financial Literacy Standards	Career and Employability Skills	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>Economics</p> <p>4 .1 .1 Earning Income – Conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p> <p>1.2.1 Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.</p>	<p>Career Planning</p> <p>2. 1. Understand and organize career information and labor market trends from a variety of sources.</p> <p>2.3. Analyze information and preferences resulting from work-based opportunities</p> <p>2.4 4. Interpret information from a variety of career assessments to identify career interests and abilities</p> <p>Information</p> <p>3.1 Gather, interpret, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs</p> <p>3.2. Analyze and synthesize information and data from multiple sources.</p> <p>Personal Management</p> <p>5. 4 Follow directions and ask for clarification or help as needed.</p> <p>Organizational Skills</p> <p>6.7. Utilize materials, tools, and processes to complete a task related to a career selection.</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>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>Economics</p> <p>4 .1 .1 Earning Income – Conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>	<p>Applied Academic Skills</p> <p>1.4. Approach practical and workplace problems using a variety of mathematical techniques</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 Extension Activities

Unit Description and Objectives	Social Studies and Financial Literacy Standards	Career and Employability Skills	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. ▪ Calculate the return on the educational investment for different occupations using the Occupational Outlook Handbook from the Bureau of Labor Statistics. 	<p>Economics</p> <p>4 .1 .1 Earning Income – Conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>	<p>Career Planning</p> <p>2. 1. Understand and organize career information and labor market trends from a variety of sources.</p> <p>2. 5. Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.</p> <p>Information</p> <p>3. 1. Gather and interpret basic data contained in symbols, pictures, charts, blueprints, and graphs.</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>Process and Skills</p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps and texts.</p> <p>P1.5 Construct and present an argument supported with evidence.</p>	<p>Career Planning</p> <p>2. 5. Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.</p> <p>Organizational Skills</p> <p>6. 1. Determine goals and develop an action plan to accomplish them within a given time frame.</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 Extension Activities

Unit Description and Objectives	Social Studies and Financial Literacy Standards	Career and Employability Skills	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>Economics</p> <p>4.1.4 Using Credit – Evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.</p>	<p>Personal Management</p> <p>5. 4. Follow directions and ask for clarification or help as needed.</p> <p>Organizational Skills</p> <p>6. 1. Determine goals and develop an action plan to accomplish them within a given time frame.</p> <p>Systems</p> <p>9. 10. Use technologies as tools for communication of technical or work-related information.</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>Process and Skills</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p>	<p>Personal Management</p> <p>CES 5.4 Follow directions and ask for clarification or help as needed.</p> <p>5.17 Provide for customer needs and expectations in a helpful and courteous manner.</p> <p>Teamwork</p> <p>7.6 Demonstrate leadership by listening to others and asking appropriate questions to clarify a problem or issue.</p> <p>7.7 Summarize a problem clearly and in appropriate detail.</p> <p>7. 8. Suggest constructive alternatives with confidence that will help resolve a conflict.</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 Extension Activities

Unit Description and Objectives	Social Studies and Financial Literacy Standards	Career and Employability Skills	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>Process and Skills</p> <p>P2.4 Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p> <p>P1.5 Construct and present an argument supported with evidence.</p>	<p>Applied Skills</p> <p>1. 4. Approach practical and workplace problems using a variety of mathematical techniques</p> <p>Personal Management</p> <p>5. 4. Follow directions and ask for clarification or help as needed.</p> <p>Organizational Skills</p> <p>6. 1. Determine goals and develop an action plan to accomplish them within a given time frame.</p> <p>Systems</p> <p>9. 10. Use technologies as tools for communication of technical or work-related 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>Career Planning</p> <p>2. 5. Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.</p> <p>Organizational Skills</p> <p>6. 1. Determine goals and develop an action plan to accomplish them within a given time frame.</p> <p>6. 3. Prioritize tasks and revise schedules as needed.</p> <p>6.4 Estimate costs and prepare a detailed budget for a school-based or work-based project.</p> <p>6. 5. Report the costs of various components of a budget and adjust budget items as needed.</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>

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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>Economics</p> <p>1.1.2 Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with [scarcity].</p>	<p>CES 2.2 CES 3.2 CES 7.1-4</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>Career Ready</p> <ul style="list-style-type: none"> -Employ valid and reliable research strategies. -Plan education and career paths aligned to personal goals. <p>CES 2.2 CES 3.2 CES 7.1-4</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>Process and Skills</p> <p>P1.5 Construct and present an argument supported with evidence.</p>	<p>Career Ready</p> <ul style="list-style-type: none"> - Utilize critical thinking to make sense of problems and persevere in solving them. - Model integrity, ethical leadership and effective management.

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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>Economics</p> <p>4.1.5 Financial Investing – Analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.</p>	<p>CES 6.6</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>Process and Skills</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p>	<p>Career Ready</p> <p>- Plan education and career paths aligned to personal goals.</p> <p>CES 2.2 CES 3.2 CES 7.1-4</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>CES 3.3,5 CES 4.1 CES 7.2-4</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>Process and Skills</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p>	<p>Career Ready</p> <ul style="list-style-type: none"> - Demonstrate creativity and innovation. - Communicate clearly and effectively and with reason. - Plan education and career paths aligned to personal goals.
<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>Economics</p> <p>4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>	<p>CES 1.1 CES 3.1</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>Career Ready</p> <ul style="list-style-type: none"> - Employ valid and reliable research strategies. - Plan education and career paths aligned to personal goals.

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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>Economics</p> <p>4.1.4 Using Credit – Evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.</p>	<p>CES 6. 4-5</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>Process and Skills</p> <p>P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p>	<p>CES 2. 5.</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>Economics</p> <p>4.1.4 Using Credit – Evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.</p>	<p>CES 5. 4. CES 6. 1. CES 9. 10.</p>
<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>CES 6.1.</p>

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<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>Process and Skills</p> <p>P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.</p>	<p>CES 6.1</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>Economics</p> <p>4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.</p>	<p>CES 1.4</p> <p>CES 3.1-2</p>
<p>Theme Four: Planning and Money Management</p>			
<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>Economics</p> <p>4.1.4 Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.</p>	<p>CES 1.4</p> <p>CES 3.1-2</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>CES 1.4</p> <p>CES 3.1-2</p> <p>CES 6.4-5</p>

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<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>Process and Skills</p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps and texts.</p>	<p>CES 5. 4. CES 6. 1. CES 6.4-5 CES 9. 10.</p>
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>CES 1.4 CES 3.1-2</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>Economics</p> <p>4.1.4 Using Credit – Evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.</p>	<p>CES 1.4 CES 3.1-2</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>Process and Skills</p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps and texts.</p> <p>P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.</p>	<p>CES 3.5-6 CES 5.4,17 CES 7.6-8</p>

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<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>Economics</p> <p>4.1.6 Protecting and Insuring – Assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid loss.</p>	<p>CES 1.4</p> <p>CES 3.1-2</p>