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**A Correlation:
Kentucky Academic Standards
and
Junior Achievement
Capstone Programs**

Updated July 2020
Kentucky Academic Standards
[Kentucky Career Studies Standards](#)

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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 Kentucky Academic Standards for Social Studies and Career Studies and Financial Literacy as well as Common Core English Language Arts (ELA) and Math. 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.

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.

The program content augments students' core curriculum in social studies, English language arts, and mathematics. Throughout the program, 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 business and economic concepts, explore career interests and opportunities, and develop work-readiness skills. The lessons also provide a highly relevant learning opportunity to “model with mathematics,” in which students apply mathematics to solve problems arising in everyday life. After weeks of classroom preparation, students experience a simulation (either on site or virtually) where they put their newly found knowledge and skills to use.

The *JA Finance Park* program provides two curriculum implementation options: Entry Level and Advanced. The Entry Level curriculum is geared towards students who are new to personal finances, or have never taken a financial literacy class. Entry Level lessons are offered either in a traditional classroom presentation format designed for middle-grade students, or in a Project-Based Learning (PBL) format designed for high school students. 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

JA BizTown

Unit Description and Learning Objectives	Kentucky Academic Standards	Career Studies	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>The 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>6.E.MI.2 Predict and analyze unintended costs and benefits of economic decisions.</p> <p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p>	<p>ES.I.8 Follow classroom procedures, activities, and behavior in various settings.</p> <p>ES.I.9 Apply reading, writing and mathematics skills to authentic, real-world tasks.</p> <p>ES.I.14 Engage effectively in a range of developmentally appropriate collaborative discussions (one-on one, in groups and teacher led).</p> <p>FL.I.3 Explain how credit is used a basic financial tool.</p> <p>FL.I.4 Explain how borrowing money (credit) is more expensive than paying cash (e.g., interest, fees).</p> <p>FL.I.7 Explain how financial management is needed to meet the goals of individuals and families by:</p> <ol style="list-style-type: none"> a. describing various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account). b. investigating goals related to money that might affect individuals and families and their values. <p>FL.I.10 Compare different payment methods (e.g., writing a check, using a debit or credit card, paying online or with a mobile device).</p> <p>FL.I.12 Describe various services (e.g., deposits, check cashing) provided by financial institutions (e.g. banks, credit unions).</p>	<p>Grade 4 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 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 RI.6.7 SL.6.1 SL.6.2 L.6.1 L.6.3 L.6.4</p>	<p>Grade 4 4.NBT.3 4.NBT.4</p> <p>Grade 5 5.NBT.5 5.NBT.7</p> <p>Grade 6 6.NS.3</p> <p>Mathematical Practices 4-6 1-7</p>

JA BizTown

Unit Description and Learning Objectives	Kentucky Academic Standards	Career Studies	English Language	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>The 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>4.C.RR.1 Describe the importance of civic participation, [and locate examples in past and current events.]</p> <p>4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.</p> <p>4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.</p> <p>4.E.MA.1 Compare and contrast different ways that the government interacts with the economy.</p> <p>5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.</p> <p>5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.</p> <p>5.E.IC.1 Analyze how incentives and opportunity costs impact decision making, using examples from history.</p> <p>6.E.MI.1 Trace the chain of supply for a needed product.</p>	<p>ES.I.1 Identify ways to approach and/or solve a problem.</p> <p>ES.I.2 Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving)</p> <p>ES.I.14 Engage effectively in a range of developmentally appropriate collaborative discussions (one-on one, in groups and teacher led)</p> <p>ES.I.15 Recognize that differences exist in individuals, families, communities, cultures and varying points of view.</p> <p>FL.I.13 Explain that people are required to pay taxes for which they receive government services.</p>	<p>Grade 4</p> <p>RI.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.4 L.4.6</p> <p>Grade 5</p> <p>RI.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 L.5.1 L.5.4 L.5.6</p> <p>Grade 6</p> <p>R.6.7 SL.6.1 SL.6.2 L.6.1 L.6.4 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 2 4</p>

JA BizTown

Unit Description and Learning Objectives	Kentucky Academic Standards	Career Studies	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>The 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>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p>	<p>C.I.1 Explain why people need to work (e.g., earn money, contribute to society, develop identity as a worker, enhance self-esteem to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment).</p> <p>C.I.2 Describe jobs done by employees and other individuals in the community, state and world.</p> <p>C.I.4 Describe the impact of individual interests, values and abilities on career choices.</p> <p>FL.I.1 Compare the financial impacts of a career choice (e.g., financial goals, desired lifestyles, values).</p> <p>FL.I.2 Identify ways people earn income (e.g., wages, salaries, tips).</p>	<p>Grade 4 RI.4.4 SL.4.1 L.4.1 L.4.2 L.4.4 L.4.6</p> <p>Grade 5 RI.5.4 SL.5.1 L.5.1 L.5.2 L.5.4 L.5.6</p> <p>Grade 6 SL.6.1 L.6.1 L.6.2 L.6.4 L.6.6</p>	<p>Grade 4 4.MD.4</p> <p>Grade 5 5.MD.2</p> <p>Mathematical Practices 4-6 2 4-6</p>

JA BizTown

Unit Description and Learning Objectives	Kentucky Academic Standards	Career Studies	English Language Arts	Math
<p>Unit 4: Business Management 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>The 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 <i>JA BizTown</i> visit 	<p>6.E.MI.2 Predict and analyze unintended costs and benefits of economic decisions.</p> <p>4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.</p> <p>4.E.MI.2 Investigate the relationship between supply and demand.</p>	<p>ES.I.1 Identify ways to approach and/or solve a problem.</p> <p>ES.I.2 Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>ES.I.5 Practice on-task behaviors with minimal direction.</p> <p>ES.I.6 Use failure as a learning opportunity.</p> <p>ES.I.7 Practice personal responsibility.</p> <p>ES.I.8 Follow classroom procedures, activities, and behavior in various settings.</p> <p>ES.I.9 Apply reading, writing and mathematics skills to authentic, real-world tasks.</p> <p>ES.I.14 Engage effectively in a range of developmentally appropriate collaborative discussions (one-on one, in groups and teacher led).</p>	<p>Grade 4 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 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 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 4.NBT.5</p> <p>Grade 5 5.NBT.5</p> <p>Grade 6 6.NS.2 6.NS.3</p> <p>Mathematical Practices 4-6 1-7</p>

JA BizTown

Unit Description and Learning Objectives	Kentucky Academic Standards	Career Studies	English Language Arts	Math
<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>The students will:</p> <ul style="list-style-type: none"> ▪ Function in their job capacity at <i>JA BizTown</i> ▪ Manage their personal finances and time ▪ Carry out responsibilities of citizenship, such as voting and obeying laws ▪ Evaluate team performance at <i>JA BizTown</i> ▪ Explain the circular flow of economic activity ▪ Describe how citizens use financial institutions ▪ Describe how citizens work within a quality business 	<p>4.C.PR.1 Describe the processes people use to change rules and laws</p> <p>5.C.PR.1 Evaluate whether various rules and laws promote the general welfare, using [historical and] contemporary examples.</p>	<p>ES.I.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>ES.I.5 Practice on-task behaviors with minimal direction.</p> <p>ES.I.6 Use failure as a learning opportunity. ES.I.7 Practice personal responsibility.</p> <p>ES.I.10 Complete tasks on time.</p> <p>ES.I.11 Practice ethical behavior in various situations with minimal guidance.</p> <p>ES.I.12 Exhibit self-control with minimal guidance.</p> <p>C.I.1 Explain why people need to work</p> <p>C.I.2 Describe jobs done by employees and other individuals in the community, state and world.</p> <p>C.I.8 Identify and follow agreed-upon collaborative skills that are necessary for both the classroom and workplace.</p> <p>FL.I.5 Identify factors and experiences, such as role models and peer pressure, which affect spending patterns.</p> <p>FL.I.10 Compare different payment methods</p> <p>FL.I.12 Describe various services provided by financial institutions</p> <p>FL.I.13 Explain that people are required to pay taxes for which they receive government services.</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 Finance Park

Unit Description	Career Studies Standards	Social Studies	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>The 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>ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>C.M.1 Explain how career choices impact lifestyle.</p> <p>C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) \ that can be used for locating job and career information.</p> <p>C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p> <p>FL.M.2 Explain how income can be earned (e.g., wages, commission) or unearned (e.g., interest, capital gains).</p> <p>FL.M.3 Explain net income (i.e., wages and salaries minus payroll deductions equal net income or take home pay).</p>	<p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p> <p>7.E.IC.1 Analyze how economic choices were made based on scarcity.</p> <p>8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.</p> <p>8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.</p>	<p>Grade 6 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10 SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p>Grade 6 RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p>Grade 7 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>The 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>ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>ES.M.9 Apply and explain important concepts in learning to an authentic audience.</p> <p>ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task</p> <p>FL.M.10 List examples of investments for current income and investments for future growth.</p> <p>FL.M.13 Investigate the use of insurance to cover risk of financial loss (e.g. liability, health, auto, renter, home).</p>	<p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p> <p>7.E.IC.1 Analyze how economic choices were made based on scarcity.</p> <p>8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.</p>	<p>Grade 6 RI.6.2 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 RI.7.2 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10 SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p>Grade 6 RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p>Grade 7 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	Career Studies Standards	Social Studies	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>The 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>FL.M.4 Compare a variety of credit sources from which consumers can choose to borrow.</p> <p>FL.M.5 Compare the costs and benefits of buying on credit that are key to making a good borrowing decision.</p> <p>FL.M.7 Apply decision making strategies when buying products.</p>	<p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p>	<p>Grade 6 SL.6.1 SL.6.2</p> <p>Grades 9-10 L.9-10.1 L.9-10.4</p> <p>Grades 11-12 SL.11-12.1 L.11-12.1 L.11-12.4</p>	<p>Grade 6 RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7 RP.7.R2.b NS.7.3 SP.7.5</p> <p>Grade 8 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>The 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>FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by:</p> <ol style="list-style-type: none"> a. prioritizing financial goals. b. creating a budget including income, expenses (fixed/flexible), and savings. c. developing and explaining a savings plan and budget based on specific short and long-term financial goals. <p>FL.M.7 Apply decision making strategies when buying products.</p> <p>FL.M.9 Investigate how culture, media and technology impact the family and consumer decision making by:</p> <ol style="list-style-type: none"> a. explaining ways consumer buying practices are influenced by social factors, economic principles, peer pressure, desire for status and advertising techniques. 	<p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p> <p>7.E.IC.1 Analyze how economic choices were made based on scarcity.</p> <p>8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.</p>	<p>Grade 6 RI.6.1 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 RI.7.1 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 RI.8.1 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10 SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p>Grade 6 NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7 NS.7.2 NS.7.3 EE.7.1 EE.7.2</p>

JA Finance Park

Unit Description	Career Studies Standards	Social Studies	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>The 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>ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems.</p> <p>ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>ES.M.5 Apply failure as a learning opportunity.</p> <p>ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work</p> <p>ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.</p> <p>ES.M.13 Exhibit self-control.</p> <p>FL.M.1 Develop and manage financial goals for the future based on one’s career choice and lifestyle expectations to meet the needs of individuals and families.</p> <p>FL.M.3 Explain net income.</p> <p>FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by:</p> <ol style="list-style-type: none"> a. prioritizing financial goals. b. creating a budget including income, expenses (fixed/flexible), and savings. c. developing and explaining a savings plan and budget based on specific short and long-term financial goals. <p>FL.M.7 Apply decision making strategies when buying products.</p> <p>FL.M.8 Compare and evaluate products and services based on major factors (e.g., brand name, price, quality feature, availability) when making consumer decisions.</p>	<p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p> <p>7.E.IC.1 Analyze how economic choices were made based on scarcity.</p> <p>8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.</p>	<p>Grade 6 RI.6.1 W.6.1 W.6.4 W.6.9</p> <p>Grade 7 RI.7.1 W.7.1 W.7.4 W.7.9</p> <p>Grade 8 RI.8.1 W.8.1 W.8.4 W.8.9</p> <p>Grades 9-10 RI.9-10.1 W.9-10.4 W.9-10.9</p>	<p>Grade 6 RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7 RP.7.R2.b NS.7.2 NS.7.3</p>

JA Finance Park High School PBL

Unit Description	Career Studies Standards	Social Studies	Common Core ELA	Common Core Math
<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>The 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>ES.H.1 Use a decision-making process to develop solutions to real world problems.</p> <p>ES.H.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>C.H.1 Explore various post-secondary options related to chosen career cluster or pathway.</p> <p>C.H.3 Examine a variety of resources available in selecting and planning for various occupations in a career cluster or pathway.</p> <p>C.H.7 Evaluate a chosen career, including educational requirements, skills necessary to perform the job, potential earnings and job outlook in a geographical area.</p> <p>C.H.11 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p> <p>FL.H.1 Identify the financial impacts of a career choice.</p> <ol style="list-style-type: none"> a. Examine the relationship between personal financial goals and career choice. b. Evaluate the correlation between education, training and potential lifetime income. c. Compare the advantages and disadvantages of being an employee versus being self-employed. <p>FL.H.5 Analyze the factors that determine net income.</p>	<p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p> <p>HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.</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>Mathematical Practices 1-2 4-7</p>

JA Finance Park High School PBL

Unit Description	Career Studies Standards	Social Studies	Common Core ELA	Common Core Math
<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>The 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>FL.H.14 Examine implications of the time value of money: a. Examine the opportunity costs of saving versus spending.</p> <p>FL.H.15 Evaluate investment alternatives</p> <p>FL.H.16 Explain the components of a prudent investment strategy compatible with personal financial goals:</p> <ul style="list-style-type: none"> • Risk versus reward • Risk tolerance • Diversification <p>FL.H.23 Identify common types of risk management strategies, including insurance, legal contracts, emergency funds and estate planning.</p> <p>FL.H.24 Analyze the costs and benefits of using various insurance management strategies.</p>	<p>HS.E.IC.3 Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular situation.</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>	<p>Mathematical Practices 1-7</p>

JA Finance Park High School PBL

Unit Description	Career Studies Standards	Social Studies	Common Core ELA	Common Core Math
<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>The 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>FL.H.8 Identify why people make financial choices:</p> <ol style="list-style-type: none"> a. Evaluate the role of emotions, attitudes and behavior in making financial decisions. b. Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences. c. Analyze the opportunity costs of short and long-term financial decisions. <p>FL.H.6 Develop strategies to control and manage credit and debt.</p> <ol style="list-style-type: none"> a. Interpret the components of a credit report. b. Investigate ways that credit scores can affect a consumer's financial options. c. Compare the organizations providing credit counseling services. <p>FL.H.7 Analyze the costs and benefits of using credit.</p>	<p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p>	<p>Grades 9-10 SL. 9-10.1,4 L.9-10. 1,4</p> <p>Grades 11-12 SL11-12.1,4 L.11-12.1,4</p>	<p>Mathematical Practices 1-2 5-7</p>

JA Finance Park High School PBL

Unit Description	Career Studies Standards	Social Studies	Common Core ELA	Common Core Math
<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>The 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>FL.H.10 Identify the components of a personal budgeting process:</p> <ol style="list-style-type: none"> a. Align goals with desired lifestyle expectations. b. Develop a budget based on calculated income. c. Identify and prioritize fixed, variable, and periodic expenses. d. Emphasize the importance of proactive budget priorities (e.g., pay yourself first, emergency fund, insurance and charitable contributions). e. Compare tools for tracking of a budget, income and expenditures (e.g., the envelope system, paper tracking and online or software options). f. Emphasize the importance of comparison shopping, buying strategies, negotiation, and sales/marketing strategies in purchasing 	<p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p>	<p>Grades 9-10 RI .9–10.1 SL. 9-10.1 L.9-10.1,4</p> <p>Grades 11-12 RI .11-12.1 SL11-12.1 L.11-12.1,4</p>	<p>Mathematical Practices 1-7</p>

JA Finance Park High School PBL

Unit Description	Career Studies Standards	Social Studies	Common Core ELA	Common Core Math
<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>The 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>ES.H.5 Evaluate failure as a learning opportunity.</p> <p>ES.H.6 Model on-task behavior.</p> <p>ES.H.7 Demonstrate and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning, quality of work).</p> <p>ES.H.8 Document and reflect upon mastered skills (e.g., portfolio, resume, application packet, etc.).</p> <p>ES.H.9 Apply important concepts in reading, writing, mathematics, science and technology to solve real world problems.</p> <p>ES.H.10 Defend important concepts in learning to an authentic audience (e.g., city council, business and community partners).</p> <p>ES.H.13 Practice ethical behavior (e.g., honesty, trust, compassion, and acceptance) in various situations.</p> <p>ES.H.14 Model self-control in all situations.</p>	<p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p>	<p>Grades 9-10 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 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 1-7</p>

JA Finance Park Advanced

Unit Description	Career Studies Standards	Social Studies	English Language Arts
<p>Theme 1: Employment and Income</p> <p>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>FL.H.5 Analyze the factors that determine net income.</p> <ul style="list-style-type: none"> a. Interpret a paycheck stub. b. Differentiate between gross, net, and taxable income. 	<p>HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.</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 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>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>C.H.2 Develop a plan for the expense of post-secondary education, including possible sources of funding (e.g., loans, scholarships, grants, military).</p>	<p>HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.</p>	<p>RI.9-10. 1,4</p> <p>W.9-10. 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>

JA Finance Park Advanced

Unit Description	Career Studies Standards	Social Studies	English Language Arts
<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>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>FL.H.8 Identify why people make financial choices:</p> <ol style="list-style-type: none"> a. Evaluate the role of emotions, attitudes and behavior in making financial decisions. b. Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences. c. Analyze the opportunity costs of short and long-term financial decisions. 	<p>HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.</p> <p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</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>
<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>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>FL.H.10 Identify the components of a personal budgeting process:</p> <ol style="list-style-type: none"> a. Align goals with desired lifestyle expectations. b. Develop a budget based on calculated income. c. Identify and prioritize fixed, variable, and periodic expenses. d. Emphasize the importance of proactive budget priorities (e.g., pay yourself first, emergency fund, insurance and charitable contributions). e. Compare tools for tracking of a budget, income and expenditures (e.g., the envelope system, paper tracking and online or software options). f. Emphasize the importance of comparison shopping, buying strategies, negotiation, and sales/marketing strategies in purchasing 	<p>NA</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>

JA Finance Park Advanced

Unit Description	Career Studies Standards	Social Studies	English Language Arts
<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>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>FL.H.23 Identify common types of risk management strategies, including insurance, legal contracts, emergency funds and estate planning.</p> <p>FL.H.24 Analyze the costs and benefits of using various insurance management strategies. a. Identify the major types of insurance</p>	<p>HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.</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>
<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>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>FL.H.14 Examine implications of the time value of money: a. Examine the opportunity costs of saving versus spending.</p> <p>FL.H.15 Evaluate investment alternatives</p> <p>FL.H.16 Explain the components of a prudent investment strategy compatible with personal financial goals:</p> <ul style="list-style-type: none"> • Risk versus reward • Risk tolerance • Diversification 	<p>HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.</p> <p>HS.E.MA.5 Assess how interest rates influence borrowing and investing.</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>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Career Studies and Financial Literacy Standards	Social Studies Standards
Theme 1: Employment and Income			
<p>1.3 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>C.H.3 Examine a variety of resources available in selecting and planning for various occupations in a career cluster or pathway.</p>	<p>HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.</p>
<p>1.4 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>C.H.6 Explore opportunities to develop skills needed to obtain and retain a job/career (e.g., visiting postsecondary institutions, apprenticeships, internships).</p> <p>C.H.8 Research and predict additional requirements/training that would create opportunities of growth within the career/field.</p> <p>C.H.11 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace</p>	<p>NA</p>
<p>1.5 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>ES.H.1 Use a decision-making process to develop solutions to real world problems.</p> <p>ES.H.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>C.H.10 Assess the relationship between personal behavior and employability (e.g., academic achievement, industry certifications, extracurricular activities, community involvement, driving record, impact of online behavior).</p>	<p>NA</p>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Career Studies and Financial Literacy Standards	Social Studies Standards
<p>1.6 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>FL.H.5 Analyze the factors that determine net income.</p> <p>c. Define the purpose of IRS forms (e.g., W-4, I-9, W-2, and 1099).</p>	<p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p>
Theme 2: Employment and Education			
<p>2.2 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. <p>Develop an action plan for completing the FAFSA form.</p>	<p>FL.H.3 Evaluate the costs of funding sources for post-secondary education and training..</p> <p>b. Examine the process for and benefits of Free Application for Federal Student Aid (FAFSA) completion.</p>	<p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p>
<p>2.3 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>C.H.1 Explore various post-secondary options related to chosen career cluster or pathway</p> <p>C.H.3 Examine a variety of resources available in selecting and planning for various occupations in a career cluster or pathway.</p> <p>C.H.5 Assess and modify the educational plan to prepare for future career opportunities by:</p> <p>b. making decisions and setting goals for future plans.</p> <p>C.H.7 Evaluate a chosen career, including educational requirements, skills necessary to perform the job, potential earnings and job outlook in a geographical area</p>	<p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Career Studies and Financial Literacy Standards	Social Studies Standards
<p>2.4 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 and improve the chance of getting into a college of their choice. 	<p>C.H.10 Assess the relationship between personal behavior and employability (e.g., academic achievement, industry certifications, extracurricular activities, community involvement, driving record, impact of online behavior)</p> <p>C.H.11 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	NA
<p>2.5 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>FL.H.8 Identify why people make financial choices:</p> <ul style="list-style-type: none"> b. Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences. c. Analyze the opportunity costs of short and long-term financial decisions. 	NA
<p>2.6 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. <p>Explain the responsibilities associated with student loan debt.</p>	<p>FL.H.1 Identify the financial impacts of a career choice.</p> <ul style="list-style-type: none"> a. Examine the relationship between personal financial goals and career choice. b. Evaluate the correlation between education, training and potential lifetime income. <p>FL.H.3 Evaluate the costs of funding sources for post-secondary education and training.</p> <ul style="list-style-type: none"> a. Identify funding sources to assist in post-secondary education opportunities and applicable costs. 	<p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Career Studies and Financial Literacy Standards	Social Studies Standards
Theme 3: Financial Responsibility and Decision Making			
<p>3.2 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. 	NA	NA
<p>3.3 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>FL.H.1 Identify the financial impacts of a career choice.</p> <p style="margin-left: 20px;">a. Examine the relationship between personal financial goals and career choice.</p> <p style="margin-left: 20px;">b. Evaluate the correlation between education, training and potential lifetime income</p>	<p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p>
<p>3.4 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>FL.H.6 Develop strategies to control and manage credit and debt.</p> <p style="margin-left: 20px;">a. Interpret the components of a credit report.</p> <p style="margin-left: 20px;">b. Investigate ways that credit scores can affect a consumer's financial options.</p>	<p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p>
<p>3.5 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. 	NA	NA

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<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>FL.H.5 Analyze the factors that determine net income.</p> <p>b. Differentiate between gross, net, and taxable income.</p> <p>FL.H.19 Explain how government uses taxation to generate revenue, manage the economy and discourage/encourage certain behaviors.</p>	<p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p> <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</p>
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JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Career Studies and Financial Literacy Standards	Social Studies Standards
<p>3.6 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>FL.H.8 Identify why people make financial choices:</p> <ol style="list-style-type: none"> a. Evaluate the role of emotions, attitudes and behavior in making financial decisions. b. Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences 	<p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p>
<p>3.7 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>FL.H.5 Analyze the factors that determine net income.</p> <ol style="list-style-type: none"> b. Differentiate between gross, net, and taxable income. <p>FL.H.19 Explain how government uses taxation to generate revenue, manage the economy and discourage/encourage certain behaviors.</p>	<p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p> <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</p>
Theme 4: Planning and Money Management			
<p>4.2 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>FL.H.11 Identify the major types of financial institutions and their products (e.g., certificate of deposit (CD), money market, checking/savings accounts) and services.</p>	<p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p>
<p>4.3 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>FL.H.10 Identify the components of a personal budgeting process:</p> <ol style="list-style-type: none"> a. Align goals with desired lifestyle expectations. b. Develop a budget based on calculated income. c. Identify and prioritize fixed, variable, and periodic expenses. 	<p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Career Studies and Financial Literacy Standards	Social Studies Standards
<p>4.4 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 situation. <p>Analyze how saving for an emergency fund can impact a monthly budget.</p>	<p>FL.H.10 Identify the components of a personal budgeting process:</p> <p>d. Emphasize the importance of proactive budget priorities (e.g., pay yourself first, emergency fund, insurance and charitable contributions)</p>	<p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p>
Theme 5: Risk Management and Insurance			
<p>5.2 Auto Insurance</p> <p>Students learn about different types of auto insurance policies and what each covers. 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>FL.H.24 Analyze the costs and benefits of using various insurance management strategies.</p> <p>Identify the major types of insurance:</p> <ul style="list-style-type: none"> • liability • property • casualty 	<p>NA</p>
<p>5.3 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>

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Theme 6: Investing			
<p>6.1 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>FL.H.14 Examine implications of the time value of money: a. Examine the opportunity costs of saving versus spending.</p> <p>FL.H.15 Evaluate investment alternatives: a. Differentiate between insured deposits and uninsured investments. b. Compare traditional and Roth Individual Retirement Accounts (IRA).</p>	NA
<p>6.2 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>FL.H.15 Evaluate investment alternatives:</p> <p>d. Describe mutual funds, Exchange Traded Funds, stocks and bonds.</p>	NA