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**A Correlation:
RHODE ISLAND
Academic Standards
and
Junior Achievement
CAPSTONE Programs**

Updated June 2021
Rhode Island Social Studies Standards
Work Readiness Standards
[National Standards for Financial Literacy](#)

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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 Connecticut's 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 | Financial Literacy | 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: 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>E 2 (3-4) –1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>E 2 (3-4) –1b. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).</p> <p>E 2 (5-6) – 1a Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying the benefits and barriers of different means of exchange (e.g., barter, credit, and currency).</p> | <p>I 2. People earn an income when they are hired by an employer to work at a job.</p> <p>I 4. People can earn interest income from letting other people borrow their money.</p> <p>II 1.Economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.</p> <p>II 2.People make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.</p> <p>III 1.Income is saved, spent on goods and services, or used to pay taxes.</p> <p>III 2.When people save money, they give up the opportunity to spend that money to buy things now in order to buy things later.</p> <p>III 3.People can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.</p> <p>III 6. When people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.</p> | <p>Grade 4</p> <p>RI.4.3</p> <p>RI.4.4</p> <p>RI.4.5</p> <p>RI.4.7</p> <p>SL.4.1</p> <p>SL.4.3</p> <p>L.4.4</p> <p>Grade 5</p> <p>RI.5.4</p> <p>RI.5.5</p> <p>RI.5.7</p> <p>SL.5.1</p> <p>L.5.1</p> <p>L.5.3</p> <p>L.5.4</p> <p>Grade 6</p> <p>RI.6.7</p> <p>SL.6.1</p> <p>SL.6.2</p> <p>L.6.1</p> <p>L.6.3</p> <p>L.6.4</p> | <p>Grade 4</p> <p>4.NBT.3</p> <p>4.NBT.4</p> <p>Grade 5</p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p>Grade 6</p> <p>6.NS.3</p> <p>Mathematical Practices 4-6</p> <p>1-7</p> |

JA BizTown

| Unit Description and Learning Objectives | Social Studies | Financial Literacy | 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: 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>E 1 (3-4) –1a. Students demonstrate an understanding of basic economic concepts by differentiating between human, natural, and capital resources.</p> <p>E 2 (3-4) –1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>E 2 (3-4) –1c. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).</p> <p>E 3 (3-4) – 2a. Students demonstrate an understanding of the role of government in a global economy by identifying how government redistributes tax income for public benefit through taxes (e.g., paying for work force training through schools).</p> <p>E 2 (5-6) – 1b Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying and explaining how supply, demand, and incentives affect consumer and producer decision making (e.g., division of labor/specialization).</p> | <p>II 5. Informed decision making requires comparing the costs and benefits of spending alternatives. Costs are things that a decision maker gives up; benefits are things that a decision maker gains.</p> <p>II 6. People’s spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.</p> <p>I 9. Income earned from working and most other sources of income are taxed. The revenue from these taxes is used to pay for government-provided goods and 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 | Social Studies | Financial Literacy | 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: 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>E 2 (3-4) –1c. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).</p> | <p>I 1. People have many different types of jobs from which to choose. Different jobs require people to have different skills.</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 | Social Studies | Financial Literacy | 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: 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 JA BizTown visit | <p>E 2 (3-4) –1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>E 2 (3-4) –1b. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).</p> <p>E 2 (3-4) –1c. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).</p> | <p>I 6. People who own a business can earn a profit, which is a source of income.</p> <p>I 7. Entrepreneurs are people who start new businesses. Starting a business is risky for entrepreneurs because they do not know if their new businesses will be successful and earn a profit.</p> <p>I .9. Income earned from working and most other sources of income are taxed. The revenue from these taxes is used to pay for government-provided goods and services.</p> <p>II 6. People’s spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.</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 | Financial Literacy | 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: The 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>C&G 4 (3-4) –1a Students demonstrate an understanding of political systems and political processes by identifying forms of civic participation (e.g., voting, conducting a survey).</p> <p>C&G 4 (3-4) – 2a Students demonstrate their participation in political processes by experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern).</p> | <p>I 1. People have many different types of jobs from which to choose. Different jobs require people to have different skills.</p> <p>II 6. People’s spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.</p> <p>II 2. People make choices about what goods and services they buy because they can’t have everything they want. This requires individuals to prioritize their wants.</p> <p>III 1. Income is saved, spent on goods and services, or used to pay taxes.</p> <p>III 2. When people save money, they give up the opportunity to spend that money to buy things now in order to buy things later.</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 Biz Town Adventures

| Session Details | Financial Literacy Standards | Social Studies | Common Core ELA | Common Core Math |
|---|---|---|--|---|
| <p>Adventure One: CEO</p> <p>AS CEO students discover some of the responsibilities of running a business. They match their interests and skills to choose a corporation to lead, use the company’s mission statement to make a strategic decision, explore market analysis to identify a target market, compare applicant resumes to make a hiring decision while considering the company budget, and compile a letter to encourage customers.</p> <p>Objectives: Use knowledge of skills and interests to select a company</p> <ul style="list-style-type: none"> ▪ 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>Social Studies</p> <p>E 2 (3-4) –1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>E 2 (3-4) –1b. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).</p> | <p>I 1. People have many different types of jobs from which to choose. Different jobs require people to have different skills.</p> <p>II 2. People make choices about what goods and services they buy because they can’t have everything they want. This requires individuals to prioritize their wants.</p> <p>II 7. Planning for spending can help people make informed choices. A budget is a plan for spending, saving, and managing income.</p> | <p>Grade 4 RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p>Grade 5 RI.5.1-5 RI.5.7,10 W.5. 2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p> | <p>4.oa.1 4.nbt.4</p> |
| <p>Adventure Two CFO</p> <p>As CFO students make budget decisions following a decision-making process and mathematical formula. They determine how much to charge for their services and which companies’ services offer the best value. They explore the need for cyber insurance to prevent online security breaches and review the company’s mission statement.</p> <p>Objectives:</p> <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>E 2 (3-4) –1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>E 2 (3-4) –1b. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).</p> | <p>I 9. Income earned from working and most other sources of income are taxed. The revenue from these taxes is used to pay for government-provided goods and services.</p> <p>II 7. Planning for spending can help people make informed choices. A budget is a plan for spending, saving, and managing income.</p> | <p>Grade 4 RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p>Grade 5 RI.5.1-5 RI.5.7,10 W.5. 2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p> | <p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4-6 4.nf.5-6</p> <p>5.nbt.1-2 5.nbt.4-5</p> |

JA Biz Town Adventures

| Session Details | Financial Literacy Standards | Social Studies | 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> <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>E 2 (3-4) –1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>E 2 (3-4) –1b. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).</p> | <p>II 6. People’s spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.</p> | <p>Grade 4 RI.4.1-5 RI.4.7,8,10 SL.4.3 L.4.4,6</p> <p>Grade 5 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> <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>E 2 (3-4) –1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>E 2 (3-4) –1b. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).</p> | <p>I 1. People have many different types of jobs from which to choose. Different jobs require people to have different skills.</p> <p>II 5. Informed decision making requires comparing the costs and benefits of spending alternatives. Costs are things that a decision maker gives up; benefits are things that a decision maker gains.</p> | <p>Grade 4 RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p>Grade 5 RI.5.1-5 RI.5.7,10 W.5. 2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p> | <p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4-6 4.nf.5-6</p> <p>5.nbt.1-2 5.nbt.4-5</p> |

JA Biz Town Adventures

| Session Details | Financial Literacy Standards | Social Studies | Common Core ELA | Common Core Math |
|---|--|--|---|--|
| <p>Adventure Five: Consumer</p> <p>As consumer, students make financial decisions and choices having to do with bank accounts and types of payments. They learn to keep a transaction register, calculate net pay, choose needs over wants, and set and re-evaluate a budget.</p> <p>Objectives:</p> <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>E 2 (3-4) –1a. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).</p> <p>E 2 (3-4) –1b. Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).</p> | <p>I 2. People earn an income when they are hired by an employer to work at a job.</p> <p>I 3. Workers are paid for their labor in different ways such as wages, salaries, or commissions.</p> <p>II 4. Whenever people buy something, they incur an opportunity cost. opportunity cost is the value of the next best alternative that is given up when a person makes a choice</p> <p>III 1. Income is saved, spent on goods and services, or used to pay taxes.</p> <p>III 3. People can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.</p> <p>III 6. When people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.</p> <p>IV 1. Interest is the price the borrower pays for using someone else’s money.</p> <p>IV 2. When people use credit, they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.</p> | <p>Grade 4 RI.4.1-5 RI.4.7,10 SL.4.3 L.4.4,6</p> <p>Grade 5 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 and Financial Literacy Standards | Work Readiness Standards | 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>Financial Literacy</p> <p>I 1.Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I 2.People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I 3.Getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>I 4.People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> | <p>Standard 1 The student identifies ways to plan for employment/self-employment.</p> <p>Standard 2 The student identifies ways to search for a job.</p> <p>Standard 3 The student understands how to apply for a job and/or applies for a job.</p> <p>Standard 4 The student demonstrates a willingness to work.</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>Financial Literacy</p> <p>III 1. Banks and other financial institutions loan funds received from depositors to borrowers.</p> <p>III 2. For the saver, an interest rate is the price a financial institution pays for using a saver’s money and is normally expressed as an annual percentage of the amount saved.</p> <p>III 8. Different people save money for different reasons, including large purchases, retirement, and unexpected events.</p> <p>V 1. Financial assets include a wide variety of financial instruments including bank deposits, stocks, bonds, and mutual funds.</p> <p>V 2. Interest is received from money deposited in bank accounts.</p> <p>VI 1. Personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</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 | Social Studies and Financial Literacy Standards | Work Readiness Standards | 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>Financial Literacy</p> <p>IV 1. People who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else's money expressed as an annual percentage of the loan principal.</p> <p>IV 2. The longer the repayment period on a loan and the higher the interest rate on the loan, the larger is the total amount of interest charged on a loan.</p> <p>IV 3. A credit card purchase is a loan from the financial institution that issued the card. Credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use.</p> <p>II 3. People choose from a variety of payment methods in order to buy goods and services.</p> <p>II 4. Choosing a payment method entails weighing the costs and benefits of the different payment options.</p> <p>IV 4. Borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly. A credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.</p> <p>IV 5. Various financial institutions and businesses make consumer loans and may charge different rates of interest.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</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> |

JA Finance Park

| Unit Description | Social Studies and Financial Literacy Standards | Work Readiness Standards | English Language Arts | Math |
|--|---|--|---|--|
| <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>Financial Literacy</p> <p>II 5.A budget includes fixed and variable expenses, as well as income, savings, and taxes.</p> <p>II 6. People may revise their budget based on unplanned expenses and changes in income.</p> <p>III 8. Different people save money for different reasons, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. People’s choices about how much to save and for what to save are based on their tastes and preferences.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</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> |
| <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>Financial Literacy</p> <p>II 3. People choose from a variety of payment methods in order to buy goods and services.</p> <p>II 4. Choosing a payment method entails weighing the costs and benefits of the different payment options.</p> <p>II 5. .A budget includes fixed and variable expenses, as well as income, savings, and taxes.</p> <p>II 6. People may revise their budget based on unplanned expenses and changes in income.</p> | <p>8.3 Develops a working relationship with co-workers;</p> <p>8.4 Demonstrates appropriate body language</p> <p>8.5 Respects the rights of coworkers;</p> <p>8.6 Allows co-workers to concentrate on their work</p> <p>8.7 Identifies techniques for handling stress and time management problems on the job.</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 PBL

| Unit Description | Social Studies and Financial Literacy Standards | Work Readiness Standards | 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>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>Financial Literacy</p> <p>I 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p> <p>I 2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p> <p>I 3. People vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits.</p> <p>I 4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> <p>I 5. The wage or salary paid to workers in jobs is usually determined by the labor market.</p> <p>I 6. Changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.</p> <p>I 7. Taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals.</p> <p>I 8. People's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</p> | <p>Standard 1 The student identifies ways to plan for employment/self-employment.</p> <p>Standard 2 The student identifies ways to search for a job.</p> <p>Standard 3 The student understands how to apply for a job and/or applies for a job.</p> <p>Standard 4 The student demonstrates a willingness to work.</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> |

JA Finance Park PBL

| Unit Description | Social Studies and Financial Literacy Standards | Work Readiness Standards | Common Core ELA |
|--|--|--|--|
| <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>Financial Literacy</p> <p>III 1. People choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future.</p> <p>V 10. Investors should be aware of tendencies that people have that may result in poor choices. These include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.</p> <p>V 11. People vary in their willingness to take risks. The willingness to take risks depends on factors such as personality, income, and family situation.</p> <p>VI 2. Individuals vary with respect to their willingness to accept risk. Most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</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 and Financial Literacy Standards | Work Readiness Standards | 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>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>Financial Literacy</p> <p>IV 1. Consumers can compare the cost of credit using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <p>IV 2. Banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> <p>IV 7. In addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.</p> <p>IV 12. Consumers who use credit should be aware of laws that are in place to protect them. These include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.</p> <p>IV 13. Consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</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> |

JA Finance Park PBL

| Unit Description | Social Studies and Financial Literacy Standards | Work Readiness Standards | Common Core ELA |
|---|--|--|---|
| <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>Financial Literacy</p> <p>III 1. People choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future.</p> <p>V 11. People vary in their willingness to take risks. The willingness to take risks depends on factors such as personality, income, and family situation.</p> <p>V 2. Individuals vary with respect to their willingness to accept risk. Most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</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> |

JA Finance Park PBL

| Unit Description | Social Studies and Financial Literacy Standards | Work Readiness Standards | 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>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>Financial Literacy</p> <p>II 1. Consumer decisions are influenced by the price of a good or service, the price of alternatives, and the consumer’s income as well as his or her preferences.</p> <p>II 2. When people consume goods and services, their consumption can have positive and negative effects on others.</p> <p>II 6. People may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.</p> <p>III 1. People choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future.</p> <p>11. People vary in their willingness to take risks. The willingness to take risks depends on factors such as personality, income, and family situation.</p> <p>2. Individuals vary with respect to their willingness to accept risk. Most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> | <p>8.3 Develops a working relationship with co-workers;</p> <p>8.4 Demonstrates appropriate body language</p> <p>8.5 Respects the rights of coworkers;</p> <p>8.6 Allows co-workers to concentrate on their work</p> <p>8.7 Identifies techniques for handling stress and time management problems on the job.</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> |

JA Finance Park Advanced

| Unit Description | Social Studies and Financial Literacy Standards | Work Readiness Standards | 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>The 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>Financial Literacy</p> <p>I 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p> <p>I 2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p> <p>I 4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> | <p>Standard 1 The student identifies ways to plan for employment/self-employment.</p> <p>Standard 2 The student identifies ways to search for a job.</p> <p>Standard 3 The student understands how to apply for a job and/or applies for a job.</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: 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>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> |

JA Finance Park Advanced

| Unit Description | Social Studies Standards | Other Standards | 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>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. | <p>Financial Literacy</p> <p>I 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p> <p>I 3. People vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</p> <p>I 4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> | <p>Standard 1 The student identifies ways to plan for employment/self-employment.</p> <p>Standard 2 The student identifies ways to search for a job.</p> <p>Standard 3 The student understands how to apply for a job and/or applies for a job.</p> | <p>RI.9-10. 1,4 SL 9-10. 1,2,4,5,6 L 9-10. 1- 6</p> <p>RI.11-12. 1,4 SL 9-10. 1,2,4,5,6 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>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>Financial Literacy</p> <p>III 1. People choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future.</p> <p>II 2. When people consume goods and services, their consumption can have positive and negative effects on others</p> <p>VI 2. Individuals vary with respect to their willingness to accept risk. Most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</p> | <p>RI.9-10. 1,4 W.9-10. 1,4 SL 9-10. 1,2,5 L 9-10. 1- 6</p> <p>RI.11-12. 1,4 W.11-12. 1,4 SL 9-10. 1,2,5 L 11-12. 1- 6</p> |

JA Finance Park Advanced

| Unit Description | Social Studies Standards | Other Standards | 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>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>Financial Literacy</p> <p>II 1. Consumer decisions are influenced by the price of a good or service, the price of alternatives, and the consumer’s income as well as his or her preferences</p> <p>III 1. People choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future.</p> <p>VI 11. People vary in their willingness to take risks. The willingness to take risks depends on factors such as personality, income, and family situation.</p> <p>VI 2. Individuals vary with respect to their willingness to accept risk. Most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</p> | <p>RI.9-10 1,4 SL 9-10 1,2 L 9-10 1- 6</p> <p>RI.11-12 1,4 SL 9-10 1,2 L 11-12 1- 6</p> |

JA Finance Park Advanced

| Unit Description | Social Studies Standards | Other Standards | 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>Financial Literacy</p> <p>III 1. People choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future.</p> <p>V 11. People vary in their willingness to take risks. The willingness to take risks depends on factors such as personality, income, and family situation.</p> <p>VI 2. Individuals vary with respect to their willingness to accept risk. Most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> <p>VI 8. Health insurance provides funds to pay for health care in the event of illness and may also pay for the cost of preventive care.</p> <p>VI 9. Disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work.</p> <p>VI 10. Property and casualty insurance (including renters insurance) pays for damage or loss to the insured's property and often includes liability coverage for actions of the insured that cause harm to other people or their property.</p> <p>VI 11. Life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death. These payments can be used to replace wages lost when the insured person dies.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</p> | <p>RI.9-10 1,4 W.9-10 1,2,4,6,7,8 SL 9-10 1,2,4,5 L 9-10 1- 6</p> <p>RI.11-12 1,4 W.11-12 2,4,6,7,8 SL 9-10 1,2,4,5 L 11-12 1- 6</p> |

JA Finance Park Advanced

| Unit Description | Social Studies Standards | Other Standards | 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>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>Financial Literacy</p> <p>III 1. People choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future.</p> <p>III 11. People vary in their willingness to take risks. The willingness to take risks depends on factors such as personality, income, and family situation.</p> <p>VI 2. Individuals vary with respect to their willingness to accept risk. Most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> <p>V 4. Buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p>V 5. An investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.</p> <p>V 8. Financial markets adjust to new financial news. Prices in those markets reflect what is known about those financial assets.</p> <p>V 10. Investors should be aware of tendencies that people have that may result in poor choices.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</p> | <p>RI.9-10 1,4 W.9-10 1,8 SL 9-10 1,2,5 L 9-10 1- 6</p> <p>RI.11-12 1,4 W.11-12 1,8 SL 9-10 1,2,5 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>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>Financial Literacy</p> <p>III 1. People choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future.</p> <p>III 11. People vary in their willingness to take risks. The willingness to take risks depends on factors such as personality, income, and family situation.</p> <p>VI 2. Individuals vary with respect to their willingness to accept risk. Most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.</p> | <p>8.3 Develops a working relationship with co-workers;</p> <p>8.4 Demonstrates appropriate body language</p> <p>8.5 Respects the rights of coworkers;</p> <p>8.6 Allows co-workers to concentrate on their work</p> <p>8.7 Identifies techniques for handling stress and time management problems on the job.</p> | <p>RI.9-10 1,4 W.9-10 1,2,4,6,7,8 SL 9-10 1,2,4,5,6 L 9-10 1- 6</p> <p>RI.11-12 1,4 W.11-12 1,2,4,6,7,8 SL 9-10 1,2,4,5,6 L 11-12 1- 6</p> |

JA Finance Park Advanced Extension Activities

| Extension Details | Extension Objectives | Social Studies Standards | Other Standards |
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| 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>Financial Literacy</p> <p>I 4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> | <p>Standard 4 The student demonstrates a willingness to work.</p> <p>Standard 5 The student understands the importance of safety standards and procedures in the workplace.</p> <p>Standard 6 The student demonstrates understanding of concepts and materials related to job training, performance, retention, promotion, and changes.</p> <p>Standard 7 The student is made aware of and/or utilizes common workplace technology.</p> <p>Standard 8 The student demonstrates ability to effectively interact and respect coworkers.</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>Financial Literacy</p> <p>I 6. Changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.</p> | <p>6.1 Identifies factors the employer considers when promoting/retaining employees;</p> <p>6.2 Interprets general work-related vocabulary;</p> <p>6.3 Demonstrates the ability to apply or transfer skills learned in one job situation to another;</p> <p>6.7 Demonstrates a knowledge of how and when to make job changes or to resign from a job;</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>Financial Literacy</p> <p>I 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p> <p>I 2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p> | <p>Standard 4 The student demonstrates a willingness to work.</p> <p>Standard 5 The student understands the importance of safety standards and procedures in the workplace.</p> <p>Standard 6 The student demonstrates understanding of concepts and materials related to job training, performance, retention, promotion, and changes.</p> <p>Standard 8 The student demonstrates ability to effectively interact and respect coworkers.</p> <p>Standard 9 The student demonstrates work skills in a workplace environment.</p> |

JA Finance Park Advanced Extension Activities

| Extension Details | Extension Objectives | Social Studies Standards | Other Standards |
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| <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>Financial Literacy</p> <p>I 7. Taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals.</p> <p>I 8. People’s sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.</p> | <p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</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. ▪ Develop an action plan for completing the FAFSA form. | <p>Financial Literacy</p> <p>I 3. People vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits.</p> | <p>2.2 Identifies and locates personal resource materials (for example: birth certificate, certificates, training certificates, driver’s license, social security card);</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>Financial Literacy</p> <p>I 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p> <p>I 2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p> <p>I 3. People vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits.</p> <p>I 4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p> | <p>Standard 1 The student identifies ways to plan for employment/self-employment.</p> <p>Standard 2 The student identifies ways to search for a job.</p> <p>Standard 3 The student understands how to apply for a job and/or applies for a job.</p> |

JA Finance Park Advanced Extension Activities

| Extension Details | Extension Objectives | Social Studies Standards | Other Standards |
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| <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>Financial Literacy</p> <p>I 3. People vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> |
| <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>Financial Literacy</p> <p>I 3. People vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits.</p> | <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</p> |
| <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. ▪ Explain the responsibilities associated with student loan debt. | <p>Financial Literacy</p> <p>III Families make important decisions about how much to save and how much to spend. Some of the most important savings decisions that families must make are how to save and how much to save for the postsecondary education of their children.</p> | <p>NA</p> |

JA Finance Park Advanced Extension Activities

| Extension Details | Extension Objectives | Social Studies Standards | Other Standards |
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| 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. | <p>Financial Literacy</p> <p>II 3. When buying a good, consumers may consider various aspects of the product including the product's features.</p> <p>Using Decision-Making Skills: High School—Choosing and Financing a Car</p> | <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</p> |
| <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>Financial Literacy</p> <p>II 1. Consumer decisions are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.</p> <p>II 2. When people consume goods and services, their consumption can have positive and negative effects on others.</p> <p>II 3. When buying a good, consumers may consider various aspects of the product including the product's features.</p> | <p>1.4 Develops a career plan for future career options to include job preferences, training requirements, business plan for entrepreneurial options, and tasks/responsibilities;</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>Financial Literacy</p> <p>III 1. People choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future.</p> | <p>NA</p> |

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| Extension Details | Extension Objectives | Social Studies Standards | Other Standards |
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| <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. | <p>Financial Literacy</p> <p>II 6. People may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.</p> | <p>NA</p> |
| <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>Financial Literacy</p> <p>NA</p> | <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</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>Financial Literacy</p> <p>7. Taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals. The major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.</p> | <p>NA</p> |
| <p>Theme 4: Planning and Money Management</p> | | | |
| <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>Financial Literacy</p> <p>IV 1. Consumers can compare the cost of credit using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.</p> <p>IV 2. Banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.</p> | <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</p> |

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| Extension Details | Extension Objectives | Social Studies Standards | Other Standards |
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| <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>Financial Literacy</p> <p>II 1. Consumer decisions are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.</p> <p>II 2. When people consume goods and services, their consumption can have positive and negative effects on others.</p> <p>II 3. When buying a good, consumers may consider various aspects of the product including the product's features.</p> | <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</p> |
| <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. ▪ Analyze how saving for an emergency fund can impact a monthly budget. | <p>Financial Literacy</p> <p>VI 2. Individuals vary with respect to their willingness to accept risk.</p> | <p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</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>Financial Literacy</p> <p>VI 4. People choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.</p> <p>VI 10. Property and casualty insurance (including renters insurance) pays for damage or loss to the insured's property and often includes liability coverage for actions of the insured that cause harm to other people or their property.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> |

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| Extension Details | Extension Objectives | Social Studies Standards | Other Standards |
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| <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>Financial Literacy</p> <p>IV 11. People often apply for a mortgage to purchase a home. A mortgage is a type of loan that is secured by real estate property as collateral.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> |
| 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>Financial Literacy</p> <p>V 6. Shorter-term investments will likely have lower rates of return than longer-term investments.</p> <p>V 7. Diversification by investing in different types of financial assets can lower investment risk.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> |
| <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>Financial Literacy</p> <p>V 3. Expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.</p> <p>V 4. Buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.</p> <p>V 5. An investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.</p> | <p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> |