A Correlation: NEW YORK Academic Standards and Junior Achievement Capstone Programs

Updated December 2020 (2022)
Revised Social Studies Framework
Common Core State Standards Included

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
www.ja.org
Overview

The following correlation features the knowledge and skills that students are introduced to in JA Capstone Programs and how they correspond to the New York State Revised Social Studies Framework as well as the New York Standards for Family and Consumer Science and the learning Standards for Career Development and Occupational Studies. 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.
### Unit Description and Learning Objectives

**Unit 1: Financial Literacy**

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 JA BizTown and in life.

**Objectives:**

**Students will:**

- 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

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<th>Social Studies Standards</th>
<th>Career Development Standards</th>
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<td><strong>Social Studies Practices</strong></td>
<td><strong>Career Development</strong></td>
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<td><strong>Math</strong></td>
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<tr>
<td>E.3 Identify what money is and how it is used in society.</td>
<td>2. 1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.</td>
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**Unit Description and Learning Objectives**

**Social Studies Standards**

**Career Development Standards**

**English Language Arts**

**Math**

### Unit 2: Community and Economy

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.

**Objectives:**

**Students will:**

- 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

### Social Studies Practices

- E.1. Identify examples of scarcity and choices made due to scarcity.
- E.2. Identify examples of goods and services.
- E.3 Identify what money is and how it is used in society.

### Career Development

1. 1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
2. 1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.
   - This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.
   - 3a. 1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.
   - 3a.2 Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

### Grade 4

- RI.4.7
- W.4.8
- SL.4.1
- SL.4.2
- SL.4.3
- L.4.1
- L.4.4
- L.4.6

### Grade 5

- RI.5.7
- W.5.8
- SL.5.1
- SL.5.2
- SL.5.3
- L.5.1
- L.5.4
- L.5.6

### Grade 6

- R.6.7
- SL.6.1
- SL.6.2
- L.6.1
- L.6.4
- L.6.6

### Mathematical Practices

- Grade 4: 4.MD.4
- Grade 5: 5.MD.2
- Math Practices 4-6: 1, 2, 4
## Unit Description and Learning Objectives

**Unit 3: Work Readiness**
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 JA BizTown. They have an opportunity to fill out a job application and experience the job interview process.

**Objectives:**

**Students will:**
- 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

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| 1.10c People and families work to earn money to purchase goods and services that they need or want. | **Career Development**
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  L.5.6 | Grade 5
  5.MD.2 |
| | | **Mathematical Practices 4-6**
  2 | 4-6 |
Unit 4: Business Management

Citizens prepare for their visit to JA BizTown by working in business teams to learn about key factors in operating a business, such as teamwork, operation costs, pricing, and advertising.

Objectives:

Students will:
- 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

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| **Economics and Economic Systems**
E.2. Distinguish between a consumer and a producer and their relationship to goods and services.
2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community.

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Mathematical Practices 4-6 1-7
## Unit Description and Learning Objectives

**Unit 5: Visit and Debrief**
Citizens participate in the JA BizTown 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 JA BizTown experience and further identify the relevance of classroom learning to their future plans and goals.

### Objectives:

**Students will:**

- 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

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### Social Studies Standards

2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community.

### Career Development Standards

**Career Development**

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

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3a.2 Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

3a.3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

3a.4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

### English Language Arts

**Grade 4**
- W.4.1
- SL.4.1
- SL.4.4
- L.4.1
- L.4.6

**Grade 5**
- W.5.1
- SL.5.1
- SL.5.4
- L.5.1
- L.5.6

**Grade 6**
- W.6.1
- SL.6.1
- SL.6.4
- L.6.1
- L.6.4

**Mathematical Practices 4-6**
- 1-7

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**Junior Achievement**

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<th>Session Details</th>
<th>Social Studies Standards</th>
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<th>Common Core Math</th>
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<tbody>
<tr>
<td><strong>Adventure One: CEO</strong></td>
<td>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community.</td>
<td>11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
<td><strong>Grade 4</strong></td>
<td>4.oa.1  4.nbt.4</td>
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<tr>
<td>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. <strong>Objectives:</strong> Students will:</td>
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<td>RL.4.1-5  RL.4.7,10  W.4.2b,2d,2e  W.4.8  SL.4.3  L.4.4,6</td>
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<tr>
<td>▪ Use knowledge of skills and interests to select a company  ▪ Compare potential customers  ▪ Identify target market  ▪ Make a strategic decision  ▪ Identify points in a mission statement  ▪ Compare applicant resumes  ▪ Make a budget-based decision  ▪ Create a letter by making appropriate word choices</td>
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<td><strong>Adventure Two CFO</strong></td>
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<td>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. <strong>Objectives:</strong> Students will:</td>
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<td>RL.4.1-5  RL.4.7,10  W.4.2b,2d,2e  W.4.8  SL.4.3  L.4.4,6</td>
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<td>▪ 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</td>
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### Session Details

**Adventure Three: Marketing Director**

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.

**Objectives:**

**Students will:**

- 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

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**Adventure Four: Sales Manager**

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.

**Objectives:**

**Students will:**

- 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

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<td><strong>Adventure Four: Sales Manager</strong></td>
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| **Adventure Five: Consumer** | 2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. | 3a. 1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions. | Grade 4  
RI.4.1-5  
RI.4.7,10  
SL.4.3  
L.4.4,6 |  
Grade 5  
RI.5.1-5  
RI.5.7,10  
SL.5.3  
L.5.4-6 |

**Economics and Economic Systems**  
E.2. Distinguish between a consumer and a producer and their relationship to goods and services.

**Objectives:**

Students will:

- 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

Grade 4  
4.oa.1  
4.nbt.1-2  
4.abt.3  
4.nbt.4  
5.nbt.1-2
## Unit Description

### Unit 1: Income

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.

### Objectives:

**Students will:**
- 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.

### Financial and Consumer Literacy

1. Earning Income

### Career Development

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
2. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.
3a. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

### English Language Arts

- Grade 6
  - SL.6.1
  - L.6.1
  - L.6.3
  - L.6.4
- Grade 7
  - SL.7.1
  - L.7.1
  - L.7.3
  - L.7.4
- Grade 8
  - SL.8.1
  - L.8.1
  - L.8.3
  - L.8.4
- Grades 9-10
  - SL.9-10.1
  - L.9-10.1
  - L.9-10.4

### Math

- Grade 6
  - RP.6.3b
  - NS.6.2
  - NS.6.3
  - NS.6.5
  - SP.6.1
  - SP.6.2
- Grade 7
  - RP.7
  - R2.b
  - NS.7.2
  - NS.7.3
  - EE.7.1
  - EE.7.2

---

## Unit 2: Saving, Investing and Risk Management

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.

### Objectives:

**Students will:**
- 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.

### Financial and Consumer Literacy

2. Saving, Investing and Sharing
3. Protecting and Insuring

### Career Development

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
2. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.
3a. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.
3a.3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

### English Language Arts

- Grade 6
  - RI.6.2
  - SL.6.1
  - L.6.1
  - L.6.3
  - L.6.4
- Grade 7
  - RI.7.2
  - SL.7.1
  - L.7.1
  - L.7.3
  - L.7.4
- Grade 8
  - SL.8.1
  - L.8.1
  - L.8.3
  - L.8.4
- Grades 9-10
  - SL.9-10.1
  - L.9-10.1
  - L.9-10.4

### Math

- Grade 6
  - RP.6.3b
  - NS.6.2
  - NS.6.3
  - NS.6.5
  - SP.6.1
  - SP.6.2
- Grade 7
  - RP.7
  - R2.b
  - NS.7.2
  - NS.7.3
  - EE.7.1
  - EE.7.2
  - SP.7.5
## Unit Description

### Unit 3: Debit and Credit

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.

### Objectives:

**Students will:**
- 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

<table>
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<tr>
<th>Social Studies Standards</th>
<th>Career Development standards</th>
<th>English Language Arts</th>
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<tbody>
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<td>Financial and Consumer Literacy</td>
<td>Career Development</td>
<td>Grade 6</td>
</tr>
<tr>
<td>5. Payment Options and Credit</td>
<td>1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
<td>SL.6.1</td>
</tr>
<tr>
<td></td>
<td>2. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.</td>
<td>SL.6.2</td>
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<td>3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</td>
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<td>L.9-10.1</td>
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<td>SP.7.5</td>
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<td>Grade 8</td>
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<td>G.8</td>
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<td></td>
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<td>SP.8.2</td>
</tr>
</tbody>
</table>
Unit 4: Budget+

Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.

Objectives:

Students will:
- 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

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Social Studies Standards</th>
<th>Career Development standards</th>
<th>English Language Arts</th>
<th>Math</th>
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<tr>
<td><strong>Financial and Consumer Literacy</strong></td>
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<td>Grade 6</td>
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<tr>
<td>1. Saving, Investing and Sharing</td>
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<td>RI.6.1</td>
<td>NS.6.2</td>
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<tr>
<td>2. Saving, Investing and Sharing</td>
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<td></td>
<td>SL.6.1</td>
<td>NS.6.3</td>
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<td>1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
<td></td>
<td></td>
<td>L.6.1</td>
<td>NS.6.5</td>
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<td>2. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.</td>
<td></td>
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<td>L.6.3</td>
<td>Grade 7</td>
</tr>
<tr>
<td>3a.2 Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.</td>
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<td></td>
<td>L.6.4</td>
<td>NS.7.2</td>
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<td>3a.3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</td>
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<td></td>
<td>Grade 7</td>
<td>NS.7.3</td>
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<td>3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.</td>
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<td>EE.7.1</td>
<td>EE.7.2</td>
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</tbody>
</table>

**Grade 7**
- NS.7.2
- NS.7.3
- EE.7.1
- EE.7.2

**Grade 8**
- RI.8.1
- SL.8.1
- L.8.1
- L.8.3
- L.8.4

**Grades 9-10**
- SL.9-10.1
- L.9-10.1
- L.9-10.4
### Unit Description

#### Unit 5: Simulation and Debriefing

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. Following their simulation experience, students participate in a reflective assessment.

### Objectives:

**Students will:**
- Create a family budget using hypothetical life situations
- Make saving and investment decisions
- Reflect on their simulation experience

### Financial and Consumer Literacy

1. Earning Income
2. Saving, Investing and Sharing
3. Protecting and Insuring
4. Payment Options and Credit

### Career Development

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.
2. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

### Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

### Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

### Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

### Social Studies Standards

- Economic Systems
- Government
- History
- Geography

### Career Development standards

- Critical Thinking
- Problem Solving
- Decision Making
- Communication

### English Language Arts

- RI.6.1
- W.6.1
- W.6.4
- W.6.9

### Math

- Grade 6
  - RP.6.3b
  - NS.6.2
  - NS.6.3
  - NS.6.5
- Grade 7
  - RP.7.R2.b
  - NS.7.2
  - NS.7.3
- Grade 8
  - RI.8.1
  - W.8.1
  - W.8.4
  - W.8.9
- Grades 9-10
  - RI.9-10.1
  - W.9-10.4
  - W.9-10.9

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# Unit Description

## Unit 1: Income
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.

### Objectives:

**Students will:**
- 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

### Social Studies Standards

12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

### Career Development Standards

1 1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

### Common Core ELA

**Grades 9-10**
- RI.9–10.4
- W. 9-10. 1,4
- SL. 9-10. 1
- L.9-10. 1,4

**Grades 11-12**
- RI 11/12.4
- W.11/12. 1,4
- SL.11/12. 1
- L.11/12. 1,4

## Unit 2: Saving, Investing and Risk Management
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.

### Objectives:

**Students will:**
- 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

### Social Studies

12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

### Career Development

1 1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

### Common Core ELA

**Grades 9-10**
- RI.9–10.1
- W. 9-10. 1,4,9
- SL. 9-10. 1
- L.9-10. 1,4

**Grades 11-12**
- RI 11-12. 1
- W.11-12. 1,4,9
- SL.11-12. 1
- L.11-12. 1,4
# JA Finance Park High School PBL

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Social Studies Standards</th>
<th>Career Development Standards</th>
<th>Common Core ELA</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit 3: Debit and Credit</strong></td>
<td>Social Studies 12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics. 12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.</td>
<td>Career Development 3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.</td>
<td>Grades 9-10 SL. 9-10.1,4 L.9-10.1,4 Grades 11-12 SL.11-12.1,4 L.11-12.1,4</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>▪ Describe the types of financial institutions and the services they provide</td>
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<tr>
<td>▪ Explain debit and credit cards and their uses</td>
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<tr>
<td>▪ Identify the advantages and disadvantages related to credit and debit cards</td>
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<td>▪ Give examples of the best ways to build credit</td>
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<td>▪ Demonstrate why credit scores are important</td>
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<td><strong>Unit 4: Budget+</strong></td>
<td>Social Studies 12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics. 12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.</td>
<td>Career Development 3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.</td>
<td>Grades 9-10 RI. 9–10.1 SL. 9-10.1 L.9-10.1,4 Grades 11-12 RI.11-12.1 SL.11-12.1 L.11-12.1,4</td>
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<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>▪ Categorize spending by needs and wants</td>
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<tr>
<td>▪ Determine which categories belong in a budget</td>
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<tr>
<td>▪ Distinguish between different kinds of budgets</td>
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<tr>
<td>▪ Prepare a budget using goals and income</td>
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</tbody>
</table>
## Unit Description

### Unit 5: Simulation and Debriefing

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?

### Objectives:

**Students will:**
- 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

## Social Studies Standards

### Social Studies

12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.

## Career Development standards

### Career Development

11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

## Common Core ELA

### 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

### 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
<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Social Studies Standards</th>
<th>Career Development standards</th>
<th>English Language Arts</th>
</tr>
</thead>
</table>
| **Theme 1: Employment and Income**  
**Foundation 1 Career Cluster**  
Students learn about the 16 career clusters and how their own interests and skills can help them determine a career pathway  
**Objectives:**  
**Students will:**  
- 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. | **Social Studies**  
12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics. | **Career Development**  
11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals. | RI.9-10. 1,4  
W.9-10. 2,4,6,7,8  
SL.9-10. 1,2,4,5,6  
L 9-10. 1-6 |
| **Theme 1 Foundation 2 Net Income**  
Students learn the difference between gross pay and net pay and understand the various taxes and other deductions withheld from a paycheck.  
**Objectives:**  
**Students will:**  
- 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. | **Social Studies**  
12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.  
12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks. | **Career Development**  
11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals. | Grades 9-10  
9-10.RV.1  
9-10.RV.3.2  
9-10.SL.1  
Grades 11-12  
11-12.RV.1  
11-12.RV.3.2  
11-12.SL.1 |
### Theme 2: Employment and Education

#### The Value of Education

Students learn about the time commitments, costs and benefits of post-secondary education options. They then compete to find four occupations from the Occupational Outlook Handbook with the highest return on investment.

**Objectives:**

**Students will:**
- 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.

<table>
<thead>
<tr>
<th>OA</th>
<th>Unit Description</th>
<th>Social Studies Standards</th>
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SL.9-10. 1,2,4,5,6  
L.9-10. 1-6 |
| OA | **Career Development** |  |  | RI.11-12. 1,4  
SL.9-10. 1,2,4,5,6  
L.11-12. 1-6 |
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</thead>
</table>
| **Theme 3: Financial Responsibility and Decision Making** | **Social Studies**  
12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.  
12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.  
12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing. | **Career Development**  
11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.  
3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity. | RI.9-10. 1,4  
W.9-10. 1,4  
SL 9-10. 1,2,5  
L 9-10. 1- 6  
RI.11-12. 1,4  
W.11-12. 1,4  
SL 9-10. 1,2,5  
L 11-12. 1- 6  
W.11-12. 1,4  
SL 9-10. 1,2,5  
L 11-12. 1- 6 |

**Financial Decision Making**  
Students learn a process for making decisions and recognize the responsibilities associated with personal financial decisions.

**Objectives:**  
**Students will:**  
- Use rational and considered decision-making steps to select financial goals and priorities.  
- Explain how decisions made today can impact the future.
## Theme 4: Planning and Money Management

### Next-Level Budgeting

Students explore the differences between needs and wants, and then learn about the parts of a budget and the importance of budgeting.

### Objectives:

**Students will:**
- 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.

### Social Studies Standards

12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.

### Career Development Standards

11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

### English Language Arts

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<thead>
<tr>
<th>Reading Level</th>
<th>RI 9-10 1,4</th>
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</thead>
<tbody>
<tr>
<td>Speaking Level</td>
<td>SL 9-10 1,2</td>
</tr>
<tr>
<td>Listening Level</td>
<td>L 9-10 1-6</td>
</tr>
<tr>
<td>Reading Level</td>
<td>RI 11-12 1,4</td>
</tr>
<tr>
<td>Speaking Level</td>
<td>SL 9-10 1,2</td>
</tr>
<tr>
<td>Listening Level</td>
<td>L 11-12 1-6</td>
</tr>
<tr>
<td>Unit Description</td>
<td>Social Studies Standards</td>
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<tr>
<td>------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Theme 5: Risk Management and Insurance</strong></td>
<td><strong>Social Studies</strong> 12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics. 12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.</td>
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<tr>
<td><strong>Insurance</strong></td>
<td>Students analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance. <strong>Objectives:</strong>  Students will:  - 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.</td>
</tr>
<tr>
<td><strong>Theme 6: Investing</strong></td>
<td><strong>Social Studies</strong> 12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics. 12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.</td>
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<tr>
<td><strong>Investing for the Future</strong></td>
<td>Students learn about different types of investments and collaborate to build a diversified investment portfolio. <strong>Objectives:</strong>  Students will:  - Recognize different investment options.  - Compare the benefits and risks of various investment options.  - Create a diversified investment portfolio that maximizes profit</td>
</tr>
</tbody>
</table>
## Theme 7: Simulation and Debrief

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.

### Objectives:

**Students will:**
- Identify key learnings from the JA Finance Park simulation.
- Analyze and apply lessons learned to future career and money management goals.

### Social Studies

12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

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### Career Development

11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

### English Language Arts

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

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
## JA Finance Park Advanced Extension Activities

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<tr>
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<th>Extension Objectives</th>
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<tr>
<td><strong>Theme One: Employment and Income</strong></td>
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</tbody>
</table>
| **Entrepreneurial Strengths and Talents** | Students will:  
- Identify the characteristics of a successful entrepreneur.  
- Examine personal entrepreneurial qualifications and characteristics.  
- Develop a plan for building entrepreneurial skills. | Social Studies  
12.E3c The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.). | |
| **Job Loss** | Students will:  
- 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. | Social Studies  
12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics. | Career Development  
11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.  
3a.3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action. |
| **My Work Values and Responsibilities** | Students will:  
- 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. | Social Studies  
12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics. | Career Development  
11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.  
3a.3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action. |
### The IRS W-4 Form

**Students will:**
- Explain the purpose of the W-4 form.
- Examine the employee sections of the W-4 form.

**Social Studies**
- 12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

**Career Development**
- 1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

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### Applying for Financial Aid with FAFSA

**Students will:**
- 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.

**Social Studies**
- 12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

**Career Development**
- 11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

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### Career Decisions

**Students will:**
- 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.

**Social Studies**
- 12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

**Career Development**
- 11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

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<tr>
<td><strong>Grades Count!</strong></td>
<td>Students will:</td>
<td>NA</td>
<td>Career Development</td>
</tr>
<tr>
<td></td>
<td>• Reflect on their current GPA and course selections in light of key factors that influence college admissions.</td>
<td></td>
<td>11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
</tr>
<tr>
<td></td>
<td>• Calculate a possible GPA based on potential new courses.</td>
<td></td>
<td>3a.3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</td>
</tr>
<tr>
<td></td>
<td>• List the positive steps they can take to be successful with potential new courses</td>
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<tr>
<td><strong>Interpreting a Financial Aid Award Letter</strong></td>
<td>Students will:</td>
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<td>Career Development</td>
</tr>
<tr>
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<td>• Recognize the options available upon receiving a financial aid award letter.</td>
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<td>11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
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<td>• Analyze the parts of a financial aid award letter.</td>
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</tr>
<tr>
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<td>• Identify effective strategies for negotiating additional financial aid.</td>
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<tr>
<td><strong>Paying for Postsecondary Education</strong></td>
<td>Students will:</td>
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<td>Career Development</td>
</tr>
<tr>
<td></td>
<td>• Identify a savings goal and plan.</td>
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<td>11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
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<td></td>
<td>• Contrast grants and scholarships with student loans.</td>
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<td>3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.</td>
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<tr>
<td></td>
<td>• Explain the responsibilities associated with student loan debt.</td>
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<tr>
<td><strong>Buying Your First Car</strong>&lt;br&gt;Students learn to be smart consumers when purchasing a new or used car</td>
<td>Students will:&lt;br&gt;• Compare benefits of buying and leasing a car.&lt;br&gt;• Identify costs associated with buying and owning a car.&lt;br&gt;• Explain benefits of buying new and used cars.&lt;br&gt;• Analyze costs and features of several vehicles to identify the best car for one's needs.</td>
<td>Social Studies&lt;br&gt;12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.&lt;br&gt;12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.</td>
<td>Career Development&lt;br&gt;1 1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.&lt;br&gt;3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.</td>
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<td><strong>Cost of Living</strong>&lt;br&gt;Students consider the differences in cost of living and median wage in different areas of the United States.</td>
<td>Students will:&lt;br&gt;• Compare cost of living in different states.&lt;br&gt;• Discover the different median wage for different states and occupations.&lt;br&gt;• Make a four-step plan for the future.</td>
<td>Social Studies&lt;br&gt;12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.</td>
<td>Career Development&lt;br&gt;1 1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.&lt;br&gt;3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.</td>
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</table>
| My Financial Future and Debt | Students will:  
- 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. | Social Studies  
12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.  
12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.  
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3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity. |

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<td><strong>Philanthropy</strong></td>
<td>Students will:</td>
<td>Social Studies</td>
<td>Career Development</td>
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</table>
| Students consider the emotional, social, and financial benefits of charitable giving as part of creating a personal financial plan. | • 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. | 12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.  
12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. | 11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.  
3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity. |
| **Planning for Financial Success** | Students will:       | Social Studies           | Career Development |
| Students use critical thinking skills and design to communicate the benefits of financial goal planning. | • Recognize the steps for financial goal planning.  
• Identify a financial goal and develop a plan to reach it. | 12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.  
12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. | 11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.  
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<tr>
<td><strong>Sales and Property Taxes</strong>&lt;br&gt;Students determine the impact taxes have on financial decision making.</td>
<td><strong>Students will:</strong>&lt;br&gt;• Explain what taxes are used for.&lt;br&gt;• Recognize different types of taxes.&lt;br&gt;• Analyze the impact of taxes on financial decisions, such as buying a car or a home.</td>
<td><strong>Social Studies</strong>&lt;br&gt;12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.</td>
<td><strong>Career Development</strong>&lt;br&gt;1 1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.&lt;br&gt;3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.</td>
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### Theme Four: Planning and Money Management

| A World Without Cash<br>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. | **Students will:**<br>• Explore different payment types, and classify the pros and cons of using payment apps.<br>• Identify potential security issues with using payment apps.<br>• Analyze how to use a payment app to manage spending. | **Social Studies**<br>12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.<br>12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. | **Career Development**<br>1 1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.<br>3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity. |

| Extracurricular Expenses<br>Students apply their understanding of budgeting as they explore how to budget for extracurricular activities that are part of many students’ high school experiences. | **Students will:**<br>• Outline a short-term financial goal for how to save for extracurricular expenses.<br>• Generate a personal budget to achieve the goal. | **Social Studies**<br>12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.<br>2.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. | **Career Development**<br>1 1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.<br>3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity. |
### Unexpected Expenses

Students understand the impact of unexpected expenses on their budget and the role of an emergency fund in meeting those expenses.

**Students will:**
- Evaluate if an emergency fund should be used for different emergency scenarios.
- Create an emergency fund savings plan for an emergency.
- Analyze how saving for an emergency fund can impact a monthly budget.

**Social Studies**

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

3. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

### Theme Five: Risk Management and Insurance

**Auto Insurance**

Students learn about different types of auto insurance policies and what each cover. They explore the costs of insurance, including premiums and deductibles, and learn strategies for keeping auto insurance costs low.

**Students will:**
- Differentiate among the main types of auto insurance coverage.
- Identify ways to mitigate risk to help keep auto insurance costs down.

**Social Studies**

12. In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12. Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.

**Career Development**

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

3. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.
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<td><strong>Mortgages</strong></td>
<td>Students will:</td>
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<td>Career Development</td>
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<tr>
<td></td>
<td>• Explain the expenses associated with taking out a mortgage.</td>
<td>12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.</td>
<td>11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
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<tr>
<td></td>
<td>• Differentiate among different types of mortgages.</td>
<td>12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.</td>
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**Theme 6: Investing**

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<td><strong>Purchasing Stocks</strong></td>
<td>Students will:</td>
<td>Social Studies</td>
<td>Career Development</td>
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<td></td>
<td>• Recognize basic principles of investing in stocks.</td>
<td>12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.</td>
<td>11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
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<td></td>
<td>• Identify factors that affect stocks and the stock market.</td>
<td>12.E1b Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.</td>
<td>3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.</td>
</tr>
<tr>
<td></td>
<td>• List strategies for smart investing.</td>
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## Investing for Retirement

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).

<table>
<thead>
<tr>
<th>Extension Details</th>
<th>Extension Objectives</th>
<th>Social Studies Standards</th>
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<tr>
<td><strong>Students will:</strong></td>
<td><strong>Social Studies</strong></td>
<td></td>
<td><strong>Career Development</strong></td>
</tr>
<tr>
<td>• Explain the benefits of funding retirement early.</td>
<td>12.E1a In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.</td>
<td></td>
<td>11. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</td>
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<tr>
<td>• Compare features and benefits of retirement plans, including 401(k)s and IRAs.</td>
<td>12.E1c Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.</td>
<td></td>
<td>3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.</td>
</tr>
</tbody>
</table>