A Correlation: CONNECTICUT Academic Standards and Junior Achievement Capstone Programs

Updated July 2021(2022)

Connecticut Social Studies Standards Connecticut Career and Technical Education Common Core State Standards Included

Junior Achievement USA®
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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 Connecticut 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.
## Unit Description and Learning Objectives

### Social Studies Standards

- ECO 4.1 Compare the benefits and costs of individual choices.
- ECO 4.2 Identify positive and negative incentives that influence the decisions people make.
- ECO 5.1 Identify positive and negative incentives that influence the decisions people make.
- ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

### CTE Academic Standards

#### Personal Finance

- B 4. Analyze how career choice, education, and skills affect income and goal attainment.
- D 10. Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing.
- D 11. Describe the advantages and disadvantages of various savings and investing plans.
- D 13. Contrast the impact of simple interest versus compound interest on savings.
- F 17. Identify the rights and responsibilities associated with using a checking account.
- F 18. Differentiate among types of electronic monetary transactions offered by various financial institutions.
- F 19. Evaluate products and services and related costs associated with financial institutions in terms of personal banking needs.

### English Language Arts

- Grade 4
  - RL.4.3
  - RL.4.4
  - RL.4.5
  - RL.4.7
  - SL.4.1
  - SL.4.3
  - L.4.4

- Grade 5
  - RI.5.4
  - RI.5.5
  - RI.5.7
  - SL.5.1
  - L.5.1
  - L.5.3
  - L.5.4

- Grade 6
  - RI.6.7
  - SL.6.1
  - SL.6.2
  - L.6.1
  - L.6.3
  - L.6.4

### Math

- Grade 4
  - 4.NBT.3
  - 4.NBT.4

- Grade 5
  - 5.NBT.5
  - 5.NBT.7

- Grade 6
  - 6.NS.3

### Mathematical Practices

1–6
## Unit Description and Learning Objectives

### Social Studies Standards

- ECO 4.1 Compare the benefits and costs of individual choices.
- ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- ECO 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.
- CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.
- CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities.
- ECO 5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- CIV 6–7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).
- ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy.

### CTE Academic Standards

- **Personal Finance**
  - E 14. Describe and give examples of consumer rights, responsibilities, and remedies.

- **Cooperative Work Education**
  - D 20. Describe and use communication, mathematical, and technical skills to solve problems.
  - D 22. Examine how factors such as supply and demand, geographic locations, level of education, type of industry, union membership, productivity skill level, and work ethic affect/influence income from employment.
  - E 27. Describe the concepts of entrepreneurship.
  - E 28. Compare and contrast the advantages and disadvantages of the various types of business ownership.

### English Language Arts

- **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

### Math

- **Grade 4**
  - 4.MD.4

- **Grade 5**
  - 5.MD.2

- **Mathematical Practices 4-6**
  - 1
  - 2
  - 4
### 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

<table>
<thead>
<tr>
<th>Unit Description and Learning Objectives</th>
<th>Social Studies Standards</th>
<th>CTE Academic Standards</th>
<th>English Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 4.1 Compare the benefits and costs of individual choices.</td>
<td>Personal Finance</td>
<td>B 4. Analyze how career choice, education, and skills affect income and goal attainment.</td>
<td>Grade 4 RI.4.4 SL.4.1 L.4.1 L.4.2 L.4.4 L.4.6</td>
<td>Grade 4 4.MD.4</td>
</tr>
<tr>
<td>ECO 4.2 Identify positive and negative incentives that influence the decisions people make.</td>
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<tr>
<td>CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</td>
<td>Cooperative Work Education</td>
<td>A 1. Describe attitudes and ethics important to career success.</td>
<td>Grade 5 RI.5.4 SL.5.1 L.5.1 L.5.2 L.5.4 L.5.6</td>
<td>Grade 5 5.MD.2</td>
</tr>
<tr>
<td></td>
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<td>A 2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</td>
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<td>A 6. Describe the purpose of a resume and cover letter.</td>
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<td>A 7. Analyze the steps in a job search, including the cover letter, resume, application, and participating in the interview process.</td>
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<td></td>
<td>B 9. Describe the elements of effective oral and written communication skills necessary for employment.</td>
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<td>Mathematical Practices 4-6</td>
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<td>2-4-6</td>
</tr>
</tbody>
</table>

Grade 4

RI.4.4
SL.4.1
L.4.1
L.4.2
L.4.4
L.4.6

Grade 5

RI.5.4
SL.5.1
L.5.1
L.5.2
L.5.4
L.5.6

Grade 6

SL.6.1
L.6.1
L.6.2
L.6.4
L.6.6
# Unit Description and Learning Objectives

## 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

## Social Studies Standards
- ECO 4.1 Compare the benefits and costs of individual choices.
- ECO 4.2 Identify positive and negative incentives that influence the decisions people make.
- CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

## CTE Academic Standards
- Personal Finance
  - B 5. Calculate net pay.
- Cooperative Work Education
  - C 14. Describe personal qualities and self-management skills necessary for workplace success such as time management, organization, punctuality, and attendance.
  - C 15. Define effective communication, team-building, and leadership skills.

## English Language Arts
- Grade 4
  - W.4.1
  - W.4.2
  - W.4.4
  - SL.4.1
  - L.4.1
  - L.4.3
  - L.4.4
  - L.4.6
- Grade 5
  - W.5.1
  - W.5.2
  - W.5.4
  - SL.5.1
  - L.5.1
  - L.5.3
  - L.5.4
  - L.5.6
- Grade 6
  - W.6.1
  - W.6.4
  - SL.6.1
  - L.6.1
  - L.6.3
  - L.6.4
  - L.6.6

## Math
- Grade 4
  - 4.NBT.5
- Grade 5
  - 5.NBT.5
- Grade 6
  - 6.NS.2
  - 6.NS.3
- 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

## Social Studies Standards
ECO 4.1 Compare the benefits and costs of individual choices.
ECO 4.2 Identify positive and negative incentives that influence the decisions people make.
CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

## CTE Academic Standards
**Personal Finance**
- B 5. Calculate net pay.
- D 11. Describe the advantages and disadvantages of various savings and investing plans.
**Cooperative Work Education**
- C 15. Define effective communication, team-building, and leadership skills.
- C 16. Describe personal health and workplace safety procedures.
- C 18. Define procedures that apply to conflict resolution skills.
- C 19. Explain problem solving and critical thinking skills.

## 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

## Math
- Grade 5
  - 5.NBT.5
- Mathematical Practices 4-6
  - 1-7
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Connecticut Social Studies Standards</th>
<th>CTE Academic Standards test</th>
<th>Common Core ELA</th>
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<tr>
<td><strong>Adventure One: CEO</strong>&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;- Use knowledge of skills and interests to select a company&lt;br&gt;- Compare potential customers&lt;br&gt;- Identify target market&lt;br&gt;- Make a strategic decision&lt;br&gt;- Identify points in a mission statement&lt;br&gt;- Compare applicant resumes&lt;br&gt;- Make a budget-based decision&lt;br&gt;- Create a letter by making appropriate word choices</td>
<td>ECO 4.1 Compare the benefits and costs of individual choices.&lt;br&gt;ECO 4.2 Identify positive and negative incentives that influence the decisions people make.&lt;br&gt;ECO 5.1 Identify positive and negative incentives that influence the decisions people make.&lt;br&gt;ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.&lt;br&gt;CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</td>
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<td>Grade 4&lt;br&gt;RI.4.1-5&lt;br&gt;RI.4.7,10&lt;br&gt;W.4.2b,2d,2e&lt;br&gt;W.4.8&lt;br&gt;SL.4.3&lt;br&gt;L.4.4,6</td>
<td>Grade 4&lt;br&gt;4.oa.1&lt;br&gt;4.nbt.4</td>
</tr>
<tr>
<td><strong>Adventure Two CFO</strong>&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;- Use knowledge of skills and interests to select a company&lt;br&gt;- Deduct taxes to calculate net pay&lt;br&gt;- Determine price of items to make a profit using a formula&lt;br&gt;- Compare costs to make budget decisions&lt;br&gt;- Read terms and conditions to compare offers&lt;br&gt;- Evaluate proposals as part of a decision-making process</td>
<td>ECO 4.1 Compare the benefits and costs of individual choices.&lt;br&gt;ECO 4.2 Identify positive and negative incentives that influence the decisions people make.&lt;br&gt;ECO 5.1 Identify positive and negative incentives that influence the decisions people make.&lt;br&gt;ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.&lt;br&gt;ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.&lt;br&gt;ECON 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.</td>
<td><strong>Personal Finance</strong>&lt;br&gt;B 4. Analyze how career choice, education, and skills affect income and goal attainment.&lt;br&gt;<strong>Cooperative Work Education</strong>&lt;br&gt;D 20. Describe and use communication, mathematical, and technical skills to solve problems.</td>
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<td>Grade 5&lt;br&gt;4.oa.1&lt;br&gt;4.nbt.1-2&lt;br&gt;4.nbt.3&lt;br&gt;4.nbt.4-6&lt;br&gt;4.nf.5-6&lt;br&gt;5.nbt.1-2&lt;br&gt;5.nbt.4-5</td>
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<td><strong>Adventure Three: Marketing Director</strong>&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;- Use knowledge of skills and interests to select a company&lt;br&gt;- Identify an idea for a new product or service&lt;br&gt;- Attempt to resolve solutions to customer pain points&lt;br&gt;- Identify characteristics of target markets&lt;br&gt;- Explore advertising avenues and marketing tools&lt;br&gt;- Plan a marketing campaign&lt;br&gt;- Compare cost effectiveness of different advertisements&lt;br&gt;- Examine fine print on contracts</td>
<td>ECO 4.1 Compare the benefits and costs of individual choices.&lt;br&gt;ECO 4.2 Identify positive and negative incentives that influence the decisions people make.&lt;br&gt;ECO 5.1 Identify positive and negative incentives that influence the decisions people make.&lt;br&gt;ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</td>
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<td>Grade 4&lt;br&gt;RI.4.1-5&lt;br&gt;RI.4.7,8,10&lt;br&gt;SL.4.3&lt;br&gt;L.4.4,6</td>
<td>4.oa.1&lt;br&gt;4.nbt.4&lt;br&gt;5.nbt.1-2</td>
</tr>
<tr>
<td><strong>Adventure Four: Sales Manager</strong>&lt;br&gt;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.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;- Use knowledge of skills and interests to select a company&lt;br&gt;- Explore traits that convey good work ethic&lt;br&gt;- Compare resumes&lt;br&gt;- Use a decision-making process to make hiring decisions&lt;br&gt;- Use a problem-solving process to improve customer service</td>
<td>ECO 4.1 Compare the benefits and costs of individual choices.&lt;br&gt;ECO 4.2 Identify positive and negative incentives that influence the decisions people make.&lt;br&gt;ECO 5.1 Identify positive and negative incentives that influence the decisions people make.&lt;br&gt;ECO 6–7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</td>
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<td>Grade 4&lt;br&gt;RI.4.1-5&lt;br&gt;RI.4.7,10&lt;br&gt;W.4.2b,2d,2e&lt;br&gt;W.4.8&lt;br&gt;SL.4.3&lt;br&gt;L.4.4,6</td>
<td>4.oa.1&lt;br&gt;4.nbt.1-2&lt;br&gt;4.nbt.3&lt;br&gt;4.nbt.4-6&lt;br&gt;4.nf.5-6&lt;br&gt;5.nbt.1-2&lt;br&gt;5.nbt.4-5</td>
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</tbody>
</table>
# Session Details

<table>
<thead>
<tr>
<th>Adventure Five: Consumer</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

## 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

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<td>Cooperative Work Education D 20. Describe and use communication, mathematical, and technical skills to solve problems.</td>
<td>Grade 4 RI.4.1-5 RI.4.7.10 SL.4.3 L.4.4.6</td>
<td>Grade 5 RI.5.1-5 RI.5.7.10 SL.5.3 L.5.4-6</td>
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## 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.

<table>
<thead>
<tr>
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<th>Math</th>
</tr>
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<tr>
<td>ECO 6–7.1/8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</td>
<td>Personal Finance</td>
<td>Grade 6</td>
<td>Grade 6</td>
</tr>
<tr>
<td>ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy.</td>
<td>A 4. Analyze how career choice, education, and skills affect income and goal attainment.</td>
<td>SL.6.1</td>
<td>RP.6.3b</td>
</tr>
<tr>
<td>ECO 8.2 Describe the role of competition in the determination of prices and wages in a market economy.</td>
<td>A 5. Calculate net pay.</td>
<td>L.6.1</td>
<td>NS.6.2</td>
</tr>
<tr>
<td>ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.</td>
<td>Cooperative Work Education</td>
<td>L.6.3</td>
<td>NS.6.3</td>
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<tr>
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<td>A 1. Describe attitudes and ethics important to career success.</td>
<td>L.6.4</td>
<td>NS.6.5</td>
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<tr>
<td></td>
<td>2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</td>
<td>SP.6.1</td>
<td>SP.6.2</td>
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<tr>
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<td>3. Identify the various research tools available in the career exploration process.</td>
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<td>E. 27. Describe the concepts of entrepreneurship.</td>
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<tr>
<td></td>
<td>E. 28. Compare and contrast the advantages and disadvantages of the various types of business ownership.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
<th>CTE Academic Standards</th>
<th>English Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 6–7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.</td>
<td>Personal Finance</td>
<td>Grade 6</td>
<td>Grade 6</td>
</tr>
<tr>
<td></td>
<td>D 9. Explain how and why the stock market works.</td>
<td>RI.6.2</td>
<td>RP.6.3b</td>
</tr>
<tr>
<td></td>
<td>D 10. Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing.</td>
<td>SL.6.1</td>
<td>NS.6.2</td>
</tr>
<tr>
<td></td>
<td>D 11. Describe the advantages and disadvantages of various savings and investing plans.</td>
<td>L.6.1</td>
<td>NS.6.3</td>
</tr>
<tr>
<td></td>
<td>D 12. Explain the role of savings and investing in creating a financial plan.</td>
<td>L.6.3</td>
<td>NS.6.5</td>
</tr>
<tr>
<td></td>
<td>D 13. Contrast the impact of simple interest versus compound interest on savings.</td>
<td>L.6.4</td>
<td>SP.6.1</td>
</tr>
<tr>
<td></td>
<td>H 25. Identify risk in life and how to gain protection against the consequences of risk.</td>
<td></td>
<td>SP.6.2</td>
</tr>
<tr>
<td></td>
<td>H 26. Identify the type of insurance associated with different types of risk.</td>
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<td>Grades 9-10</td>
<td>Grade 7</td>
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<td></td>
<td></td>
<td>SL.9-10.1</td>
<td>RP.7</td>
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<td>L.9-10.1</td>
<td>R.2.b</td>
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<td></td>
<td>L.9-10.4</td>
<td>NS.7.2</td>
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<td>EE.7.1</td>
<td>NS.7.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EE.7.2</td>
<td>EE.7.2</td>
</tr>
<tr>
<td>Unit Description</td>
<td>Social Studies Standards</td>
<td>CTE Academic Standards</td>
<td>English Language Arts</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Unit 3: Debit and Credit</strong></td>
<td>ECO 6–7.1/8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society</td>
<td><strong>Personal Finance</strong></td>
<td>Grade 6</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>F 17. Identify the rights and responsibilities associated with using a checking account.</td>
<td>SL.6.1</td>
</tr>
<tr>
<td>Objectives:</td>
<td></td>
<td>F 18. Differentiate among types of electronic monetary transactions offered by various financial institutions.</td>
<td>SL.6.2</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>F 19. Evaluate products and services and related costs associated with financial institutions in terms of personal banking needs.</td>
<td>L.9-10.1</td>
</tr>
<tr>
<td>- Define financial institutions and identify the services they provide</td>
<td></td>
<td>21. Describe the risks and responsibilities associated with using credit.</td>
<td>L.9-10.4</td>
</tr>
<tr>
<td>- Examine debit and credit cards and their use</td>
<td></td>
<td>22. Identify and explain methods of establishing and maintaining a good credit rating.</td>
<td></td>
</tr>
<tr>
<td>- Explain the benefits and common pitfalls of credit cards</td>
<td></td>
<td>23. Explain credit ratings and credit reports and describe why they are important to consumers.</td>
<td></td>
</tr>
<tr>
<td>- Explain the benefits of debit cards</td>
<td></td>
<td>24. Identify specific steps that consumers can take to minimize their exposure to identity theft.</td>
<td></td>
</tr>
<tr>
<td>- Define credit score and describe how it influences the ability to get credit and borrow money</td>
<td></td>
<td></td>
<td>Grade 8</td>
</tr>
<tr>
<td><strong>Unit 4: Budget+</strong></td>
<td>ECO 6–7.1/8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society</td>
<td><strong>Personal Finance</strong></td>
<td>Grade 6</td>
</tr>
<tr>
<td>Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</td>
<td></td>
<td>A 1. Define and give examples of economic wants and needs.</td>
<td>RI.6.1</td>
</tr>
<tr>
<td>Objectives:</td>
<td></td>
<td>A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.</td>
<td>SL.6.1</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>B 7. Construct and use a personal budget plan and evaluate it according to short- and long-term goals.</td>
<td>L.6.1</td>
</tr>
<tr>
<td>- Categorize spending by needs and wants</td>
<td></td>
<td>B 8. Categorize and classify expenses as fixed or variable.</td>
<td>L.6.3</td>
</tr>
<tr>
<td>- Compare teen and adult spending patterns</td>
<td></td>
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<td>L.6.4</td>
</tr>
<tr>
<td>- Determine which categories belong in a budget</td>
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<tr>
<td>- Relate the need to save money to meet goals</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. 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

### Social Studies Standards

- **Personal Finance**
  - A 1. Define and give examples of economic wants and needs.
  - A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.
  - E 15. Identify the costs of utilities, services, maintenance, and other expenses involved in independent living.

### CTE Academic Standards

**Cooperative Work Education**

- C 14. Describe personal qualities and self-management skills necessary for workplace success such as time management, organization, punctuality, and attendance.
- C 15. Define effective communication, team-building, and leadership skills.
- D 20. Describe and use communication, mathematical, and technical skills to solve problems.
- D 23. Define methods for goal-setting and achieving clearly-defined goals.

### English Language Arts

- **Grade 6**
  - RI.6.1
  - W.6.1
  - W.6.4
  - W.6.9
- **Grade 7**
  - RI.7.1
  - W.7.1
  - W.7.4
  - W.7.9
- **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
- **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
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Content Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit 1: Income</strong></td>
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<tr>
<td><strong>1. Career Interest Inventory</strong></td>
<td>Cooperative Work Education</td>
<td>L.6.4</td>
<td>NA</td>
</tr>
<tr>
<td>Students take the online JA Career Interest Inventory to learn about their interests, skills, and abilities.</td>
<td>A 1. Describe attitudes and ethics important to career success.</td>
<td>L.7.4</td>
<td></td>
</tr>
<tr>
<td>2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</td>
<td>L.8.4</td>
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<tr>
<td><strong>2. Career Choice Research</strong></td>
<td>Personal Finance</td>
<td>RI.6.1</td>
<td>NA</td>
</tr>
<tr>
<td>Students access career information online using the JA Digital Career Handbook and record their findings</td>
<td>A 4. Analyze how career choice, education, and skills affect income and goal attainment.</td>
<td>SL.6.1</td>
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<td>RI.7.1</td>
<td>L.6.4</td>
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<td>SL.7.1</td>
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<td>L.7.4</td>
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<td>RI.8.1</td>
<td>L.8.4</td>
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<td>SL.8.1</td>
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<tr>
<td><strong>3. Being an Entrepreneur</strong></td>
<td>Cooperative Work Education</td>
<td>SL.6.1</td>
<td>NA</td>
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<tr>
<td>Students examine entrepreneurial skills and present new business ideas to the class.</td>
<td>E.27. Describe the concepts of entrepreneurship.</td>
<td>SL.6.4</td>
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<td>SL.6.5</td>
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<td>SL.11-12.5</td>
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<tr>
<td><strong>4. Windows of Opportunity</strong></td>
<td>Personal Finance</td>
<td>SL.6.1</td>
<td>NA</td>
</tr>
<tr>
<td>Using market research, students calculate fixed and variable costs to determine the right price to charge for their services</td>
<td>A 2. Analyze the effects of ethics on business and financial management decisions.</td>
<td>L.6.4</td>
<td></td>
</tr>
<tr>
<td>A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.</td>
<td>SL.7.1</td>
<td>L.7.4</td>
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<td>SL.8.1</td>
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<td>SL.9-10.1</td>
<td>L. 9-10.4</td>
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<td>SL.11-12.1</td>
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</table>
### Session Details

<table>
<thead>
<tr>
<th>Session</th>
<th>Academic Content Standards</th>
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<th>Common Core Math</th>
</tr>
</thead>
</table>
| 5. STEM Careers | Cooperative Work Education  
Students explore STEM occupations and use creativity and problem solving to make a pencil holder from a single sheet of paper. | SL.6.1  
SL.7.1  
SL.8.1  
SL.9-12.1 | NA |
| 6. Social Security and Medicare | Civics & Government  
Students read a brief history of Social Security and Medicare and review tax tables for income examples. | RI.6.1  
RI.7.1  
RI.8.1  
RI.9-10.1 | NA |
| 7. Sales Receipt Analysis | NA | RI.6.1  
RI.7.1  
RI.8.1  
7.RP.3 | NA |
| 8. How to Complete a 1040-EZ Income Tax Form | Personal Finance  
Students complete an IRS Form 1040-EZ and examine the equity of a progressive tax. | RI.6.1  
SL.6.1  
RI.7.1  
SL.7.1  
RI.8.1  
SL.8.1  
SL. 9-12.1 | NA |

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

<table>
<thead>
<tr>
<th>Session</th>
<th>Academic Content Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| 1. Understanding College Costs and the FAFSA | Personal Finance  
The FAFSA form is used to evaluate a student’s (and parents’) financial ability to pay for college. | RI.6.1  
W.6.7  
RI.7.1  
W.7.7  
RI.8.1  
W.8.7  
RI.9-10.1 | NA |
| 2. Understanding Stock Quotes | Personal Finance  
Students use the information found in a sample stock quote table to analyze a stock portfolio | RI.6.1  
L.6.4  
RI.7.1  
L.7.4  
RI.8.1  
L.8.4  
RI.9-10.1 | NA |
<table>
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<tbody>
<tr>
<td><strong>3. Roth IRAs: Teens and Retirement Savings</strong>&lt;br&gt;With earned income, students can invest and watch their savings grow for retirement.</td>
<td>Personal Finance&lt;br&gt;D 10. Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing.&lt;br&gt;D 11. Describe the advantages and disadvantages of various savings and investing plans.</td>
<td>SL.6.1&lt;br&gt;L.6.4&lt;br&gt;SL.7.1&lt;br&gt;L.7.4&lt;br&gt;SL.8.1&lt;br&gt;L.8.4&lt;br&gt;SL.9-10.1&lt;br&gt;L. 9-10.4&lt;br&gt;SL.11-12.1&lt;br&gt;L. 11-12.4</td>
<td>NA</td>
</tr>
<tr>
<td><strong>4. Compound Interest and the Rule of 72</strong>&lt;br&gt;Students use an online compound interest calculator to determine the growth of investments with varying interest rates and time horizons.</td>
<td>Personal Finance&lt;br&gt;D 10. Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing.&lt;br&gt;D 11. Describe the advantages and disadvantages of various savings and investing plans.</td>
<td>RI.6.1&lt;br&gt;RI.7.1&lt;br&gt;RI.8.1</td>
<td>NA</td>
</tr>
<tr>
<td><strong>5. Junior Achievement $ave, USA “Risk and Insurance” Online Lesson</strong>&lt;br&gt;This interactive lesson helps students define risk, common insurance terms, and the different types of insurances.</td>
<td>Personal Finance&lt;br&gt;H 26. Identify the type of insurance associated with different types of risk such as automobile, personal and professional liability, home and apartment, health, life, long-term care, Unit 3: Debit and Credit disability.</td>
<td>RI.6.1&lt;br&gt;L.6.4&lt;br&gt;RI.7.1&lt;br&gt;L.7.4&lt;br&gt;RI.8.1&lt;br&gt;L.8.4</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Unit 3: Debit and Credit**

<p>| 1. Checks and Checking Accounts | Personal Finance&lt;br&gt;F 17. Identify the rights and responsibilities associated with using a checking account. | RI.6.1&lt;br&gt;L.6.4&lt;br&gt;RI.7.1&lt;br&gt;L.7.4&lt;br&gt;RI.8.1&lt;br&gt;L.8.4 | NA |
| 2. Installment Debt | Personal Finance&lt;br&gt;F 19. Evaluate products and services and related costs associated with financial institutions in terms of personal banking needs.&lt;br&gt;21. Describe the risks and responsibilities associated with using credit. | RI.6.1&lt;br&gt;RI.7.1&lt;br&gt;RI.8.1 | NA |</p>
<table>
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<tr>
<th>Session Details</th>
<th>Academic Content Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| 3. Rent or Home Ownership | Students compare the benefits and responsibilities that come with renting or owning a home. | **Personal Finance**  
A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process. | RI.6.1  
SL.6.1  
L.6.4  
RI.7.1  
SL.7.1  
L.7.4  
RI.8.1  
SL.8.1  
L.8.4  
RI.9-12.1  
SL. 9-12.1  
L.9-12.4 | NA |
| 4. Leasing vs. Buying a Car | Students assess the pluses and minuses of leasing or buying a car. | **Personal Finance**  
A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process. | RI.6.1  
L.6.4  
RI.7.1  
L.7.4  
RI.8.1  
L.8.4 | NA |
| 5. Identity Theft | Students learn about steps they can take to help protect their payment cards and personal identity from theft. | **Personal Finance**  
H 25. Identify risk in life and how to gain protection against the consequences of risk. | RI.6.1  
SL.6.1  
RI.7.1  
SL.7.1  
RI.8.1  
SL.8.1  
RI.9-10.1  
SL.9-10.1  
SL.11-12.1 | NA |

**Unit 4: Budget +**

| 1. Sample Budgets | Students practice preparing budgets and making budgeting decisions. They work in teams, pairs, or individually. | **Personal Finance**  
B 7. Construct and use a personal budget plan and evaluate it according to short- and long-term goals. | RI.6.1  
SL.6.1  
RI.7.1  
SL.7.1  
RI.8.1  
SL.8.1  
SL.9-12.1 | NA |
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Content Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **2. Personal Budget**  
Through discussion and research, students recognize the need for responsible spending and the benefit of budgeting. | **Personal Finance**  
B 7. Construct and use a personal budget plan and evaluate it according to short- and long-term goals.  
B 8. Categorize and classify expenses as fixed or variable. | RI.6.1  
W.6.7  
SL.6.1  
RI.7.1  
W.7.7  
SL.7.1  
RI.8.1  
W.8.7  
SL.8.1  
SL.9-12.1  
7.RP.3 | NA |
| **3. Paying for Postsecondary Education**  
Students see that education after high school is an investment in their future. They explore options to pay for higher education. | **Cooperative Work Education**  
3. Identify the various research tools available in the career exploration process.  
4. Evaluate postsecondary opportunities related to career interests, including certification, licensing, apprenticeships, college, and military options. | RI.6.1  
SL.6.1  
L.6.4  
RI.7.1  
SL.7.1  
L.7.4  
RI.8.1  
SL.8.1  
L.8.4  
SL.9-12.1 | NA |
| **4. Completing a Budget**  
Students continue to prepare for the JA Finance Park simulation by researching the price of goods and services and practicing their budgeting skills. | **Personal Finance**  
B 7. Construct and use a personal budget plan and evaluate it according to short- and long-term goals. | RI.6.1  
W.6.7  
SL.6.1  
RI.7.1  
W.7.7  
SL.7.1  
RI.8.1  
W.8.7  
SL.8.1  
SL.9-12.1 | NA |
# 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

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.4 Explain how supporting questions contribute to an inquiry …
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions…
- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views …
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- INQ 9–12.9 Refine claims and counterclaims …

### CTE Academic Standards

**Personal Finance**

- A 4. Analyze how career choice, education, and skills affect income and goal attainment.
- A 5. Calculate net pay.

### 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

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# 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 Standards

- ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### CTE Academic Standards

- **Personal Finance**
  - D 10. Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing.
  - D 11. Describe the advantages and disadvantages of various savings and investing plans.
  - D 12. Explain the role of savings and investing in creating a financial plan.
  - D 13. Contrast the impact of simple interest versus compound interest on savings.
  - H 25. Identify risk in life and how to gain protection against the consequences of risk.
  - H 26. Identify the type of insurance associated with different types of risk.

### 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
- SL11-12. 1
  - L.11-12. 1,4
## Unit Description

### Unit 3: Debit and Credit

Students compare financial institutions and their services; examine the value of credit scores; and interpret the effect of creditworthiness.

**Objectives:**

**Students will:**

- 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

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
<th>CTE Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</td>
<td>Personal Finance F 18. Differentiate among types of electronic monetary transactions offered by various financial institutions. F 19. Evaluate products and services and related costs associated with financial institutions in terms of personal banking needs. G 21. Describe the risks and responsibilities associated with using credit. G 22. Identify and explain methods of establishing and maintaining a good credit rating. G 23. Explain credit ratings and credit reports and describe why they are important to consumers.</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>ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</td>
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</table>

### Unit 4: Budget+

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.

**Objectives:**

**Students will:**

- 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

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</td>
<td>Personal Finance A 1. Define and give examples of economic wants and needs. A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process. B 7. Construct and use a personal budget plan and evaluate it according to short- and long-term goals. B 8. Categorize and classify expenses as fixed or variable.</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>
</tr>
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</tbody>
</table>

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## 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

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
<th>CTE Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>INQ 9–12.10 Construct arguments using precise and knowledgeable claims…</td>
<td>Personal Finance</td>
<td>Grades 9-10</td>
</tr>
<tr>
<td>INQ 9–12.11 Construct explanations using sound reasoning, correct sequence examples, and details …</td>
<td>A 1. Define and give examples of economic wants and needs.</td>
<td>RI. 9–10.1,4,8</td>
</tr>
<tr>
<td>INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</td>
<td>A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.</td>
<td>W. 9-10.1</td>
</tr>
<tr>
<td>INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</td>
<td>E 15. Identify the costs of utilities, services, maintenance, and other expenses involved in independent living.</td>
<td>SL.9-10.4-6</td>
</tr>
</tbody>
</table>

**Grades 11-12**

RI. 11-12.1,4,8  
W. 11-12.1  
SL.11-12.1  
SL.11-12.4-6  
L.11-12.1-6  

**Cooperative Work Education**

C 14. Describe personal qualities and self-management skills necessary for workplace success such as time management, organization, punctuality, and attendance.

C 15. Define effective communication, team-building, and leadership skills.

D 20. Describe and use communication, mathematical, and technical skills to solve problems.

D 23. Define methods for goal-setting and achieving clearly-defined goals.
<table>
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<tr>
<th>Unit Description</th>
<th>Social Studies Standards</th>
<th>CTE Academic Standards</th>
<th>English Language Arts</th>
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</thead>
</table>
| **Theme 1: Employment and Income**<br>Foundation 1 Career Cluster | ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. | **Personal Finance**<br>A 4. Analyze how career choice, education, and skills affect income and goal attainment. | 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 |
| Students learn about the 16 career clusters and how their own interests and skills can help them determine a career pathway | **Cooperative Work Education**<br>A 1. Describe attitudes and ethics important to career success. | RI.11-12. 1,4
W.11-12. 2,4,6,7,8
SL 9-10. 1,2,4,5,6
L 11-12. 1-6 |
| **Objectives:** | **A 2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.** | **A 3. Identify the various research tools available in the career exploration process.** | |
| Students will: | **A 3. Identify the various research tools available in the career exploration process.** | **A 4. Analyze how career choice, education, and skills affect income and goal attainment.** | |
| ▪ Examine careers and corresponding career clusters. | **A 5. Calculate net pay.** | **A 1. Describe attitudes and ethics important to career success.** | 9-10.RV.1
9-10.RV.3.2
9-10.SL.1 |
| ▪ Apply interests and skills to specific career clusters. | **Cooperative Work Education**<br>A 1. Describe attitudes and ethics important to career success. | 11-12.RV.1
11-12.RV.3.2
11-12.SL.1 |
<p>| ▪ Research possible careers within a chosen career cluster. | | | |
| ▪ Analyze how interests and skills may relate to a specific career cluster. | | | |
| <strong>Theme 1 Foundation 2 Net Income</strong> | ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. | <strong>Personal Finance</strong>&lt;br&gt;A 4. Analyze how career choice, education, and skills affect income and goal attainment. | |
| Students learn the difference between gross pay and net pay and understand the various taxes and other deductions withheld from a paycheck. | <strong>A 5. Calculate net pay.</strong> | <strong>A 1. Describe attitudes and ethics important to career success.</strong> | |
| <strong>Objectives:</strong> | <strong>Cooperative Work Education</strong>&lt;br&gt;A 1. Describe attitudes and ethics important to career success. | | |
| Students will: | <strong>A 2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</strong> | | |
| ▪ Identify the difference between gross pay and net pay. | <strong>A 3. Identify the various research tools available in the career exploration process.</strong> | | |
| ▪ Identify the components on an earnings statement (pay stub) that affect net income. | <strong>A 4. Analyze how career choice, education, and skills affect income and goal attainment.</strong> | | |
| ▪ Calculate net monthly income after removing taxes, benefits, and other deductions. | <strong>A 5. Calculate net pay.</strong> | | |</p>
<table>
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<tr>
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<th><strong>CTE Academic Standards</strong></th>
<th><strong>English Language Arts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme 2: Employment and Education</strong></td>
<td><strong>The Value of Education</strong></td>
<td>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</td>
<td><strong>Personal Finance</strong></td>
</tr>
<tr>
<td>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.</td>
<td><strong>Objectives:</strong></td>
<td><strong>A 4. Analyze how career choice, education, and skills affect income and goal attainment.</strong></td>
<td>RI.9-10. 1,4</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>Cooperative Work Education</strong></td>
<td><strong>A 1. Describe attitudes and ethics important to career success.</strong></td>
<td>SL 9-10. 1,2,4,5,6</td>
</tr>
<tr>
<td>▪ Identify the benefits of postsecondary education, including trade schools and military service.</td>
<td><strong>2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</strong></td>
<td>L 9-10. 1- 6</td>
<td></td>
</tr>
<tr>
<td>▪ Identify the income projection for a variety of careers.</td>
<td><strong>3. Identify the various research tools available in the career exploration process.</strong></td>
<td><strong>RI.11-12. 1,4</strong></td>
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<tr>
<td>Calculate the return on the educational investment for different occupations using the Occupational Outlook Handbook from the Bureau of Labor Statistics.</td>
<td><strong>4. Evaluate postsecondary opportunities related to career interests, including certification, licensing, apprenticeships, college, and military options.</strong></td>
<td>SL 9-10. 1,2,4,5,6</td>
<td></td>
</tr>
<tr>
<td><strong>Theme 3: Financial Responsibility and Decision Making</strong></td>
<td><strong>Financial Decision Making</strong></td>
<td>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</td>
<td><strong>Personal Finance</strong></td>
</tr>
<tr>
<td>Students learn a process for making decisions and recognize the responsibilities associated with personal financial decisions.</td>
<td><strong>A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.</strong></td>
<td>RI.9-10. 1,4</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>A 1. Define and give examples of economic wants and needs.</strong></td>
<td>W.9-10. 1,4</td>
<td></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>A 2. Explain how decisions made today can impact the future</strong></td>
<td>SL 9-10. 1,2,5</td>
<td></td>
</tr>
<tr>
<td>▪ Use rational and considered decision-making steps to select financial goals and priorities.</td>
<td></td>
<td>L 9-10. 1- 6</td>
<td></td>
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<tr>
<td>▪ Explain how decisions made today can impact the future</td>
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<td>RI.11-12. 1,4</td>
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<td>**</td>
<td><strong>W.11-12. 1,4</strong></td>
<td>SL 9-10. 1,2,5</td>
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<td>**</td>
<td><strong>L 11-12. 1- 6</strong></td>
<td><strong>L 11-12. 1- 6</strong></td>
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<tr>
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<td>Social Studies Standards</td>
<td>CTE Academic Standards</td>
<td>English Language Arts</td>
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<tr>
<td><strong>Theme 4: Planning and Money Management</strong></td>
<td>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</td>
<td><strong>Personal Finance</strong>&lt;br&gt;A 1. Define and give examples of economic wants and needs.&lt;br&gt;A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.&lt;br&gt;B 7. Construct and use a personal budget plan and evaluate it according to short- and long-term goals.&lt;br&gt;B 8. Categorize and classify expenses as fixed or variable.</td>
<td>RI 9-10 1,4&lt;br&gt;SL 9-10 1,2&lt;br&gt;L 9-10 1- 6&lt;br&gt;RI 11-12 1,4&lt;br&gt;SL 9-10 1,2&lt;br&gt;L 11-12 1- 6</td>
</tr>
<tr>
<td><strong>Next-Level Budgeting</strong></td>
<td>Students explore the differences between needs and wants, and then learn about the parts of a budget and the importance of budgeting.</td>
<td><strong>Students will:</strong>&lt;br&gt;• Recognize some of the reasons why people might spend more than they earn.&lt;br&gt;• Identify and use parts of a budget.&lt;br&gt;• List the long-term effects of overspending.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<td>• Recognize some of the reasons why people might spend more than they earn.</td>
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<td>• Identify and use parts of a budget.</td>
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<tr>
<td>• List the long-term effects of overspending.</td>
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<tr>
<td><strong>Theme 5: Risk Management and Insurance</strong></td>
<td>ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</td>
<td><strong>Personal Finance</strong>&lt;br&gt;H 25. Identify risk in life and how to gain protection against the consequences of risk.&lt;br&gt;H 26. Identify the type of insurance associated with different types of risk.</td>
<td>RI 9-10 1,4&lt;br&gt;W.9-10 1,2,4,6,7,8&lt;br&gt;SL 9-10 1,2,4,5&lt;br&gt;L 9-10 1- 6&lt;br&gt;RI 11-12 1,4&lt;br&gt;W.11-12 2,4,6,7,8&lt;br&gt;SL 9-10 1,2,4,5&lt;br&gt;L 11-12 1- 6</td>
</tr>
<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.</td>
<td><strong>Students will:</strong>&lt;br&gt;• Recognize strategies for managing risk.&lt;br&gt;• List the benefits of having insurance for risk management.&lt;br&gt;• Identify conditions under which it is appropriate for young adults to have life, health, and disability insurance.&lt;br&gt;• Compare insurance policies.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<td><strong>Students will:</strong></td>
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<td>• Recognize strategies for managing risk.</td>
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<td>• List the benefits of having insurance for risk management.</td>
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<tr>
<td>• Identify conditions under which it is appropriate for young adults to have life, health, and disability insurance.</td>
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<tr>
<td>• Compare insurance policies.</td>
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</tbody>
</table>
### Theme 6: Investing
#### Investing for the Future
Students learn about different types of investments and collaborate to build a diversified investment portfolio.

**Objectives:**

**Students will:**
- Recognize different investment options.
- Compare the benefits and risks of various investment options.
- Create a diversified investment portfolio that maximizes profit.

**Social Studies Standards:**
ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

**CTE Academic Standards:**
Personal Finance
9. Explain how and why the stock market works.
D 10. Analyze the power of compounding and the importance of starting early in implementing a plan of saving and investing.
D 11. Describe the advantages and disadvantages of various savings and investing plans.
D 12. Explain the role of savings and investing in creating a financial plan.

**English Language Arts:**
RI.9-10 1,4
W.9-10 1,8
SL 9-10 1,2,5
L 9-10 1-6

### 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 Standards:**
ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs.

**CTE Academic Standards:**
Personal Finance
A 1. Define and give examples of economic wants and needs.
A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.
E 15. Identify the costs of utilities, services, maintenance, and other expenses involved in independent living.

**Cooperative Work Education**
C 14. Describe personal qualities and self-management skills necessary for workplace success such as time management, organization, punctuality, and attendance.
C 15. Define effective communication, team-building, and leadership skills.
D 20. Describe and use communication, mathematical, and technical skills to solve problems.
D 23. Define methods for goal-setting and achieving clearly-defined goals.

**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 1,8
SL 9-10 1,2,5
L 11-12 1-6
### Theme One: Employment and Income

#### 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 Standards:** NA

- **CTE Academic Standards:** Personal Finance
  - B 4. Analyze how career choice, education, and skills affect income and goal attainment

#### 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 Standards:** ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

- **CTE Academic Standards:** Personal Finance
  - A 2. Analyze the effects of ethics on business and financial management decisions.
  - A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.

#### 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 Standards:** ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

- **CTE Academic Standards:** Personal Finance
  - B 4. Analyze how career choice, education, and skills affect income and goal attainment

#### Cooperative Work Education

- **Social Studies Standards:**
  - C 14. Describe personal qualities and self-management skills necessary for workplace success such as time management, organization, punctuality, and attendance.
  - C 15. Define effective communication, team-building, and leadership skills.
### The IRS W-4 Form

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.

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

**Social Studies Standards**

ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

**CTE Academic Standards**

**Personal Finance**

A 2. Analyze the effects of ethics on business and financial management decisions.

A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.

### Applying for Financial Aid with FAFSA

Students learn how to complete the Free Application for Federal Student Aid (FAFSA) form to apply for financial aid for college.

**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 Standards**

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

**CTE Academic Standards**

**Personal Finance**

B 4. Analyze how career choice, education, and skills affect income and goal attainment.

### Career Decisions

Students create a plan based on their interests and talents and learn how to set goals to help them achieve that plan.

**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 Standards**

NA

**CTE Academic Standards**

**Personal Finance**

A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.

### Grades Count!

Students consider the consequence of grades and other factors and their effects on college options and scholarships.

**Students will:**
- 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 with potential new courses and improve the chance of getting into a college of their choice.

**Social Studies Standards**

NA

**CTE Academic Standards**

**Personal Finance**

B 4. Analyze how career choice, education, and skills affect income and goal attainment.
<table>
<thead>
<tr>
<th>Extension Details</th>
<th>Extension Objectives</th>
<th>Social Studies Standards</th>
<th>CTE Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpreting a Financial Aid Award Letter</strong></td>
<td>Students will:</td>
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<tr>
<td>Students learn how to interpret a financial aid award letter and negotiate for more aid</td>
<td>- Recognize the options available upon receiving a financial aid award letter.</td>
<td></td>
<td>Personal Finance</td>
</tr>
<tr>
<td></td>
<td>- Analyze the parts of a financial aid award letter.</td>
<td></td>
<td>B 4. Analyze how career choice, education, and skills affect income and goal attainment.</td>
</tr>
<tr>
<td></td>
<td>- Identify effective strategies for negotiating additional financial aid.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paying for Postsecondary Education</strong></td>
<td>Students will:</td>
<td>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Students explore how to pay for postsecondary education, a major financial decision that will impact their finances for years to come.</td>
<td>- Identify a savings goal and plan.</td>
<td></td>
<td>B 4. Analyze how career choice, education, and skills affect income and goal attainment.</td>
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<tr>
<td></td>
<td>- Contrast grants and scholarships with student loans.</td>
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<td></td>
<td>- Explain the responsibilities associated with student loan debt.</td>
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<tr>
<td><strong>Theme Three: Financial Responsibility and Decision Making</strong></td>
<td></td>
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<tr>
<td><strong>Buying Your First Car</strong></td>
<td>Students will:</td>
<td>ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Students learn to be smart consumers when purchasing a new or used car</td>
<td>- Compare benefits of buying and leasing a car.</td>
<td></td>
<td>B 4. Analyze how career choice, education, and skills affect income and goal attainment.</td>
</tr>
<tr>
<td></td>
<td>- Identify costs associated with buying and owning a car.</td>
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<td></td>
<td>- Explain benefits of buying new and used cars.</td>
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<td></td>
<td>- Analyze costs and features of several vehicles to identify the best car for one’s needs.</td>
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<tr>
<td><strong>Cost of Living</strong></td>
<td>Students will:</td>
<td>NA</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>Students consider the differences in cost of living and median wage in different areas of the United States.</td>
<td>- Compare cost of living in different states.</td>
<td></td>
<td>E 15. Identify the costs of utilities, services, maintenance, and other expenses involved in independent living.</td>
</tr>
<tr>
<td></td>
<td>- Discover the different median wage for different states and occupations.</td>
<td></td>
<td><strong>Cooperative Work Education</strong></td>
</tr>
<tr>
<td></td>
<td>- Make a four-step plan for the future.</td>
<td></td>
<td>22. Examine how factors such as supply and demand, geographic locations, level of education, type of industry, union membership, productivity skill level, and work ethic affect/influence income from employment.</td>
</tr>
<tr>
<td>Extension Details</td>
<td>Extension Objectives</td>
<td>Social Studies Standards</td>
<td>CTE Academic Standards</td>
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</tbody>
</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. | NA | Personal Finance  
D 21. Describe the risks and responsibilities associated with using credit.  
D 22. Identify and explain methods of establishing and maintaining a good credit rating. |
| Philanthropy | Students will:  
- 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. | ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. | Personal Finance  
A 2. Analyze the effects of ethics on business and financial management decisions.  
3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process. |
| Planning for Financial Success | Students will:  
- Recognize the steps for financial goal planning.  
- Identify a financial goal and develop a plan to reach it. | ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. | Personal Finance  
A 2. Analyze the effects of ethics on business and financial management decisions.  
3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.  
D 12. Explain the role of savings and investing in creating a financial plan. |
| Sales and Property Taxes | Students will:  
- 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. | ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. | NA |
### Theme Four: Planning and Money Management

#### A World Without Cash

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.

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Social Studies Standards</th>
<th>CTE Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explore different payment types, and classify the pros and cons of using payment apps.</td>
<td></td>
<td></td>
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<tr>
<td>- Identify potential security issues with using payment apps.</td>
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<tr>
<td>- Analyze how to use a payment app to manage spending.</td>
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</tr>
</tbody>
</table>

Students will:

- ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

| Personal Finance | F 18. Differentiate among types of electronic monetary transactions offered by various financial institutions. |

#### Extracurricular Expenses

Students apply their understanding of budgeting as they explore how to budget for extracurricular activities that are part of many students’ high school experiences.

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Social Studies Standards</th>
<th>CTE Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Outline a short-term financial goal for how to save for extracurricular expenses.</td>
<td></td>
<td></td>
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<tr>
<td>- Generate a personal budget to achieve the goal</td>
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</tr>
</tbody>
</table>

Students will:

- NA | | |

| Personal Finance | C 7. Construct and use a personal budget plan and evaluate it according to short- and long-term goals. |

#### Unexpected Expenses

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

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Social Studies Standards</th>
<th>CTE Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evaluate if an emergency fund should be used for different emergency scenarios.</td>
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<tr>
<td>- Create an emergency fund savings plan for an emergency situation.</td>
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<tr>
<td>- Analyze how saving for an emergency fund can impact a monthly budget.</td>
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</tbody>
</table>

Students will:

- NA | | |

| Personal Finance | C 7. Construct and use a personal budget plan and evaluate it according to short- and long-term goals. |

### 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.

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Social Studies Standards</th>
<th>CTE Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Differentiate among the main types of auto insurance coverage.</td>
<td></td>
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<tr>
<td>- Identify ways to mitigate risk to help keep auto insurance costs down.</td>
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</tbody>
</table>

Students will:

- ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

| Personal Finance | H 26. Identify the type of insurance associated with different types of risk such as automobile, personal and professional liability, home and apartment, health, life, long-term care, and disability. |

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<table>
<thead>
<tr>
<th><strong>Extension Details</strong></th>
<th><strong>Extension Objectives</strong></th>
<th><strong>Social Studies Standards</strong></th>
<th><strong>CTE Academic Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mortgages</strong></td>
<td>Students will:</td>
<td></td>
<td>Personal Finance</td>
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<tr>
<td></td>
<td>• Explain the expenses</td>
<td>ECO 9–12.3 Describe the</td>
<td>H 26. Identify the type</td>
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<td></td>
<td>associated with</td>
<td>roles of institutions such</td>
<td>of insurance associated</td>
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<td>taking out a</td>
<td>as clearly defined</td>
<td>with different types of</td>
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<td></td>
<td>mortgage.</td>
<td>property rights and the</td>
<td>risk such as automobile,</td>
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<td></td>
<td>• Differentiate among</td>
<td>rule of law in a market</td>
<td>personal and professional</td>
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<td></td>
<td>different types of</td>
<td>economy.</td>
<td>liability, home and</td>
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<td></td>
<td>mortgages.</td>
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<td>apartment, health, life,</td>
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<td>long-term care, and</td>
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<td></td>
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<td>disability.</td>
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<tr>
<td><strong>Theme 6: Investing</strong></td>
<td>Students will:</td>
<td></td>
<td>Personal Finance</td>
</tr>
<tr>
<td></td>
<td>• Explain the benefits</td>
<td>ECO 9–12.3 Describe the</td>
<td>A 2. Analyze the effects</td>
</tr>
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<td></td>
<td>of funding retirement</td>
<td>roles of institutions such</td>
<td>of ethics on business and</td>
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<td></td>
<td>early.</td>
<td>as clearly defined property</td>
<td>financial management</td>
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<td></td>
<td>• Compare features and</td>
<td>rights and the rule of law</td>
<td>decisions.</td>
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<td></td>
<td>benefits of retirement</td>
<td></td>
<td>A 3. Differentiate</td>
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<td></td>
<td>plans, including</td>
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<td>between types of</td>
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<td></td>
<td>401(k)s and IRAs.</td>
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<td>decisions and identify</td>
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<td>which types should be</td>
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<td>used in a formal</td>
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<td>decision-making process.</td>
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<td>D 10. Analyze the power</td>
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<td>of compounding and the</td>
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<td>importance of starting</td>
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<td>early in implementing</td>
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<td>a plan of saving and</td>
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<td>investing.</td>
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<td>D 11. Describe the</td>
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<td>advantages and</td>
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<td></td>
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<td></td>
<td>disadvantages of various</td>
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<td></td>
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<td></td>
<td>savings and investing</td>
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<tr>
<td><strong>Purchasing Stocks</strong></td>
<td>Students will:</td>
<td></td>
<td>Personal Finance</td>
</tr>
<tr>
<td></td>
<td>• Recognize basic</td>
<td>ECO 9–12.3 Describe the</td>
<td>D 9. Explain how and why</td>
</tr>
<tr>
<td></td>
<td>principles of</td>
<td>roles of institutions such</td>
<td>the stock market works.</td>
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<tr>
<td></td>
<td>investing in stocks.</td>
<td>as clearly defined property</td>
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<td></td>
<td>• Identify factors</td>
<td>rights and the rule of</td>
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<td>that affect</td>
<td>law in a market economy.</td>
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<td>stocks and the stock</td>
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<td></td>
<td>market.</td>
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<td></td>
<td>• List strategies for</td>
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<td></td>
<td>smart investing.</td>
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</tbody>
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