

A Correlation: MINNESOTA Academic Standards and Junior Achievement Capstone Programs



Updated November 2022

[Minnesota Social Studies Standards](#)

[Guideposts for Success](#)

Common Core State Standards Included

Junior Achievement USA

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Overview

The following correlation features the knowledge and skills that students are introduced to in JA Capstone Programs and how they correspond to the 2011 Minnesota State Social Studies Standards and Benchmarks, as well as the Guidepost for Success 2.0 Youth Competencies. 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 classroom curriculum with a number of optional self-guided extension activities.

JA BizTown

Unit Description and Learning Objectives	Social Studies Standards	Guidepost for Success Competencies	English Language Arts	MN Math
<p>Unit 1: Financial Literacy</p> <p>You must have money to spend money. Students need to understand this fundamental concept of earning and spending if they are to grasp the importance of sound personal finance. This unit introduces students to bank services and practices that will help them to be successful in <i>JA BizTown</i> and in life.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Extrapolate services offered by financial institutions ▪ Complete a bank account application ▪ Demonstrate an ability to endorse a paycheck ▪ Complete a deposit ticket ▪ Maintain a check register correctly ▪ Describe the consequences of insufficient funds ▪ Write and sign checks ▪ State the benefit of an interest-earning savings account ▪ Explain how money in a savings account grows ▪ Explore the differences between checks, debit cards, and credit cards ▪ Explain how money changes hands when a debit card is used ▪ Demonstrate use of a check register to record a debit purchase 	<p>4.2.1.1 Apply a reasoned decision-making process to make a choice.</p> <p>5.2.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each.</p> <p>5.2.4.6.1 ELO Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).</p> <p>6.1.3.5.1 Define citizenship in the United States and explain that individuals become citizens by birth or naturalization.</p>	<ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making. • Interpersonal skills Critical thinking skills • Independent living and life skills • Ability to manage financial resources effectively 	<p>Grade 4</p> <p>RI.4.3 RI.4.4 RI.4.5 RI.4.7 SL.4.1 SL.4.3 L.4.4</p> <p>Grade 5</p> <p>RI.5.4 RI.5.5 RI.5.7 SL.5.1 L.5.1 L.5.3 L.5.4</p> <p>Grade 6</p> <p>RI.6.7 SL.6.1 SL.6.2 L.6.1 L.6.3 L.6.4</p>	<p>Grade 4</p> <p>4.1.2.4 4.1.1.3 4.1.1.5</p> <p>Grade 5</p> <p>5.1.3.1 5.1.3.4</p> <p>Grade 6</p> <p>6.1.1.3^{ELO} 6.1.2.4^{ELO} 6.1.3.3^{ELO} 6.1.3.4 6.2.1.1^{ELO} 6.2.1.2.^{ELO}</p>

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Unit Description and Learning Objectives	Social Studies Standards	Guidepost for Success Competencies	English Language Arts	MN Math
<p>Unit 2: Community and Economy</p> <p>Students explore their role as citizens of a community. They are introduced to the concept of the circular flow of money and goods in an economy. They define basic economic concepts and discuss the impact of taxes and philanthropy.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define various vocabulary terms ▪ Explain how good citizens have a sense of responsibility to others and to their community ▪ Identify goods, services, and resources (human, natural, and capital) ▪ Demonstrate the circular flow of an economy ▪ Discover the function of businesses in producing goods and services ▪ Define scarcity and learn more about free enterprise ▪ Identify the three basic economic questions (what, how, and for whom to produce) ▪ Understand why people pay taxes ▪ Define gross pay and net pay ▪ Calculate tax by multiplying with decimals ▪ Differentiate between public goods and services and private goods and services ▪ Give examples of philanthropy 	<p>4.2.3.3.1 Define the productivity of a resource and describe ways to increase it.</p> <p>4.2.5.4.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.</p> <p>5.1.4.6.3 Identify taxes and fees collected and services provided by governments [during colonial times]; compare these to the taxes and fees collected and services provided by the government today.</p> <p>5.2.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each.</p> <p>6.1.3.5.1 Define citizenship [in the United States] and explain that individuals become citizens by birth or naturalization.</p> <p>6.2.4.5.1 Describe the movement of goods and services, resources and money through markets in a market- based economy.</p> <p>6.2.4.8.1 Explain why federal and state governments regulate economic activity to promote public well-being.</p>	<ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Interpersonal skills Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership 	<p>Grade 4</p> <p>RI.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.4 L.4.6</p> <p>Grade 5</p> <p>RI.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 L.5.1 L.5.4 L.5.6</p> <p>Grade 6</p> <p>R.6.7 SL.6.1 SL.6.2 L.6.1 L.6.4 L.6.6</p>	<p>Grade 4</p> <p>4.1.2.4 4.1.1.3 4.1.1.5</p> <p>Grade 5</p> <p>5.1.3.1 5.1.3.4</p> <p>Grade 6</p> <p>6.1.3.4</p>

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Unit Description and Learning Objectives	Social Studies Standards	Guidepost for Success Competencies	English Language Arts	MN Math
<p>Unit 3: Work Readiness</p> <p>Citizens learn how their interests and skills can lead to exciting careers. They have an opportunity to assess their own skills and interests and to see what kinds of jobs are available at <i>JA BizTown</i>. They have an opportunity to fill out a job application and experience the job interview process.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize their interests and skills ▪ Explain the relevance of interests and skills in career exploration and planning ▪ Distinguish the differences among the four primary career types: people, ideas, data, and things ▪ Categorize STEM careers into different types ▪ Demonstrate appropriate workplace behaviors ▪ Define resume, job interview, and applicant ▪ Complete a job application ▪ Model appropriate business greetings ▪ Demonstrate proper interview skills 	<p>4.1.1.1.1 Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue.</p> <p>4.1.4.6.2 Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected.</p> <p>5.1.1.1.2 ELO Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.</p> <p>6.1.1.1.2 ELO Use graphic data to analyze information [about a public issue] in state or local government.</p> <p>6.2.2.2.1 Describe various types of income including wage, rent, interest and profit; explain the role that the development of human capital plays in determining one's income.</p>	<ul style="list-style-type: none"> • Knowledge about education and career options and ability to make informed decisions about academic courses and postsecondary plans to achieve individualized academic, career, and life goals • Ability to advocate for oneself in secondary and postsecondary planning processes and learning environments • Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires • Self-exploration skills that enable youth to identify interests, skills, and values. • Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences. • Ability to make decisions and develop a plan for continuing one's education and training, including pursuing postsecondary education and occupational credentials 	<p>Grade 4</p> <p>RI.4.4 SL.4.1 L.4.1 L.4.2 L.4.4 L.4.6</p> <p>Grade 5</p> <p>RI.5.4 SL.5.1 L.5.1 L.5.2 L.5.4 L.5.6</p> <p>Grade 6</p> <p>SL.6.1 L.6.1 L.6.2 L.6.4 L.6.6</p>	<p>Grade 4</p> <p>4.1.2.4 4.1.1.3 4.1.1.5 4.4.1.1</p> <p>Grade 5</p> <p>5.1.3.1 5.1.3.4 5.4.1.2</p> <p>Grade 6</p> <p>6.1.3.4</p>

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Unit Description and Learning Objectives	Social Studies Standards	Guidepost for Success Competencies	English Language Arts	MN Math
<p>Unit 4: Business Management</p> <p>Citizens prepare for their visit to <i>JA BizTown</i> by working in business teams to learn about key factors in operating a business, such as teamwork, operation costs, pricing, and advertising.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe costs associated with operating a business ▪ Calculate business expenses ▪ Use teamwork to create a paragraph that describes a business ▪ Define selling price, revenue, and inventory ▪ Describe factors that affect selling price ▪ Explain the relationship between revenue, costs, and profit ▪ Define advertising ▪ Describe characteristics of effective advertising ▪ Acknowledge how effective teamwork and cooperation enhance business teams ▪ Appreciate how careful completion of details ensures a more successful JA BizTown visit 	<p>4.2.3.3.1 Define the productivity of a resource and describe ways to increase it.</p> <p>4.2.5.4.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.</p> <p>5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).</p>	<ul style="list-style-type: none"> • Self-efficacy or belief in one’s capabilities. • Self-determination skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviors • Interpersonal skills Critical thinking skills Leadership skills and initiative 	<p>Grade 4</p> <p>W.4.1 W.4.2 W.4.4 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.6</p> <p>Grade 5</p> <p>W.5.1 W.5.2 W.5.4 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.6</p> <p>Grade 6</p> <p>W.6.1 W.6.4 SL.6.1 L.6.1 L.6.3 L.6.4 L.6.6</p>	<p>Grade 4</p> <p>4.1.1.1 4.1.1.3 4.1.1.5 4.1.2.4 4.2.2.1</p> <p>Grade 5</p> <p>5.1.1.1 5.1.1.4 5.1.3.1 5.1.3.4</p> <p>Grade 6</p> <p>6.1.1.2^{ELO} 6.1.3.4</p>

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Unit Description and Learning Objectives	Social Studies Standards	Guidepost for Success Competencies	English Language Arts	MN Math
<p>Unit 5: Visit and Debrief</p> <p>Citizens participate in the <i>JA BizTown</i> simulation and then return to class for a debriefing lesson to ensure they have a well-rounded learning experience. The debrief lesson allows citizens to reflect on their <i>JA BizTown</i> experience and further identify the relevance of classroom learning to their future plans and goals.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Function in their job capacity at JA BizTown ▪ Manage their personal finances and time ▪ Carry out responsibilities of citizenship, such as voting and obeying laws ▪ Evaluate team performance at JA BizTown ▪ Explain the circular flow of economic activity ▪ Describe how citizens use financial institutions ▪ Describe how citizens work within a quality business 	<p>4.1.1.1.1 Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue.</p> <p>4.1.4.6.2 Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected.</p> <p>4.2.5.4.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.</p> <p>6.2.4.5.1 Describe the movement of goods and services, resources and money through markets in a market- based economy.</p>	<ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills. • Self-exploration skills that enable youth to identify interests, skills, and values. • Agency or the ability to make choices about and take an active role in one’s life path • Interpersonal skills Critical thinking skills • Leadership skills and initiative 	<p>Grade 4</p> <p>W.4.1 SL.4.1 SL.4.4 L.4.1 L.4.6</p> <p>Grade 5</p> <p>W.5.1 SL.5.1 SL.5.4 L.5.1 L.5.6</p> <p>Grade 6</p> <p>W.6.1 SL.6.1 SL.6.4 L.6.1 L.6.4</p>	<p>Grade 4</p> <p>4.1.1.1 4.1.1.3 4.1.1.5 4.1.2.4 4.2.2.1</p> <p>Grade 5</p> <p>5.1.1.1 5.1.1.4 5.1.3.1 5.1.3.4</p> <p>Grade 6</p> <p>6.1.1.2^{ELO} 6.1.3.4</p>

JA BizTown Adventures

Session Details	Social Studies	Guidepost for Success Competencies	Common Core ELA	Common Core Math
<p>Adventure One: CEO</p> <p>AS CEO students discover some of the responsibilities of running a business. They match their interests and skills to choose a corporation to lead, use the company’s mission statement to make a strategic decision, explore market analysis to identify a target market, compare applicant resumes to make a hiring decision while considering the company budget, and compile a letter to encourage customers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Compare potential customers ▪ Identify target market ▪ Make a strategic decision ▪ Identify points in a mission statement ▪ Compare applicant resumes ▪ Make a budget-based decision ▪ Create a letter by making appropriate word choices 	<p>4.2.1.1.1 Apply a reasoned decision-making process to make a choice.</p> <p>5.2.1.1.1 Apply a decision-making process to identify an alternative choice that could have been made [for a historical event]; explain the probable impact of that choice.</p>	<ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making. • Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences. • Career-specific work skills 	<p>Grade 4</p> <p>RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p>Grade 5</p> <p>RI.5.1-5 RI.5.7,10 W.5. 2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p>	<p>4.oa.1 4.nbt.4</p>
<p>Adventure Two CFO</p> <p>As CFO students make budget decisions following a decision-making process and mathematical formula. They determine how much to charge for their services and which companies’ services offer the best value. They explore the need for cyber insurance to prevent online security breaches and review the company’s mission statement.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Deduct taxes to calculate net pay ▪ Determine price of items to make a profit using a formula ▪ Compare costs to make budget decisions ▪ Read terms and conditions to compare offers ▪ Evaluate proposals as part of a decision-making process 	<p>4.2.1.1.1 Apply a reasoned decision-making process to make a choice.</p> <p>5.2.1.1.1 Apply a decision-making process to identify an alternative choice that could have been made [for a historical event]; explain the probable impact of that choice.</p> <p>5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).</p>	<ul style="list-style-type: none"> • Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment • Self-exploration skills that enable youth to identify interests, skills, and values • Career exploration skills to identify how various career options match their interests, skills, and work preferences • Career-specific work skills 	<p>Grade 4</p> <p>RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p>Grade 5</p> <p>RI.5.1-5 RI.5.7,10 W.5. 2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p>	<p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4-6 4.nf.5-6</p> <p>5.nbt.1-2 5.nbt.4-5</p> <ul style="list-style-type: none"> •

JA BizTown Adventures

Session Details	Social Studies	Guidepost for Success Competencies	Common Core ELA	Common Core Math
<p>Adventure Three: Marketing Director</p> <p>As Marketing Director, students use their knowledge of skills and interests to choose a company to work for. They identify an idea for a new product or service and use a decision-making strategy to refine their idea, identify a target market, and plan an advertising campaign that is consistent with the business mission statement.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Identify an idea for a new product or service ▪ Attempt to resolve solutions to customer pain points ▪ Identify characteristics of target markets ▪ Explore advertising avenues and marketing tools ▪ Plan a marketing campaign ▪ Compare cost effectiveness of different advertisements ▪ Examine fine print on contracts 	<p>4.2.1.1.1 Apply a reasoned decision-making process to make a choice.</p> <p>4.2.4.5.1 Describe a market as any place or manner in which buyers and sellers interact to make exchanges; describe prices as payments of money for items exchanged in markets.</p> <p>6.2.4.5.1 Describe the movement of goods and services, resources and money through markets in a market-based economy.</p>	<ul style="list-style-type: none"> • Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences. • Career-specific work skills 	<p>Grade 4 RI.4.1-5 RI.4.7,8,10 SL.4.3 L.4.4,6</p> <p>Grade 5 RI.5.1-5 RI.5.7,8,10 SL.5.3 L.5.4-6</p>	<p>4.oa.1 4.nbt.4</p> <p>5.nbt.1-2</p>
<p>Adventure Four: Sales Manager</p> <p>Once the Sales manager chooses which company he or she will represent, they will be lead through decision making and problem-solving processes to make hiring and customer service decisions based on budget and work ethic parameters.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Explore traits that convey good work ethic ▪ Compare resumes ▪ Use a decision-making process to make hiring decisions ▪ Use a problem-solving process to improve customer service 	<p>4.2.1.1.1 Apply a reasoned decision-making process to make a choice.</p> <p>5.2.1.1.1 Apply a decision-making process to identify an alternative choice that could have been made [for a historical event]; explain the probable impact of that choice.</p> <p>5.2.4.6.1 Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).</p>	<ul style="list-style-type: none"> • Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences. • Self-determination skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviors • Career-specific work skills 	<p>Grade 4 RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p>Grade 5 RI.5.1-5 RI.5.7,10 W.5.2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p>	<p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4-6 4.nf.5-6</p> <p>5.nbt.1-2 5.nbt.4-5</p>

JA BizTown Adventures

Session Details	Social Studies	Guidepost for Success Competencies	Common Core ELA	Common Core Math
<p>Adventure Five: Consumer</p> <p>As consumer, students make financial decisions and choices having to do with bank accounts and types of payments. They learn to keep a transaction register, calculate net pay, choose needs over wants, and set and re-evaluate a budget.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define gross pay and net pay and calculate net pay ▪ Identify services offered by financial institutions. ▪ Explore a bank account application ▪ Identify parts of a transaction register ▪ Explain the importance of a savings account ▪ Explore the differences between checks, debit cards, and credit cards and other forms of electronic payments. ▪ Explain how money changes hands when a debit card or electronic payment form is used. ▪ Demonstrate use of a transaction register to record a debit purchase. ▪ Distinguish between needs and wants ▪ Create a budget based on monthly income ▪ Use fixed costs and needs to make budget decisions ▪ Make shopping decisions based on budget and opportunity cost 	<p>4.2.1.1.1 Apply a reasoned decision-making process to make a choice.</p> <p>5.2.1.1.1 Apply a decision-making process to identify an alternative choice that could have been made [for a historical event]; explain the probable impact of that choice.</p> <p>5.2.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each.</p> <p>6.2.1.1.1 Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal.</p> <p>6.2.4.8.1 Explain why federal and state governments regulate economic activity to promote public well-being.</p>	<ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Ability to advocate for oneself in secondary and postsecondary planning processes and learning environments. • Self-determination skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviors 	<p>Grade 4 RI.4.1-5 RI.4.7,10 SL.4.3 L.4.4,6</p> <p>Grade 5 RI.5.1-5 RI.5.7,10 SL.5.3 L.5.4-6</p>	<p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4</p> <p>5.nbt.1-2</p>

JA Finance Park

Unit Description	Social Studies Standards	Guidepost for Success Competencies	English Language Arts	MN Math
<p>Unit 1: Income</p> <p>Students recognize the fundamental role that income plays in their personal finances and the factors that affect income and take-home pay. They discover how their decisions about education and careers impact their potential income and quality of life.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Rate their interests, abilities, and values. ▪ Determine work preferences and match them to career choices ▪ Define taxes and explain their purpose and impact on income ▪ Figure net monthly income 	<p>6.2.2.2.1 Describe various types of income including wage, rent, interest and profit; explain the role that the development of human capital plays in determining one's income.</p> <p>9.2.3.3.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice; and analyze the consequences of a choice (both intended and unintended).</p>	<ul style="list-style-type: none"> • Knowledge about education and career options and ability to make informed decisions about academic courses and postsecondary plans to achieve individualized academic, career, and life goals • Ability to manage academic and non-academic challenges that impede learning using competencies such as social and emotional learning skills, self-direction and learning habits, self-determination, and self-advocacy • Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires • Self-exploration skills that enable youth to identify interests, skills, and values • Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences 	<p>Grade 6</p> <p>SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7</p> <p>SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8</p> <p>SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10</p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p>Grade 6</p> <p>6.1.1.3 6.1.3.3 6.1.3.4</p> <p>Grade 7</p> <p>7.2.2.1 7.2.2.2</p> <p>Grade 8</p> <p>8.2.2.4</p>

JA Finance Park

Unit Description	Social Studies Standards	Guidepost for Success Competencies	English Language Arts	MN Math
<p>Unit 2: Saving, Investing and Risk Management</p> <p>Students explore and compare saving and investing options as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the benefits of saving a portion of income for future use ▪ Explain short- and long-term saving options ▪ Explain some of the advantages and disadvantages of various saving and investing options ▪ Assess personal risk and risk management 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>9.2.2.2.2 Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk-management strategies in investing and insuring decisions</p>	<ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Agency or the ability to make choices about and take an active role in one’s life path • Interpersonal skills • Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership • Ability to manage financial resources effectively 	<p>Grade 6</p> <p>RI.6.2 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7</p> <p>RI.7.2 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8</p> <p>SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10</p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p>Grade 6</p> <p>6.1.1.3 6.1.3.3 6.1.3.4 6.4.1.2 6.4.1.3</p> <p>Grade 7</p> <p>7.2.2.1 7.2.2.2 7.4.3.3</p> <p>Grade 8</p> <p>8.2.2.4</p>
<p>Unit 3: Debit and Credit</p> <p>Students compare financial institutions and their services. Through discussion and a game activity, they weigh the advantages and disadvantages of debit and credit. Students also examine the role that credit scores and credit reporting have on personal finances.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define financial institutions and identify the services they provide ▪ Examine debit and credit cards and their use ▪ Explain the benefits and common pitfalls of credit cards ▪ Explain the benefits of debit cards ▪ Define credit score and describe how it influences the ability to get credit and borrow money 	<p>6.2.4.8.1 Explain why federal and state governments regulate economic activity to promote public well-being.</p> <p>9.2.2.2.3 Evaluate the benefits and costs of credit; describe the “three C’s” of credit (character, capacity and collateral) and explain how these attributes can affect one’s ability to borrow, rent, get a job and achieve other financial goals.</p> <p>9.2.2.2.4 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p>	<ul style="list-style-type: none"> • Interpersonal skills • Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership • Ability to manage financial resources effectively 	<p>Grade 6</p> <p>SL.6.1 SL.6.2</p> <p>Grades 9-10</p> <p>L.9-10.1 L.9-10.4</p> <p>Grades 11-12</p> <p>SL.11-12.1 L.11-12.1 L.11-12.4</p>	<p>Grade 6</p> <p>6.1.1.3 6.1.3.3 6.1.3.4</p> <p>Grade 7</p> <p>7.2.2.1 7.2.2.2 7.4.3.3</p> <p>Grade 8</p> <p>8.2.2.4</p>

JA Finance Park

Unit Description	Social Studies Standards	Guidepost for Success Competencies	English Language Arts	MN Math
<p>Unit 4: Budget+</p> <p>Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Categorize spending by needs and wants ▪ Compare teen and adult spending patterns ▪ Determine which categories belong in a budget ▪ Relate the need to save money to meet goals ▪ Prepare a budget using goals and income 	<p>6.2.1.1.1 Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal.</p> <p>7.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices.</p> <p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>9.2.2.2.4 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p>	<ul style="list-style-type: none"> • Agency or the ability to make choices about and take an active role in one’s life path • Interpersonal skills • Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership • Ability to manage financial resources effectively 	<p>Grade 6</p> <p>RI.6.1 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7</p> <p>RI.7.1 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8</p> <p>RI.8.1 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10</p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p>Grade 6</p> <p>6.1.1.3 6.1.3.3 6.1.3.4</p> <p>Grade 7</p> <p>7.2.2.1</p>

JA Finance Park

Unit Description	Social Studies Standards	Guidepost for Success Competencies	English Language Arts	MN Math
<p>Unit 5: Simulation and Debriefing</p> <p>Students participate in the <i>JA Finance Park</i> simulation. They put into action all they have learned in the classroom by making important spending decisions and maintaining a balanced budget. Following their simulation experience, students participate in a reflective assessment.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Create a family budget using hypothetical life situations ▪ Make saving and investment decisions ▪ Reflect on their simulation experience 	<p>6.2.1.1.1 Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal.</p> <p>7/8.1.1.1.1 Exhibit civic skills, including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p> <p>7/8/9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different households, groups, (organizations and/or governments) faced with the same alternatives might make different choices.</p>	<ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Skills and knowledge needed to effectively use technology for a variety of purposes, including test-taking, online classes, organization, time management, or performing tasks in one’s field of study or career path • Agency or the ability to make choices about and take an active role in one’s life path • Interpersonal skills • Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership • Leadership skills and initiative 	<p>Grade 6</p> <p>RI.6.1 W.6.1 W.6.4 W.6.9</p> <p>Grade 7</p> <p>RI.7.1 W.7.1 W.7.4 W.7.9</p> <p>Grade 8</p> <p>RI.8.1 W.8.1 W.8.4 W.8.9</p> <p>Grades 9-10</p> <p>RI.9-10.1 W.9-10.4 W.9-10.9</p>	<p>Grade 6</p> <p>6.1.1.3 6.1.3.3 6.1.3.4 6.4.1.2</p> <p>Grade 7</p> <p>7.1.2.3 7.1.2.4 7.2.2.3 7.4.2.1 7.4.3.3</p> <p>Grade 8</p> <p>8.2.2.4</p>

JA Finance Park PBL

Unit Description	Social Studies Standards	Guidepost for Success Competencies	Common Core ELA MN Math
<p>Unit 1: Income</p> <p>Students recognize the fundamental role of income in their personal finances and the factors that affect income and take-home pay. Through Project-Based Learning (PBL), students understand how the decisions they make about education and careers have an impact on their potential income and quality of life.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Tell the difference between abilities, interests, work preferences, and values ▪ Identify career interests and goals as a way to earn future income ▪ Define taxes and explain their purpose and impact on income ▪ Interpret sources of income (salaries and wages, interest, profit for business owners, etc.) ▪ Calculate NMI (net monthly income) income tax (including state income tax), Social Security, and Medicare 	<p>9.2.3.3.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice; and analyze the consequences of a choice (both intended and unintended).</p>	<ul style="list-style-type: none"> • Knowledge about education and career options and ability to make informed decisions about academic courses and postsecondary plans to achieve individualized academic, career, and life goals • Ability to manage academic and non-academic challenges that impede learning using competencies such as social and emotional learning skills, self-direction and learning habits, self-determination, and self-advocacy • Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires • Self-exploration skills that enable youth to identify interests, skills, and values Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences 	<p>Grades 9-10</p> <p>RI .9–10.4 W. 9-10. 1,4 SL. 9-10. 1</p> <p>L.9- 10. 1,4</p> <p>Grades 11-12</p> <p>RI 11/12.4 W.11/12. 1,4 SL.11/12. 1 L.11/12. 1,4</p> <p>MN Math Grades 9-11</p> <p>9.2.2.1 9.2.2.2 9.4.1.2</p>

JA Finance Park PBL

Unit Description	Social Studies Standards	Guidepost for Success Competencies	Common Core ELA MN Math
<p>Unit 2: Saving, Investing and Risk Management</p> <p>Students explore savings and compare investments as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the benefits of saving a portion of income for future use ▪ Explain short- and long-term saving options ▪ Explain some of the advantages and disadvantages of savings options and investment vehicles ▪ Assess personal risk and risk management 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>9.2.2.2.2 Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk-management strategies in investing and insuring decisions</p>	<ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Interpersonal skills • Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership • Ability to manage financial resources effectively 	<p>Grades 9-10 RI .9-10.1 W. 9-10. 1,4,9 SL. 9-10. 1 L.9-10. 1,4</p> <p>Grades 11-12 RI .11-12. 1 W.11-12. 1,4,9 SL11-12. 1 L.11-12. 1,4</p> <p>MN Math Grades 9-11 9.2.2.1 9.2.2.2 9.4.3.8</p>
<p>Unit 3: Debit and Credit</p> <p>Students compare financial institutions and their services; examine the value of credit scores; and interpret the effect of creditworthiness.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the types of financial institutions and the services they provide ▪ Explain debit and credit cards and their uses ▪ Identify the advantages and disadvantages related to credit and debit cards ▪ Give examples of the best ways to build credit ▪ Demonstrate why credit scores are important 	<p>9.2.2.2.3 Evaluate the benefits and costs of credit; describe the “three C’s” of credit (character, capacity and collateral) and explain how these attributes can affect one’s ability to borrow, rent, get a job and achieve other financial goals.</p> <p>9.2.2.2.4 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p>	<ul style="list-style-type: none"> • Agency or the ability to make choices about and take an active role in one’s life path • Interpersonal skills • Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership • Ability to manage financial resources effectively 	<p>Grades 9-10 SL. 9-10.1,4 L.9-10. 1,4</p> <p>Grades 11-12 SL11-12.1,4 L.11-12.1,4</p> <p>MN Math Grades 9-11 9.2.2.1 9.2.2.2</p>

JA Finance Park PBL

Unit Description	Social Studies Standards	Guidepost for Success Competencies	Common Core ELA MN Math
<p>Unit 4: Budget+</p> <p>This unit provides an opportunity for students to set financial goals, experience budgeting, and compare sample budgets before they are confronted with the financial responsibilities of being an adult. Lessons focus on classifying income and expenses and staying with a plan. In each of the PBL lessons, integration of technology is required. During the final lesson, students explain the value of planning their spending and maintaining a balanced budget.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Categorize spending by needs and wants ▪ Determine which categories belong in a budget ▪ Distinguish between different kinds of budgets ▪ Prepare a budget using goals and income 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>9.2.2.2.4 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p>	<ul style="list-style-type: none"> • Agency or the ability to make choices about and take an active role in one's life path • Interpersonal skills • Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership Ability to manage financial resources effectively 	<p>Grades 9-10</p> <p>RI .9-10.1 SL. 9-10.1 L.9-10.1,4</p> <p>Grades 11-12</p> <p>RI .11-12.1 SL.11-12.1 L.11-12.1,4</p> <p>MN Math Grades 9-11</p>

JA Finance Park PBL

Unit Description	Social Studies Standards	Guidepost for Success Competencies	Common Core ELA MN Math
<p>Unit 5: Simulation and Debriefing</p> <p>Students participate in the JA Finance Park simulation. They put into action all they have learned in the classroom by making important spending decisions and maintaining a balanced budget. Students then use the knowledge and skills gained from the JA Finance Park lessons to create a portfolio and presentation that answer the following driving question: What do I need to do today to accomplish what I want in the future?</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Create a family budget using hypothetical life situations ▪ Make saving and investment decisions ▪ Demonstrate understanding of the importance of making smart financial decisions now that will last throughout their lifetimes ▪ Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts ▪ Demonstrate originality and creativity ▪ Build confidence, self-esteem, and teamwork skills 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p>	<ul style="list-style-type: none"> • Knowledge about education and career options and ability to make informed decisions about academic courses and postsecondary plans to achieve individualized academic, career, and life goals • Ability to manage academic and non-academic challenges that impede learning using competencies such as social and emotional learning skills, self-direction and learning habits, self-determination, and self-advocacy • Skills and knowledge needed to effectively use technology for a variety of purposes, including test-taking, online classes, organization, time management, or performing tasks in one’s field of study or career path • Leadership skills and initiative 	<p>Grades 9-10</p> <p>RI .9–10.1,4,8 W. 9-10. 1 W. 9-10.4-9 SL. 9-10. 1 SL.9-10.4-6 L.9-10. 1-6</p> <p>Grades 11-12</p> <p>RI .11-12.1,4,8 W.11-12.1 W. 11-12.4-9 SL.11-12. 1 SL.11-12.4-6 L.11-12. 1-6</p> <p>MN Math Grades 9-11</p> <p>9.2.2.1 9.2.2.2 9.4.1.2</p>

JA Finance Park Advanced

Unit Description and Objectives	Social Studies Standards	Guideposts for Success	English Language Arts
<p>Theme 1: Employment and Income Foundation 1 Career Cluster</p> <p>Students learn about the 16 career clusters and how their own interests and skills can help them determine a career pathway</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Examine careers and corresponding career clusters. ▪ Apply interests and skills to specific career clusters. ▪ Research possible careers within a chosen career cluster. ▪ Analyze how interests and skills may relate to a specific career cluster. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p>	<ul style="list-style-type: none"> • Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires • Self-exploration skills that enable youth to identify interests, skills, and values • Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences • Career planning and management skills, including academic planning, decision making related to postsecondary pathways, career readiness skills, job search skills, and financial literacy 	<p>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</p> <p>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</p>
<p>Theme 1 Foundation 2 Net Income</p> <p>Students learn the difference between gross pay and net pay and understand the various taxes and other deductions withheld from a paycheck.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the difference between gross pay and net pay. ▪ Identify the components on an earnings statement (pay stub) that affect net income. ▪ Calculate net monthly income after removing taxes, benefits, and other deductions. 	<p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p>	<ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Ability to manage financial resources effectively 	<p>Grades 9-10 9-10.RV.1 9-10.RV.3.2 9-10.SL.1</p> <p>Grades 11-12 11-12.RV.1 11-12.RV.3.2 11-12.SL.1</p>

JA Finance Park Advanced

Unit Description and Objectives	Social Studies Standards	Guideposts for Success	English Language Arts
<p>Theme 2: Employment and Education</p> <p>The Value of Education</p> <p>Students learn about the time commitments, costs and benefits of post-secondary education options. Then they compete to find four occupations from the Occupational Outlook Handbook with the highest return on investment.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the benefits of postsecondary education, including trade schools and military service. ▪ Identify the income projection for a variety of careers. ▪ Calculate the return on the educational investment for different occupations using the Occupational Outlook Handbook from the Bureau of Labor Statistics. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>8.2.3.4.1 Identify factors which affect economic growth and lead to a different standard of living [in different countries.]</p> <p>9.2.3.3.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the [opportunity cost] of a choice; and analyze the consequences of a choice (both intended and unintended).</p>	<ul style="list-style-type: none"> • Knowledge about education and career options and ability to make informed decisions about academic courses and postsecondary plans to achieve individualized academic, career, and life goals • Ability to manage academic and non-academic challenges that impede learning using competencies such as social and emotional learning skills, self-direction and learning habits, self-determination, and self-advocacy • Ability to make informed choices about their long-term career interests and the corresponding secondary and postsecondary coursework and industry-recognized credentials necessary to pursue these interests • Agency or the ability to make choices about and take an active role in one’s life path • Interpersonal skills • Critical thinking skills • Ability to make decisions and develop a plan for continuing one’s education and training, including pursuing postsecondary education and occupational credentials 	<p>RI.9-10. 1,4</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 9-10. 1- 6</p> <p>RI.11-12. 1,4</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 11-12. 1- 6</p>

JA Finance Park Advanced

Unit Description and Objectives	Social Studies Standards	Guideposts for Success	English Language Arts
<p>Theme 3: Financial Responsibility and Decision Making</p> <p>Financial Decision Making</p> <p>Students learn a process for making decisions and recognize the responsibilities associated with personal financial decisions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Use rational and considered decision-making steps to select financial goals and priorities. Explain how decisions made today can impact the future 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>9.2.3.3.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the [opportunity cost] of a choice; and analyze the consequences of a choice (both intended and unintended).</p>	<ul style="list-style-type: none"> Career planning and management skills, including academic planning, decision making related to postsecondary pathways, career readiness skills, job search skills, and financial literacy Self-efficacy or belief in one’s capabilities Self-determination skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviors Agency or the ability to make choices about and take an active role in one’s life path 	<p>RI.9-10. 1,4 W.9-10. 1,4 SL 9-10. 1,2,5 L 9-10. 1- 6</p> <p>RI.11-12. 1,4 W.11-12. 1,4 SL 9-10. 1,2,5 L 11-12. 1- 6</p>
<p>Theme 4: Planning and Money Management</p> <p>Next-Level Budgeting</p> <p>Students explore the differences between needs and wants, and then learn about the parts of a budget and the importance of budgeting.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize some of the reasons why people might spend more than they earn. Identify and use parts of a budget. List the long-term effects of overspending. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p>	<ul style="list-style-type: none"> Agency or the ability to make choices about and take an active role in one’s life path Interpersonal skills Critical thinking skills Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership Leadership skills and initiative Ability to manage financial resources effectively 	<p>RI.9-10 1,4 SL 9-10 1,2 L 9-10 1- 6</p> <p>RI.11-12 1,4 SL 9-10 1,2 L 11-12 1- 6</p>

JA Finance Park Advanced

Unit Description and Objectives	Social Studies Standards	Guideposts for Success	English Language Arts
<p>Theme 5: Risk Management and Insurance</p> <p>Students analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize strategies for managing risk. ▪ List the benefits of having insurance for risk management. ▪ Identify conditions under which it is appropriate for young adults to have life, health, and disability insurance. ▪ Compare insurance policies. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2 Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk management strategies in investing and insuring decisions.</p>	<ul style="list-style-type: none"> • Interpersonal skills • Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership • Ability to manage financial resources effectively 	<p>RI.9-10 1,4</p> <p>W.9-10 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 2,4,6,7,8</p> <p>SL 9-10 1,2,4,5</p> <p>L 11-12 1- 6</p>
<p>Theme 6: Investing</p> <p>Investing for the Future</p> <p>Students learn about different types of investments and collaborate to build a diversified investment portfolio.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize different investment options. ▪ Compare the benefits and risks of various investment options. ▪ Create a diversified investment portfolio that maximizes profit 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>8.2.3.4.1 Identify factors which affect economic growth and lead to a different standard of living [in different countries.]</p> <p>9.2.2.2.2 Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk management strategies in investing and insuring decisions.</p>	<ul style="list-style-type: none"> • Agency or the ability to make choices about and take an active role in one’s life path • Interpersonal skills • Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership • Ability to manage financial resources effectively 	<p>RI.9-10 1,4</p> <p>W.9-10 1,8</p> <p>SL 9-10 1,2,5</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 1,8</p> <p>SL 9-10 1,2,5</p> <p>L 11-12 1- 6</p>

JA Finance Park Advanced

Unit Description and Objectives	Social Studies Standards	Guideposts for Success	English Language Arts
<p>Theme 7: Simulation and Debrief</p> <p>Students participate in the JA Finance Park simulation then reflect on the activities they participated in during the simulation and engage in an activity to connect their learnings and takeaways from the JA Finance Park simulation to their future career and money management goals.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify key learnings from the JA Finance Park simulation. ▪ Analyze and apply lessons learned to future career and money management goals. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>9.2.2.2.2 Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk management strategies in investing and insuring decisions.</p> <p>9.2.3.3.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the [opportunity cost] of a choice; and analyze the consequences of a choice (both intended and unintended).</p>	<ul style="list-style-type: none"> • Skills and knowledge needed to effectively use technology for a variety of purposes, including test-taking, online classes, organization, time management, or performing tasks in one’s field of study or career path • Interpersonal skills • Critical thinking skills • Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership • Leadership skills and initiative • Ability to manage financial resources effectively 	<p>RI.9-10 1,4</p> <p>W.9-10 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5,6</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5,6</p> <p>L 11-12 1- 6</p>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Social Studies Standards	Guideposts for Success
Theme One: Employment and Income			
<p>Entrepreneurial Strengths and Talents</p> <p>Students are introduced to entrepreneurial characteristics and how they help in business. They take a self-assessment and create a plan to improve their entrepreneurial skills.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Identify the characteristics of a successful entrepreneur. Examine personal entrepreneurial qualifications and characteristics. Develop a plan for building entrepreneurial skills. 	NA	<ul style="list-style-type: none"> Self-exploration skills that enable youth to identify interests, skills, and values
<p>Job Loss</p> <p>Students are introduced to factors that can lead to job loss. They learn which professions are likely to be more affected by specific factors and compare two worker scenarios. Students see how being prepared can help minimize job loss stress and they sketch out a plan to prepare for a possible job loss.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize factors that can lead to job loss, including economic downturns (layoffs, natural disasters, foreclosure), globalization, and automation. Develop a plan for preparing for job loss. Identify professional development and job retraining opportunities to help when job loss happens. 	9.2.3.3.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the [opportunity cost] of a choice; and analyze the consequences of a choice (both intended and unintended).	<ul style="list-style-type: none"> Agency or the ability to make choices about and take an active role in one's life path Ability to make decisions and develop a plan for continuing one's education and training, including pursuing postsecondary education and occupational credentials
<p>My Work Values and Responsibilities</p> <p>Students compare two employees to see the importance of soft skills and strong work ethic, and then they learn why work ethic is important to employers. They are challenged to make ethical decisions in the workplace, and they also draft answers to mock interview questions addressing their work ethic.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of having a good work ethic and making good choices, including ethical decisions, in the workplace. Explain why certain decisions made at work, such as taking excessive sick days, having unexcused absences, or arriving late, have negative consequences. 	9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.	<ul style="list-style-type: none"> Self-exploration skills that enable youth to identify interests, skills, and values Career-specific work skills and knowledge as well as employability or "soft" skills such as communication, leadership, decision-making, and conflict management skills

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<p>The IRS W-4 Form</p> <p>Students learn about the process of withholding money for taxes on their paychecks. They can use a tax estimator to determine how much income to withhold for taxes, discover where their tax dollars are spent, and are introduced to tax exemptions. Students use the IRS website to locate the W-4 form and answer some specific questions.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the purpose of the W-4 form. ▪ Examine the employee sections of the W-4 form 	<p>9.2.4.5.1 Describe the role of households, businesses and governments in the movement of resources, goods and services, and money in an economy.</p>	<ul style="list-style-type: none"> • Ability to manage financial resources effectively
<p>Theme Two: Employment and Education</p>			
<p>Applying for Financial Aid with FAFSA</p> <p>Students learn how to complete the Free Application for Federal Student Aid (FAFSA) form to apply for financial aid for college.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the rationale for completing the FAFSA form. ▪ Identify the resources and information required for the FAFSA form. ▪ Develop an action plan for completing the FAFSA form. 	<p>NA</p>	<ul style="list-style-type: none"> • Ability to make informed choices about their long-term career interests and the corresponding secondary and postsecondary coursework and industry-recognized credentials necessary to pursue these interests

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<p>Career Decisions</p> <p>Students create a plan based on their interests and talents and learn how to set goals to help them achieve that plan.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Use a process to develop a career plan. ▪ Identify career choices that match interests and abilities ▪ Develop a SMART goal to help achieve a chosen career. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p>	<ul style="list-style-type: none"> • Self-exploration skills that enable youth to identify interests, skills, and values • Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences • Career planning and management skills, including academic planning, decision making related to postsecondary pathways, career readiness skills, job search skills, and financial literacy • Ability to make decisions and develop a plan for continuing one’s education and training, including pursuing postsecondary education and occupational credentials
<p>Grades Count!</p> <p>Students consider the consequence of grades and other factors and their effects on college options and scholarships.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Reflect on their current GPA and course selections in light of key factors that influence college admissions. ▪ Calculate a possible GPA based on potential new courses. ▪ List the positive steps they can take to be successful with potential new courses 	<p>NA</p>	<ul style="list-style-type: none"> • Agency or the ability to make choices about and take an active role in one’s life path

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<p>Interpreting a Financial Aid Award Letter</p> <p>Students learn how to interpret a financial aid award letter and negotiate for more aid</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the options available upon receiving a financial aid award letter. ▪ Analyze the parts of a financial aid award letter. ▪ Identify effective strategies for negotiating additional financial aid. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.3.3.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the [opportunity cost] of a choice; and analyze the consequences of a choice (both intended and unintended).</p>	<ul style="list-style-type: none"> • Agency or the ability to make choices about and take an active role in one’s life path • Critical thinking skills • Ability to manage financial resources effectively • Knowledge about one’s rights and ability to find and utilize legal and advocacy services appropriate to one’s needs and age
<p>Paying for Postsecondary Education</p> <p>Students explore how to pay for postsecondary education, a major financial decision that will impact their finances for years to come.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify a savings goal and plan. ▪ Contrast grants and scholarships with student loans. ▪ Explain the responsibilities associated with student loan debt. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.4 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p>	<ul style="list-style-type: none"> • Ability to make informed choices about their long-term career interests and the corresponding secondary and postsecondary coursework and industry-recognized credentials necessary to pursue these interests • Critical thinking skills • Ability to manage financial resources effectively • Ability to make decisions and develop a plan for continuing one’s education and training, including pursuing postsecondary education and occupational credentials

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Theme Three: Financial Responsibility and Decision Making			
<p>Buying Your First Car</p> <p>Students learn to be smart consumers when purchasing a new or used car</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Compare benefits of buying and leasing a car. ▪ Identify costs associated with buying and owning a car. ▪ Explain benefits of buying new and used cars. ▪ Analyze costs and features of several vehicles to identify the best car for one’s needs. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.4 Explain the pricing, sales, advertising and other marketing strategies used to sell products from a consumer perspective.</p>	<ul style="list-style-type: none"> • Critical thinking skills • Ability to manage financial resources effectively
<p>Cost of Living</p> <p>Students consider the differences in cost of living and median wage in different areas of the United States.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Compare cost of living in different states. ▪ Discover the different median wage for different states and occupations. ▪ Make a four-step plan for the future. 	<p>8.2.3.4.1 Identify factors which affect economic growth and lead to a different standard of living in different [countries.]</p>	<ul style="list-style-type: none"> • Agency or the ability to make choices about and take an active role in one’s life path • Critical thinking skills Ability to manage financial resources effectively •
<p>My Financial Future and Debt</p> <p>Students learn how to use credit responsibly, why they should keep debt low, and why credit scores matter.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the effects of late or missed payments. ▪ Explain the effect of debts on a person’s net worth. ▪ Distinguish between good use and misuse of credit cards. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.3 Evaluate the benefits and costs of credit; describe the “three C’s” of credit (character, capacity and collateral) and explain how these attributes can affect one’s ability to borrow, rent, get a job and achieve other financial goals.</p>	<ul style="list-style-type: none"> • Critical thinking skills • Ability to manage financial resources effectively • Knowledge about one’s rights and ability to find and utilize legal and advocacy services appropriate to one’s needs and age

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<p>Philanthropy</p> <p>Students consider the emotional, social, and financial benefits of charitable giving as part of creating a personal financial plan.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the difference between philanthropy and charity. ▪ Express how society benefits when others donate money for worthy causes. ▪ Evaluate how philanthropy fits within a personal financial plan. ▪ Clarify how charitable giving may have tax benefits. 	<p>9.2.3.3.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the [opportunity cost] of a choice; and analyze the consequences of a choice (both intended and unintended).</p>	<ul style="list-style-type: none"> • Ability to manage financial resources effectively
<p>Planning for Financial Success</p> <p>Students use critical thinking skills and design to communicate the benefits of financial goal planning.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the steps for financial goal planning. ▪ Identify a financial goal and develop a plan to reach it. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p>	<ul style="list-style-type: none"> • Self-efficacy or belief in one’s capabilities • Self-determination skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviors
<p>Sales and Property Taxes</p> <p>Students determine the impact taxes have on financial decision making.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain what taxes are used for. ▪ Recognize different types of taxes. ▪ Analyze the impact of taxes on financial decisions, such as buying a car or a home. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>8.2.3.4.1 Identify factors which affect economic growth and lead to a different standard of living in different [countries.]</p>	<ul style="list-style-type: none"> • Critical thinking skills • Ability to manage financial resources effectively

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Theme Four: Planning and Money Management			
<p>A World Without Cash</p> <p>Students learn about cashless spending. They discover the pros and cons of cashless spending, reflect on the impact that apps and credit/debit cards can have on spending and security, and research a payment app.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explore different payment types, and classify the pros and cons of using payment apps. Identify potential security issues with using payment apps. Analyze how to use a payment app to manage spending. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p>	<ul style="list-style-type: none"> Critical thinking skills Ability to manage financial resources effectively
<p>Extracurricular Expenses</p> <p>Students apply their understanding of budgeting as they explore how to budget for extracurricular activities that are part of many students' high school experiences.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Outline a short-term financial goal for how to save for extracurricular expenses. Generate a personal budget to achieve the goal 	<p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p>	<ul style="list-style-type: none"> Critical thinking skills Ability to manage financial resources effectively
<p>Unexpected Expenses</p> <p>Students understand the impact of unexpected expenses on their budget and the role of an emergency fund in meeting those expenses.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Evaluate if an emergency fund should be used for different emergency scenarios. Create an emergency fund savings plan for an emergency. Analyze how saving for an emergency fund can impact a monthly budget. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p>	<ul style="list-style-type: none"> Critical thinking skills Ability to manage financial resources effectively
Theme Five: Risk Management and Insurance			
<p>Auto Insurance</p> <p>Students learn about different types of auto insurance policies and what each cover. They explore the costs of insurance, including premiums and deductibles, and learn strategies for keeping auto insurance costs low.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Differentiate among the main types of auto insurance coverage. Identify ways to mitigate risk to help keep auto insurance costs down. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p>	<ul style="list-style-type: none"> Critical thinking skills Ability to manage financial resources effectively

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<p>Mortgages</p> <p>Students learn the basics about mortgages, including what a mortgage payment consists of and the initial expenses for obtaining a mortgage. They explore different types of mortgages and compare fixed-rate, adjustable-rate, and balloon mortgages.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain the expenses associated with taking out a mortgage. Differentiate among different types of mortgages. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p>	<ul style="list-style-type: none"> Critical thinking skills Ability to manage financial resources effectively
<p>Theme 6: Investing</p>			
<p>Purchasing Stocks</p> <p>Students learn the basics of stock market investing, compare factors that impact the market, read and respond to scenarios about investing, and are introduced to three investing strategies.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize basic principles of investing in stocks. Identify factors that affect stocks and the stock market. List strategies for smart investing. 	<p>9.2.2.2 Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk management strategies in investing and insuring decisions.</p> <p>9.2.4.7.2 Explain the role of financial institutions and credit markets in the acquisition of capital.</p>	<ul style="list-style-type: none"> Critical thinking skills
<p>Investing for Retirement</p> <p>Students learn the importance of starting to save for retirement early, the need to save for retirement consistently throughout one’s working life, and the impact of failing to fund one’s retirement. It also explores company-sponsored retirement plans, such as 401(k) accounts, and both traditional and Roth individual retirement accounts (IRAs).</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain the benefits of funding retirement early. Compare features and benefits of retirement plans, including 401(k)s and IRAs. 	<p>9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>8.2.3.4.1 Identify factors which affect economic growth (percentage changes in Gross Domestic Product— real GDP) and lead to a different standard of living in different countries.</p> <p>9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>9.2.2.2.2 Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk management strategies in investing and insuring decisions.</p>	<ul style="list-style-type: none"> Critical thinking skills Ability to manage financial resources effectively

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