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A Correlation: ARIZONA Academic Standards and Junior Achievement Capstone Programs

Updated November (December 2021)

[Arizona Academic Standards](#)

[Arizona Professional Skills](#)

Common Core State Standards Included

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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 state Social Studies Framework. The correlation is not meant to be exhaustive, nor is it intended to infer that any one resource will completely address any given standard. It is designed to show how *JA BizTown*[®] and *JA Finance Park*[®] will enhance or complement efforts to meet educational standards. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

JA BizTown encompasses important elements of work readiness, entrepreneurship, and financial literacy, providing students with a solid foundation of business, economics, and free enterprise education. Through daily lessons, hands-on activities, and active participation in a simulated community designed to support differentiated learning styles, students develop a strong understanding of the relationship between what they learn in school and successful participation in an economy. *JA BizTown* helps prepare students for a lifetime of learning and academic achievement.

JA BizTown Adventures is an alternative (or supplement) to the simulated community experience when students do not have access to a facility. It provides the same great social studies, work readiness, entrepreneurship, and financial literacy concepts in an online self-guided format. *JA BizTown Adventures* can be easily used in remote implementation and independent study when combined with the student self-guided implementation of the *JA BizTown* curriculum. Both implementation options augment students' core curriculum in social studies, English language arts, and mathematics. Throughout the programs, students use critical-thinking skills to learn about key concepts as they explore and enhance their understanding of free enterprise.

JA Finance Park lessons address fundamental financial literacy and economic concepts, explore career interests and opportunities, and develop work-readiness skills. The lessons culminate in a hands-on budgeting simulation that includes decisions related to income, expenses, savings, and credit.

The *JA Finance Park* program provides two curriculum levels: Entry Level and Advanced. The Entry Level curriculum is geared towards students who are new to personal finance or have never taken a financial literacy class. The *JA Finance Park Advanced* curriculum is geared towards high school students, and those with some prior knowledge of personal finances, allowing students a peek at their future financial decisions. All curriculum options provide educators a method of delivery that will best meet the needs of their students and culminate with a visit to *JA Finance Park*, a realistic on-site or mobile facility, where students engage with volunteers and put into practice what they've learned by developing a personal budget. *JA Finance Park* simulation is also available virtually in the classroom,

JA Finance Park Entry Level offers three implementations' options:

- Traditional classroom format - educator-led presentation
- Project-Based Learning (PBL) format - structured to include student group and independent work and a culminating project
- Student-self guided format - designed for remote implementation and independent learning

JA Finance Park Advanced offers a teacher-led blended classroom curriculum with a number of optional self-guided extension activities.

JA BizTown

Unit Description and Learning Objectives	Arizona Social Studies Standards	English Language Arts	Math
<p>Unit 1: Financial Literacy</p> <p>You must have money to spend money. Students need to understand this fundamental concept of earning and spending if they are to grasp the importance of sound personal finance. This unit introduces students to bank services and practices that will help them to be successful in <i>JA BizTown</i> and in life.</p> <p>Objectives:</p> <p>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>Grade 5</p> <p>5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.</p> <p>5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.</p> <p>Grade 6</p> <p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>Arizona Professional Skills</p> <p>1.D Foundational communication skill check points:</p> <ul style="list-style-type: none"> ▪ Writes in languages required by employer ▪ Speaks in languages required by employer ▪ Demonstrates reading comprehension ▪ Presents with confidence ▪ Practices interpersonal skills ▪ Uses workplace technologies 	<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.NBT.3 4.NBT.4</p> <p>Grade 5</p> <p>5.NBT.5 5.NBT.7</p> <p>Grade 6</p> <p>6.NS.3</p> <p>Mathematical Practices 4-6</p> <p>1-7</p>

JA BizTown

Unit Description and Learning Objectives	Arizona Social Studies Standards	English Language Arts	Math
<p>Unit 2: Community and Economy</p> <p>Students explore their role as citizens of a community. They are introduced to the concept of the circular flow of money and goods in an economy. They define basic economic concepts and discuss the impact of taxes and philanthropy.</p> <p>Objectives:</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>Grade 4</p> <p>4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities [within the Americas.]</p> <p>4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk</p> <p>Grade 5</p> <p>5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.</p> <p>Grade 6</p> <p>6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government</p> <p>6.E3.1 Describe the relationship between various costs and benefits of economic production.</p>	<p>Grade 4</p> <p>RI.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.4 L.4.6</p> <p>Grade 5</p> <p>RI.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 L.5.1 L.5.4 L.5.6</p> <p>Grade 6</p> <p>R.6.7 SL.6.1 SL.6.2 L.6.1 L.6.4 L.6.6</p>	<p>Grade 4</p> <p>4.MD.4</p> <p>Grade 5</p> <p>5.MD.2</p> <p>Mathematica 1 Practices 4-6</p> <p>1 2 4</p>

JA BizTown

Unit Description and Learning Objectives	Arizona Social Studies Standards	English Language Arts	Math
<p>Unit 3: Work Readiness</p> <p>Citizens learn how their interests and skills can lead to exciting careers. They have an opportunity to assess their own skills and interests and to see what kinds of jobs are available at <i>JA BizTown</i>. They have an opportunity to fill out a job application and experience the job interview process.</p> <p>Objectives:</p> <p>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>Grade 4</p> <p>4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received [that have shaped the Americas.]</p> <p>Grade 6</p> <p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>Arizona Professional Skills</p> <p>5.A Functions independently within the organizational structure.</p> <p>5.B Adapts to changing conditions and expectations in the organization.</p> <p>5.C Pursues career advancement opportunities within an organization or field.</p> <p>5.E Exercises leadership in the workplace</p>	<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.MD.4</p> <p>Grade 5</p> <p>5.MD.2</p> <p>Mathematical Practices 4-6</p> <p>2 4-6</p>

JA BizTown

Unit Description and Learning Objectives	Arizona Social Studies Standards	English Language Arts	Math
<p>Unit 4: Business Management</p> <p>Citizens prepare for their visit to <i>JA BizTown</i> by working in business teams to learn about key factors in operating a business, such as teamwork, operation costs, pricing, and advertising.</p> <p>Objectives:</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>Grade 6</p> <p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>6.E3.1 Describe the relationship between various costs and benefits of economic production.</p> <p>Arizona Professional Skills</p> <p>2.A Commits to achieving collective goals:</p> <ul style="list-style-type: none"> ▪ Contributes personal strengths ▪ Respects contributions of others ▪ Contributes to an environment of collaboration ▪ Ensures diversity in collaboration <p>2.B Promotes an environment of trust.</p> <ul style="list-style-type: none"> ▪ Builds team relationships ▪ Takes responsibility for role on team ▪ Manages information with sensitivity <p>5.D Generates innovative ideas, methods, or devices contributing to organizational resources and goals.</p> <ul style="list-style-type: none"> ▪ 7.A Navigates organizational structures and systems ▪ 7.B Embodies organizational values <p>7.C Performs work that advances organizational growth and success</p>	<p>Grade 4</p> <p>W.4.1 W.4.2 W.4.4 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.6</p> <p>Grade 5</p> <p>W.5.1 W.5.2 W.5.4 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.6</p> <p>Grade 6</p> <p>W.6.1 W.6.4 SL.6.1 L.6.1 L.6.3 L.6.4 L.6.6</p>	<p>Grade 4</p> <p>4.NBT.5</p> <p>Grade 5</p> <p>5.NBT.5</p> <p>Grade 6</p> <p>6.NS.2 6.NS.3</p> <p>Mathematical Practices 4-6</p> <p>1-7</p>

JA BizTown

Unit Description and Learning Objectives	Arizona Social Studies Standards	English Language Arts	Math
<p>Unit 5: Visit and Debrief</p> <p>Citizens participate in the <i>JA BizTown</i> simulation and then return to class for a debriefing lesson to ensure they have a well-rounded learning experience. The debrief lesson allows citizens to reflect on their <i>JA BizTown</i> experience and further identify the relevance of classroom learning to their future plans and goals.</p> <p>Objectives:</p> <p>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>Grade 5</p> <p>5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.</p> <p>Grade 6</p> <p>6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.</p> <p>Arizona Professional Skills</p> <p>4.A Adheres to organizational protocol related to behavior, appearance, and communication.</p> <p>4.B Manages time in accordance with organizational expectations.</p> <p>4.C Represents the organization in a positive manner.</p> <p>4.D Performs assigned tasks with a “can do” attitude.</p> <p>4.E Behaves in a way that distinguishes between personal and work-related matters</p> <p>4.F Produces work that reflects professional pride.</p> <p>8.A Respects the organization’s physical and intellectual property.</p> <p>8.B Demonstrates loyalty to the organization, its mission and resources.</p> <p>8.C Maintains a safe work environment</p> <p>8.D Adheres to the policies and procedures of the organization.</p> <p>8.F Takes responsibility for one’s actions in the workplace.</p> <p>8.G Manages/uses resources for the good of the organization.</p> <p>8.H Acts with integrity (honest, reliable, and trustworthy.)</p> <p>8.I Interacts respectfully with co-workers and customers.</p>	<p>Grade 4</p> <p>W.4.1</p> <p>SL.4.1</p> <p>SL.4.4</p> <p>L.4.1</p> <p>L.4.6</p> <p>Grade 5</p> <p>W.5.1</p> <p>SL.5.1</p> <p>SL.5.4</p> <p>L.5.1</p> <p>L.5.6</p> <p>Grade 6</p> <p>W.6.1</p> <p>SL.6.1</p> <p>SL.6.4</p> <p>L.6.1</p> <p>L.6.4</p>	<p>Grade 5</p> <p>5.NBT.5</p> <p>Mathematical Practices 4-6</p> <p>1-7</p>

JA Biz Town Adventures

Session Details	Financial Literacy Standards Social Studies	Common Core ELA	Common Core Math
<p>Adventure One: CEO</p> <p>AS CEO students discover some of the responsibilities of running a business. They match their interests and skills to choose a corporation to lead, use the company’s mission statement to make a strategic decision, explore market analysis to identify a target market, compare applicant resumes to make a hiring decision while considering the company budget, and compile a letter to encourage customers.</p> <p>Objectives:</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>Grade 5 Social Studies</p> <p>E1: A financially literate individual understands how to manage income, spending, and investment.</p> <p>E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</p> <p>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</p> <p>3.E1.2 Identify various forms of earning income [in the state of Arizona.]</p> <p>Arizona Professional Skills</p> <p>3.A Defines a problem in the workplace.</p> <ul style="list-style-type: none"> ▪ Describes ▪ Diagnoses <p>3.C Takes action supported by evidence and reasoning to explain conclusions and accomplish work.</p> <ul style="list-style-type: none"> ▪ Composes a plan ▪ Makes decisions <p>9.B Articulates financial goals and strategies of the organization.</p> <ul style="list-style-type: none"> ▪ • Communicates organizational financial goals <p>7.A Navigates organizational structures and systems.</p> <ul style="list-style-type: none"> ▪ • Fits work performance to the organizational structure <p>7.C Performs work that advances organizational growth and success.</p> <ul style="list-style-type: none"> ▪ • Contributes to organizational success 	<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>

JA Biz Town Adventures

Session Details	Financial Literacy Standards Social Studies	Common Core ELA	Common Core Math
<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>Grade 5 Social Studies</p> <p>E1: A financially literate individual understands how to manage income, spending, and investment.</p> <p>E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</p> <p>3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.</p> <p>Arizona Professional Skills</p> <p>3.A Defines a problem in the workplace.</p> <ul style="list-style-type: none"> ▪ Describes ▪ Diagnoses <p>3.C Takes action supported by evidence and reasoning to explain conclusions and accomplish work.</p> <ul style="list-style-type: none"> ▪ Composes a plan ▪ Makes decisions <p>4.B Manages time in accordance with organizational expectations.</p> <ul style="list-style-type: none"> ▪ Uses time productively <p>8.G Manages/uses resources for the good of the organization.</p> <ul style="list-style-type: none"> ▪ Uses organization's resources prudently <p>9.B Articulates financial goals and strategies of the organization.</p> <ul style="list-style-type: none"> ▪ Communicates organizational financial goals 	<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>

JA Biz Town Adventures

Session Details	Financial Literacy Standards Social Studies	Common Core ELA	Common Core Math
<p>Adventure Three: Marketing Director</p> <p>As Marketing Director, students use their knowledge of skills and interests to choose a company to work for. They identify an idea for a new product or service and use a decision-making strategy to refine their idea, identify a target market, and plan an advertising campaign that is consistent with the business mission statement.</p> <p>Objectives:</p> <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>Grade 5 Social Studies E3: Individuals and institutions are interdependent within market systems.</p> <p>Arizona Professional Skills</p> <p>3.A Defines a problem in the workplace. • Describes • Diagnoses</p> <p>3.C Takes action supported by evidence and reasoning to explain conclusions and accomplish work.</p> <ul style="list-style-type: none"> ▪ Composes a plan ▪ Makes decisions <p>4.B Manages time in accordance with organizational expectations.</p> <ul style="list-style-type: none"> ▪ Uses time productively <p>8.G Manages/uses resources for the good of the organization.</p> <ul style="list-style-type: none"> ▪ Uses organization’s resources prudently 	<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>Grade 5 Social Studies E3: Individuals and institutions are interdependent within market systems.</p> <p>3.E1.2 Identify various forms of earning income [in the state of Arizona.]</p> <p>Arizona Professional Skills</p> <p>3.A Defines a problem in the workplace.</p> <ul style="list-style-type: none"> ▪ Describes ▪ Diagnoses <p>3.C Takes action supported by evidence and reasoning to explain conclusions and accomplish work.</p> <ul style="list-style-type: none"> ▪ Composes a plan ▪ Makes decisions <p>4.B Manages time in accordance with organizational expectations.</p> <ul style="list-style-type: none"> ▪ Uses time productively 	<p>Grade 4 RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p>Grade 5 RI.5.1-5 RI.5.7,10 W.5.2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p>	<p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4-6 4.nf.5-6</p> <p>5.nbt.1-2 5.nbt.4-5</p>

JA Biz Town Adventures

Session Details	Financial Literacy Standards Social Studies	Common Core ELA	Common Core Math
<p>Adventure Five: Consumer</p> <p>As consumer, students make financial decisions and choices having to do with bank accounts and types of payments. They learn to keep a transaction register, calculate net pay, choose needs over wants, and set and re-evaluate a budget.</p> <p>Objectives:</p> <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>Grade 5 Social Studies</p> <p>E1: A financially literate individual understands how to manage income, spending, and investment.</p> <p>E3: Individuals and institutions are interdependent within market systems.</p> <p>E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.</p> <p>3.E1.2 Identify various forms of earning income [in the state of Arizona.]</p> <p>3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.</p> <p>Arizona Professional Skills</p> <p>4.B Manages time in accordance with organizational expectations.</p> <ul style="list-style-type: none"> ▪ Uses time productively <p>9.A Exercises prudence in personal finance as it relates to employment.</p> <ul style="list-style-type: none"> ▪ Manages personal finances responsibly 	<p>Grade 4</p> <p>RI.4.1-5 RI.4.7,10 SL.4.3 L.4.4,6</p> <p>Grade 5</p> <p>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	Arizona Social Studies Standards	English Language Arts	Math
<p>Unit 1: Income</p> <p>Students recognize the fundamental role that income plays in their personal finances and the factors that affect income and take-home pay. They discover how their decisions about education and careers impact their potential income and quality of life.</p> <p>Objectives:</p> <p>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.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<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>RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p>Grade 7</p> <p>RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2</p>
<p>Unit 2: Saving, Investing and Risk Management</p> <p>Students explore and compare saving and investing options as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p> <p>Objectives:</p> <p>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>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.</p> <p>8.E1.3 Analyze the relationship between investment and return.</p> <p>8.E1.7 Understand several types of financial investments and calculate rates of return.</p> <p>8.E1.8 Identify ways insurance may minimize personal financial risk.</p>	<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>RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p>Grade 7</p> <p>RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2 SP.7.5</p>

JA Finance Park

Unit Description	Arizona Social Studies Standards	English Language Arts	Math
<p>Unit 3: Debit and Credit</p> <p>Students compare financial institutions and their services. Through discussion and a game activity, they weigh the advantages and disadvantages of debit and credit. Students also examine the role that credit scores and credit reporting have on personal finances.</p> <p>Objectives:</p> <p>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>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.4 Explain ways in which money facilitates exchange.</p> <p>8.E1.6 Analyze the impact of debt on individuals.</p>	<p>Grade 6 SL.6.1 SL.6.2</p> <p>Grades 9-10 L.9-10.1 L.9-10.4</p> <p>Grades 11-12 SL.11-12.1 L.11-12.1 L.11-12.4</p>	<p>Grade 6 RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7 RP.7.R2.b NS.7.3 SP.7.5</p> <p>Grade 8 G.8 SP.8.2</p>
<p>Unit 4: Budget+</p> <p>Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</p> <p>Objectives:</p> <p>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>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E1.4 Examine the factors that influence spending decisions.</p> <p>8.E1.5 Create a budget and examine the benefits of budgeting.</p>	<p>Grade 6 RI.6.1 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 RI.7.1 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 RI.8.1 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10 SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p>Grade 6 NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7 NS.7.2 NS.7.3 EE.7.1 EE.7.2</p>

JA Finance Park

Unit Description	Arizona Social Studies Standards	English Language Arts	Math
<p>Unit 5: Simulation and Debriefing</p> <p>Students participate in the <i>JA Finance Park</i> simulation. They put into action all they have learned in the classroom by making important spending decisions and maintaining a balanced budget. Following their simulation experience, students participate in a reflective assessment.</p> <p>Objectives:</p> <p>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>7.E.2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>8.E.1.4 Examine the factors that influence spending decisions.</p> <p>8.E.1.5 Create a budget and examine the benefits of budgeting.</p> <p>8.E.2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<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>RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7</p> <p>RP.7.R2.b NS.7.2 NS.7.3</p>

JA Finance Park PBL

Unit Description	Arizona Economic Standards	Common Core ELA
<p>Unit 1: Income</p> <p>Students recognize the fundamental role of income in their personal finances and the factors that affect income and take-home pay. Through Project-Based Learning (PBL), students understand how the decisions they make about education and careers have an impact on their potential income and quality of life.</p> <p>Objectives:</p> <p>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>1. A financially literate individual understands how to manage income, spending, and investment.</p> <p>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.</p> <p>Arizona Professional Skills</p> <p>1.A Masters core communication skills for the workplace.</p> <p>1.B Communicates effectively in a diverse work environment.</p>	<p>Grades 9-10</p> <p>RI .9–10.4 W. 9-10. 1,4 SL. 9-10. 1 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>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>HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.</p> <p>HS.E1.4 Compare the cost and benefits of several types of investments.</p> <p>HS.E1.5 Evaluate the ways insurance may minimize personal financial risk</p> <p>Arizona Professional Skills</p> <p>2.A Commits to achieving collective goals.</p>	<p>Grades 9-10</p> <p>RI .9–10.1 W. 9-10. 1,4,9 SL. 9-10. 1 L.9-10. 1,4</p> <p>Grades 11-12</p> <p>RI .11-12. 1 W.11-12. 1,4,9 SL11-12. 1 L.11-12. 1,4</p>

JA Finance Park PBL

Unit Description	Arizona Economic Standards	Common Core ELA
<p>Unit 3: Debit and Credit</p> <p>Students compare financial institutions and their services; examine the value of credit scores; and interpret the effect of creditworthiness.</p> <p>Objectives:</p> <p>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>HS.E1.3 Evaluate the cost and benefits of using credit.</p> <p>3. Individuals and institutions are interdependent within market systems.</p> <p>HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.</p> <p>HS.E3.2 Evaluate how numerous factors and conditions influence market prices.</p> <p>Arizona Professional Skills</p> <p>3.B Practices inquiry and reflection (I/R) to take action in the workplace.</p> <p>3.C Takes action supported by evidence and reasoning to explain conclusions and accomplish work.</p>	<p>Grades 9-10</p> <p>SL. 9-10.1,4 L.9-10. 1,4</p> <p>Grades 11-12</p> <p>SL11-12.1,4 L.11-12.1,4</p>
<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>HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.</p> <p>2. By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</p> <p>HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies</p> <p>Arizona Professional Skills</p> <p>3.D Transfers knowledge and skills from one work situation to another.</p>	<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 SL11-12.1 L.11-12.1,4</p>

JA Finance Park PBL

Unit Description	Arizona Economic Standards	Common Core ELA
<p>Unit 5: Simulation and Debriefing</p> <p>Students participate in the JA Finance Park simulation. They put into action all they have learned in the classroom by making important spending decisions and maintaining a balanced budget. Students then use the knowledge and skills gained from the JA Finance Park lessons to create a portfolio and presentation that answer the following driving question: What do I need to do today to accomplish what I want in the future?</p> <p>Objectives:</p> <p>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>1. A financially literate individual understands how to manage income, spending, and investment.</p> <p>3. Individuals and institutions are interdependent within market systems.</p> <p>Arizona Professional Skills</p> <p>4.B Manages time in accordance with organizational expectations.</p> <p>4.C Represents the organization in a positive manner.</p> <p>4.D Performs assigned tasks with a “can do” attitude.</p> <p>4.E Behaves in a way that distinguishes between personal and work-related matters</p> <p>4.F Produces work that reflects professional pride.</p>	<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>

JA Finance Park Advanced

Unit Description	Arizona Social Studies	Arizona Professional Skills	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>HS.SP2.1 Analyze how contexts shaped and continue to shape people’s perspectives.</p> <p>HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.</p> <p>HS.SP3.2 Gather relevant information from multiple sources</p> <p>HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them.</p> <p>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.</p>	<p>1.A Masters core communication skills for the workplace.</p> <p>1.C Uses technologies and social media for workplace communication.</p> <p>2.A Commits to achieving collective goals</p> <p>3.E Creates/innovates to improve workplace productivity.</p> <p>4.A Adheres to organizational protocol related to behavior, appearance, and communication.</p> <p>4.B Manages time in accordance with organizational expectations.</p>	<p>RI.9-10. 1,4</p> <p>W.9-10. 2,4,6,7,8</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 9-10. 1- 6</p> <p>RI.11-12. 1,4</p> <p>W.11-12. 2,4,6,7,8</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 11-12. 1- 6</p>
<p>Theme 1 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>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.</p>	<p>1.A Masters core communication skills for the workplace.</p> <p>5.A Functions independently within the organizational structure.</p> <p>9.B Articulates financial goals and strategies of the organization.</p>	<p>Grades 9-10</p> <p>9-10.RV.1</p> <p>9-10.RV.3.2</p> <p>9-10.SL.1</p> <p>Grades 11-12</p> <p>11-12.RV.1</p> <p>11-12.RV.3.2</p> <p>11-12.SL.1</p>

JA Finance Park Advanced

Unit Description	Arizona Social Studies	Arizona Professional Skills	English Language Arts
<p>Theme 4: Planning and Money Management</p> <p>Next-Level Budgeting</p> <p>Students explore the differences between needs and wants, and then learn about the parts of a budget and the importance of budgeting.</p> <p>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>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.</p> <p>HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.</p> <p>HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies</p>	<p>1.B Communicates effectively in a diverse work environment.</p> <p>2.A Commits to achieving collective goals</p> <p>2.B Promotes an environment of trust.</p> <p>3.A Defines a problem in the workplace.</p> <p>3.E Creates/innovates to improve workplace productivity.</p> <p>9.A Exercises prudence in personal finance as it relates to employment.</p> <p>9.B Articulates financial goals and strategies of the organization.</p>	<p>RI.9-10 1,4</p> <p>SL 9-10 1,2</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>SL 9-10 1,2</p> <p>L 11-12 1- 6</p>
<p>Theme 5: Risk Management and Insurance</p> <p>Insurance</p> <p>Students analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance.</p> <p>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>HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations</p> <p>HS.E1.5 Evaluate the ways insurance may minimize personal financial risk</p> <p>HS.E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue</p>	<p>1.C Uses technologies and social media for workplace communication.</p> <p>2.C Optimizes technology to collaborate with others.</p> <p>3.B Practices inquiry and reflection (I/R) to take action in the workplace.</p> <p>4.A Adheres to organizational protocol related to behavior, appearance, and communication.</p> <p>9.A Exercises prudence in personal finance as it relates to employment.</p>	<p>RI.9-10 1,4</p> <p>W.9-10 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 2,4,6,7,8</p> <p>SL 9-10 1,2,4,5</p> <p>L 11-12 1- 6</p>
<p>Theme 6: Investing</p> <p>Investing for the Future</p> <p>Students learn about different types of investments and collaborate to build a diversified investment portfolio.</p> <p>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>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.</p> <p>HS.E1.4 Compare the cost and benefits of several types of investments.</p>	<p>2.A Commits to achieving collective goals</p> <p>2.B Promotes an environment of trust.</p> <p>4.D Performs assigned tasks with a “can do” attitude.</p> <p>5.A Functions independently within the organizational structure.</p> <p>9.A Exercises prudence in personal finance as it relates to employment.</p>	<p>RI.9-10 1,4</p> <p>W.9-10 1,8</p> <p>SL 9-10 1,2,5</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 1,8</p> <p>SL 9-10 1,2,5</p> <p>L 11-12 1- 6</p>

JA Finance Park Advanced

Unit Description	Arizona Social Studies	Arizona Professional Skills	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>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.</p> <p>HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.</p> <p>HS.E1.4 Compare the cost and benefits of several types of investments.</p> <p>HS.E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue</p>	<p>1.B Communicates effectively in a diverse work environment.</p> <p>3.D Transfers knowledge and skills from one work situation to another.</p> <p>4.B Manages time in accordance with organizational expectations.</p> <p>4.D Performs assigned tasks with a “can do” attitude.</p> <p>4.E Behaves in a way that distinguishes between personal and work-related matters.</p> <p>5.A Functions independently within the organizational structure.</p> <p>5.B Adapts to changing conditions and expectations in the organization.</p> <p>5.E Exercises leadership in the workplace.</p> <p>6.A Uses relevant intergenerational and cross-cultural communication that creates cultural synergy in the workplace.</p> <p>6.B Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together.</p> <p>6.C Respects generational differences related to the use of technology in the workplace. Selects from technological and non-technological methods/tools to communicate across generations</p> <p>8.0 LEGAL AND ETHICAL PRACTICES: Observes laws, rules, and ethical practices in the workplace.</p>	<p>RI.9-10 1,4</p> <p>W.9-10 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5,6</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	Other Standards
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	2.A Commits to achieving collective goals
<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. 	HS.E2.3 Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.	9.A Exercises prudence in personal finance as it relates to employment.
<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. 	HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic.	4.F Produces work that reflects professional pride. 7.0 ORGANIZATIONAL CULTURE: Functions effectively within an organizational culture.

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Social Studies Standards	Other Standards
<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>HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.</p>	<p>9.A Exercises prudence in personal finance as it relates to employment.</p>
Theme Two: Employment and Education			
<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>HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.</p>	<p>9.A Exercises prudence in personal finance as it relates to employment.</p>
<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>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.</p>	<p>5.C Pursues career advancement opportunities within an organization or field.</p>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Social Studies Standards	Other Standards
<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>	<p>4.F Produces work that reflects professional pride.</p> <p>7.C Performs work that advances organizational growth and success.</p>
<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>NA</p>	<p>9.A Exercises prudence in personal finance as it relates to employment.</p>
<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>HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.</p>	<p>5.C Pursues career advancement opportunities within an organization or field.</p>

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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. 	NA	NA
<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. 	HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.	5.C Pursues career advancement opportunities within an organization or field.
<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. 	HS.E1.3 Evaluate the cost and benefits of using credit.	9.C Contributes to organizational profitability through knowledge of finances.
<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. 	NA	NA

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<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>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.</p> <p>HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.</p> <p>HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.</p>	<p>9.C Contributes to organizational profitability through knowledge of finances.</p>
<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>HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.</p>	<p>NA</p>
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>HS.E1.3 Evaluate the cost and benefits of using credit.</p>	<p>9.C Contributes to organizational profitability through knowledge of finances.</p>
<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>HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.</p>	<p>9.C Contributes to organizational profitability through knowledge of finances.</p>
<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>HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.</p>	<p>9.C Contributes to organizational profitability through knowledge of finances.</p>

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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>HS.E1.5 Evaluate the ways insurance may minimize personal financial risk</p>	<p>5.2 Auto Insurance</p> <p>Students learn about different types of auto insurance policies and what each covers. They explore the costs of insurance, including premiums and deductibles, and learn strategies for keeping auto insurance costs low.</p>
<p>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>HS.E1.5 Evaluate the ways insurance may minimize personal financial risk</p>	<p>NA</p>
Theme 6: Investing			
<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>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.</p> <p>HS.E1.4 Compare the cost and benefits of several types of investments.</p> <p>HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies</p>	<p>9.C Contributes to organizational profitability through knowledge of finances.</p>
<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>HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.</p> <p>HS.E1.4 Compare the cost and benefits of several types of investments.</p> <p>HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies</p>	<p>9.C Contributes to organizational profitability through knowledge of finances.</p>