



**Junior  
Achievement®**



empowering young people to  
own their economic success®

**A Correlation:  
Massachusetts Academic Standards  
and  
Junior Achievement  
Capstone Programs**

Updated October 2018  
Massachusetts Revised  
Social Studies Standards

Junior Achievement USA®  
One Education Way  
Colorado Springs, CO  
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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 Massachusetts Revised History and Social Science Framework Standards, as well as Common Core English Language Arts (ELA) and Math. 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*<sup>®</sup> and *JA Finance Park*<sup>®</sup> will enhance or complement efforts to meet educational standards.

*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.

The program content augments students' core curriculum in social studies, English language arts, and mathematics. Throughout the program, 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 business and economic concepts, explore career interests and opportunities, and develop work-readiness skills. The lessons also provide a highly relevant learning opportunity to "model with mathematics," in which students apply mathematics to solve problems arising in everyday life. After weeks of classroom preparation, students experience a simulation (either on site or virtually) where they put their newly found knowledge and skills to use.

The *JA Finance Park* program provides two curriculum implementation options. Lessons are offered in a traditional classroom presentation format designed for middle-grade students and in a Project-Based Learning (PBL) format created for high school students. Both provide educators a method of delivery that will best meet the needs of their students.

Option 1) A traditional teacher-taught, in-class lesson format that encompasses financial planning and career exploration with accompanying PowerPoint slides.

Option 2) A Project-Based Learning (PBL) format that encompasses the financial planning and career exploration topics but in a nontraditional approach.

# JA BizTown

Unit Description	Key Learning Objectives	Social Science Framework Standards	English Language Arts	Math
<p><b>Unit 1: Financial Literacy</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Extrapolate services offered by financial institutions</li> <li>▪ Complete a bank account application</li> <li>▪ Demonstrate an ability to endorse a paycheck</li> <li>▪ Complete a deposit ticket</li> <li>▪ Maintain a check register correctly</li> <li>▪ Describe the consequences of insufficient funds</li> <li>▪ Write and sign checks</li> <li>▪ State the benefit of an interest-earning savings account</li> <li>▪ Explain how money in a savings account grows</li> <li>▪ Explore the differences between checks, debit cards, and credit cards</li> <li>▪ Explain how money changes hands when a debit card is used</li> <li>▪ Demonstrate use of a check register to record a debit purchase</li> </ul>	<p><b>Topic 5</b></p> <p>20. Give examples of services people do for each other.</p> <p>21. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices</p> <p>23. Compare and contrast reasons why people save some of their money.</p>	<p><b>Grade 4</b>            RI.4.3            RI.4.4            RI.4.5            RI.4.7            SL.4.1            SL.4.3            L.4.4</p> <p><b>Grade 5</b>            RI.5.4            RI.5.5            RI.5.7            SL.5.1            L.5.1            L.5.3            L.5.4</p> <p><b>Grade 6</b>            RI.6.7            SL.6.1            SL.6.2            L.6.1            L.6.3            L.6.4</p>	<p><b>Grade 4</b>            4.NBT.3            4.NBT.4</p> <p><b>Grade 5</b>            5.NBT.5            5.NBT.7</p> <p><b>Grade 6</b>            6.NS.3</p> <p><b>Mathematical Practices 4-6</b>            1-7</p>

# JA BizTown

Unit Description	Key Learning Objectives	Social Science Framework Standards	English Language Arts	Math
<p><b>Unit 2: Community and Economy</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define various vocabulary terms</li> <li>▪ Explain how good citizens have a sense of responsibility to others and to their community</li> <li>▪ Identify goods, services, and resources (human, natural, and capital)</li> <li>▪ Demonstrate the circular flow of an economy</li> <li>▪ Discover the function of businesses in producing goods and services</li> <li>▪ Define scarcity and learn more about free enterprise</li> <li>▪ Identify the three basic economic questions (what, how, and for whom to produce)</li> <li>▪ Understand why people pay taxes</li> <li>▪ Define gross pay and net pay</li> <li>▪ Calculate tax by multiplying with decimals</li> <li>▪ Differentiate between public goods and services and private goods and services</li> <li>▪ Give examples of philanthropy</li> </ul>	<p><b>Topic 5</b></p> <p>19. Give examples of products (goods) that people buy and use.</p> <p>20. Give examples of services people do for each other.</p> <p>21. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> <p>22. Analyze examples of voluntary choices people make about buying goods and services.</p> <p><b>History and Social Science Practice</b></p> <p>1. Demonstrate civic knowledge, skills, and dispositions.</p> <p>3. Organize information and data from multiple primary and secondary sources.</p>	<p><b>Grade 4</b></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><b>Grade 5</b></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><b>Grade 6</b></p> <p>R.6.7 SL.6.1 SL.6.2 L.6.1 L.6.4 L.6.6</p>	<p><b>Mathematical Practices 4-6</b></p> <p>1 2 4</p>

Unit Description	Key Learning Objectives	Social Science Framework Standards	English Language Arts	Math
<p><b>Unit 3: Work Readiness</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize their interests and skills</li> <li>▪ Explain the relevance of interests and skills in career exploration and planning</li> <li>▪ Distinguish the differences among the four primary career types: people, ideas, data, and things</li> <li>▪ Categorize STEM careers into different types</li> <li>▪ Demonstrate appropriate workplace behaviors</li> <li>▪ Define resume, job interview, and applicant</li> <li>▪ Complete a job application</li> <li>▪ Model appropriate business greetings</li> <li>▪ Demonstrate proper interview skills</li> </ul>	<p><b>Topic 5</b></p> <p>17. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> <p>18. Explain what it means to be employed and define the terms income, wages, and salary.</p>	<p><b>Grade 4</b>  RI.4.4  SL.4.1  L.4.1  L.4.2  L.4.4  L.4.6</p> <p><b>Grade 5</b>  RI.5.4  SL.5.1  L.5.1  L.5.2  L.5.4  L.5.6</p> <p><b>Grade 6</b>  SL.6.1  L.6.1  L.6.2  L6.4  L.6.6</p>	<p><b>Grade 4</b>  4.MD.4</p> <p><b>Grade 5</b>  5.MD.2</p> <p><b>Mathematical Practices 4-6</b>  2  4-6</p>

Unit Description	Key Learning Objectives	Social Science Framework Standards	English Language Arts	Math
<p><b>Unit 4: Business Management</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe costs associated with operating a business</li> <li>▪ Calculate business expenses</li> <li>▪ Use teamwork to create a paragraph that describes a business</li> <li>▪ Define selling price, revenue, and inventory</li> <li>▪ Describe factors that affect selling price</li> <li>▪ Explain the relationship between revenue, costs, and profit</li> <li>▪ Define advertising</li> <li>▪ Describe characteristics of effective advertising</li> <li>▪ Acknowledge how effective teamwork and cooperation enhance business teams</li> <li>▪ Appreciate how careful completion of details ensures a more successful <i>JA BizTown</i> visit</li> </ul>	<p><b>History and Social Science Practice</b></p> <p>1. Demonstrate civic knowledge, skills, and dispositions.</p> <p>3. Organize information and data from multiple primary and secondary sources.</p>	<p><b>Grade 4</b></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><b>Grade 5</b></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><b>Grade 6</b></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><b>Grade 4</b></p> <p>4.NBT.5</p> <p><b>Grade 5</b></p> <p>5.NBT.5</p> <p><b>Grade 6</b></p> <p>6.NS.2 6.NS.3</p> <p><b>Mathematica 1</b></p> <p><b>Practices 4-6</b></p> <p>1-7</p>

Unit Descriptions	Key Learning Objective	Social Science Framework Standards	English Language Arts	Math
<p><b>Unit 5: Visit and Debriefing</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Function in their job capacity at <i>JA BizTown</i></li> <li>▪ Manage their personal finances and time</li> <li>▪ Carry out responsibilities of citizenship, such as voting and obeying laws</li> <li>▪ Evaluate team performance at <i>JA BizTown</i></li> <li>▪ Explain the circular flow of economic activity</li> <li>▪ Describe how citizens use financial institutions</li> <li>▪ Describe how citizens work within a quality business</li> </ul>	<p><b>History and Social Science Practice</b></p> <p>1. Demonstrate civic knowledge, skills, and dispositions.</p> <p>3. Organize information and data from multiple primary and secondary sources.</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence.</p> <p>7. Determine next steps and take informed action, as appropriate.</p>	<p><b>Grade 4</b></p> <p>W.4.1 SL.4.1 SL.4.4 L.4.1 L.4.6</p> <p><b>Grade 5</b></p> <p>W.5.1 SL.5.1 SL.5.4 L.5.1 L.5.6</p> <p><b>Grade 6</b></p> <p>W.6.1 SL.6.1 SL.6.4 L.6.1 L.6.4</p>	<p><b>Grade 5</b></p> <p>5.NBT.5</p> <p><b>Mathematical Practices 4-6</b></p> <p>1-7</p>

# JA Finance Park

Unit Description	Economic Content Standards	English Language Arts	Math
<p><b>Unit 1: Income</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Rate their interests, abilities, and values.</li> <li>▪ Determine work preferences and match them to career choices</li> <li>▪ Define taxes and explain their purpose and impact on income</li> <li>▪ Figure net monthly income</li> </ul>	<p><b>Topic 1. Earning and spending income</b></p> <p>Supporting Question: What is the most important thing to look for in a job?</p> <p>1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</p> <p>2. Explain why wages and salaries are determined by the labor market, and how changes in economic conditions (such as a recession) or the labor market (such as business shift from coal to oil or natural gas) can affect changes in a worker’s income or may cause unemployment.</p> <p>3. Analyze the impact of federal income tax rates on people of different income levels in the United States from 1950 to the present.</p>	<p><b>Grade 6</b> SL.6.1 L.6.1 L.6.3 L.6.4</p> <p><b>Grade 7</b> SL.7.1 L.7.1 L.7.3 L.7.4</p> <p><b>Grade 8</b> SL.8.1 L.8.1 L.8.3 L.8.4</p> <p><b>Grades 9-10</b> SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p><b>Grade 6</b> RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p><b>Grade 7</b> RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2</p>
<p><b>Unit 2: Saving, Investing and Risk Management</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the benefits of saving a portion of income for future use</li> <li>▪ Explain short- and long-term saving options</li> <li>▪ Explain some of the advantages and disadvantages of various saving and investing options</li> <li>▪ Assess personal risk and risk management</li> </ul>	<p><b>Topic 2. Saving money</b></p> <p>Supporting Question: What can banks do for consumers?</p> <p>7. Recognize that banks and other financial institutions are businesses that loan funds received from depositors to borrowers.</p> <p>8. Explain the relationship between principal (the initial amount of money deposited in a bank by a person), interest (the amount earned from a bank, usually annually), and compound interest (interest earned on the principal and the interest already earned).</p> <p>12. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).</p> <p><b>Topic 4. Protecting and insuring assets</b></p> <p>Supporting Question: How does an individual decide if insurance is worth its costs?</p> <p>23. Explain the purpose of various types of insurance, research the costs and coverage of a particular type of insurance from several different companies and analyze which company provides the best option for a particular type of consumer.</p>	<p><b>Grade 6</b> RI.6.2 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p><b>Grade 7</b> RI.7.2 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p><b>Grade 8</b> SL.8.1 L.8.1 L.8.3 L.8.4</p> <p><b>Grades 9-10</b> SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p><b>Grade 6</b> RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p><b>Grade 7</b> 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	Key Learning Objectives	English Language Arts	Math
<p><b>Unit 3: Debit and Credit</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define financial institutions and identify the services they provide</li> <li>▪ Examine debit and credit cards and their use</li> <li>▪ Explain the benefits and common pitfalls of credit cards</li> <li>▪ Explain the benefits of debit cards</li> <li>▪ Define credit score and describe how it influences the ability to get credit and borrow money</li> </ul>	<p><b>Topic 1. Earning and spending income</b></p> <p>5. Give examples of ways people can pay for goods, services, or charitable donations (e.g., cash, credit or debit card, check, mobile phone payment, layaway plan, rent-to-own) and analyze the costs and benefits of each method of payment.</p> <p><b>Topic 3.Using credit and making investments</b></p> <p>Supporting Question: What are the benefits and risks of using credit and investing?</p> <p>13. Recognize that a credit card purchase is a type of loan from the financial institution that issued the credit card that financial institutions may charge a fee for credit card use, and that credit card interest rates tend to be higher than those for other types of loans.</p> <p>14. Explain why some banks offer credit at low introductory rates that increase when a consumer makes a late payment or misses a payment.</p> <p>15. Explain what a credit bureau does, what a credit rating is and the factors from an individual’s credit history that may lead to denial of credit; explain the potential uses of credit reports and scores.</p> <p>24. Explain the problems associated with identity theft and ways to protect sensitive personal information, particularly in online transactions, email scams, and telemarketing.</p> <p>ELO</p>	<p><b>Grade 6</b> SL.6.1 SL.6.2</p> <p><b>Grades 9-10</b> L.9-10.1 L.9-10.4</p> <p><b>Grades 11-12</b> SL.11-12.1 L.11-12.1 L.11-12.4</p>	<p><b>Grade 6</b> RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p><b>Grade 7</b> RP.7.R2.b NS.7.3 SP.7.5</p> <p><b>Grade 8</b> G.8 SP.8.2</p>

# JA Finance Park

Unit Description	Key Learning Objectives	English Language Arts	Math
<p><b>Unit 4: Budget+</b></p> <p>Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Categorize spending by needs and wants</li> <li>▪ Compare teen and adult spending patterns</li> <li>▪ Determine which categories belong in a budget</li> <li>▪ Relate the need to save money to meet goals</li> <li>▪ Prepare a budget using goals and income</li> </ul>	<p><b>Topic 1. Earning and spending income</b></p> <p>4. Describe the impact of advertising and social media on purchasing decisions; use data to research the effects of media sources on purchases of durable goods (such as cars or appliances) or more temporary goods and services (such as shoes, clothes, cosmetics, or transportation).</p>	<p><b>Grade 6</b>            RI.6.1            SL.6.1            L.6.1            L.6.3            L.6.4</p> <p><b>Grade 7</b>            RI.7.1            SL.7.1            L.7.1            L.7.3            L.7.4</p> <p><b>Grade 8</b>            RI.8.1            SL.8.1            L.8.1            L.8.3            L.8.4</p> <p><b>Grades 9-10</b>            SL.9-10.1            L.9-10.1            L.9-10.4</p>	<p><b>Grade 6</b>            NS.6.2            NS.6.3            NS.6.5</p> <p><b>Grade 7</b>            NS.7.2            NS.7.3            EE.7.1            EE.7.2</p>
<p><b>Unit 5: Simulation and Debriefing</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Create a family budget using hypothetical life situations</li> <li>▪ Make saving and investment decisions</li> <li>▪ Reflect on their simulation experience</li> </ul>	<p><b>Topic 2. Saving money</b></p> <p>12. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).</p> <p><b>Topic 3. Using credit and making investments</b></p> <p>18. Formulate a credit plan for purchasing a major item such as a car or home, comparing different interest rates.</p>	<p><b>Grade 6</b>            RI.6.1            W.6.1            W.6.4            W.6.9</p> <p><b>Grade 7</b>            RI.7.1            W.7.1            W.7.4            W.7.9</p> <p><b>Grade 8</b>            RI.8.1            W.8.1            W.8.4            W.8.9</p> <p><b>Grades 9-10</b>            RI.9-10.1            W.9-10.4            W.9-10.9</p>	<p><b>Grade 6</b>            RP.6.3b            NS.6.2            NS.6.3            NS.6.5</p> <p><b>Grade 7</b>            RP.7.R2.b            NS.7.2            NS.7.3</p>

# JA Finance Park Extension Activities

Unit 1: Income			
Extension Activity Description	Common Core ELA	Common Core Math	Economics Standards
<p><b>1. Kuder Navigator Career Assessment</b></p> <p>Students take an online career assessment to learn about their interests, skills, and work values.</p>	<p>L.6.4</p> <p>L.7.4</p> <p>L.8.4</p>		<p>1.1 Explain that people choose jobs for which they are qualified based on a variety of factors</p>
<p><b>2. Career Choice Research</b></p> <p>Students access career information online and use the <i>Occupational Outlook Handbook</i> to record their findings on a Career Critique Chart.</p>	<p>RI.6.1</p> <p>SL.6.1</p> <p>L.6.4</p> <p>RI.7.1</p> <p>SL.7.1</p> <p>L.7.4</p> <p>RI.8.1</p> <p>SL.8.1</p> <p>L.8.4</p> <p>RI.9-10.1</p> <p>SL. 9-10.1</p> <p>RI.11-12.1</p> <p>SL. 11-12.1</p>		<p>1.1 Explain that people choose jobs for which they are qualified based on a variety of factors</p>
<p><b>3. Being an Entrepreneur</b></p> <p>Students examine entrepreneurial skills and present new business ideas to the class.</p>	<p>SL.6.1</p> <p>SL.6.4</p> <p>SL.6.5</p> <p>SL.7.1</p> <p>SL.7.4</p> <p>SL.7.5</p> <p>SL.8.1</p> <p>SL.8.4</p> <p>SL.8.5</p> <p>SL.9-10.1</p> <p>SL. 9-10.4</p> <p>SL. 9-10.5</p> <p>SL.11-12.1</p> <p>SL.11-12.5</p>		<p>Econ 2 .15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>

<p><b>4. Starting a Lawn Care Business</b></p> <p>Students identify a business and figure fixed and variable costs.</p>	<p>SL.6.1 L.6.4</p> <p>SL.7.1 L.7.4</p> <p>SL.8.1 L.8.4</p> <p>SL.9-10.1 L. 9-10.4</p>	<p>6.SP.1</p> <p>HSS.IC.B.6</p>	<p>Econ 2 .15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>
<p><b>5. STEM Careers</b></p> <p>Students explore STEM occupations and use creativity and problem solving to make a pencil holder from a single sheet of paper.</p>	<p>SL.6.1</p> <p>SL.7.1</p> <p>SL.8.1</p> <p>SL.9-10.1</p> <p>SL.11-12.1</p>	<p>NA</p>	<p>1.1 Explain that people choose jobs for which they are qualified based on a variety of factors</p>
<p><b>6. Social Security and Medicare</b></p> <p>Students read a brief history of Social Security and Medicare and review tax tables for income examples.</p>	<p>RI.6.1</p> <p>RI.7.1</p> <p>RI.8.1</p> <p>RI.9-10.1</p>	<p>6.NS.3</p> <p>7.RP.3</p>	<p>1. 3. Analyze the impact of federal income tax rates on people of different income levels in the United States from 1950 to the present.</p>
<p><b>7. Sales Receipt Analysis</b></p> <p>Students examine the cost of sales tax for items in their shopping cart.</p>	<p>RI.6.1</p> <p>RI.7.1</p> <p>RI.8.1</p>	<p>7.RP.3</p>	<p>NA</p>
<p><b>8. How to Complete a 1040-EZ Income Tax Form</b></p> <p>Students complete an IRS Form 1040-EZ and examine the equity of a progressive tax.</p>	<p>RI.6.1</p> <p>SL.6.1</p> <p>RI.7.1</p> <p>SL.7.1</p> <p>RI.8.1</p> <p>SL.8.1</p> <p>SL. 9-10.1</p> <p>SL.11-12.1</p>	<p>NA</p>	<p>1. 3. Analyze the impact of federal income tax rates on people of different income levels [in the United States from 1950 to the present].</p>

## Unit 2: Saving, Investing and Risk Management

Extension Activity Description	Common Core ELA	Common Core Math	Economic Standards
<p><b>1. Understanding College Costs and the FAFSA</b></p> <p>The FAFSA form is used to evaluate a students' (and parents') financial ability to pay for college.</p>	RI.6.1 W.6.7  RI.7.1 W.7.7  RI.8.1 W.8.7  RI.9-10.1	NA	NA
<p><b>2. Understanding Stock Quotes</b></p> <p>Students use the information found in a sample stock quote table to analyze a stock portfolio.</p>	RI.6.1 L.6.4  RI.7.1 L.7.4  RI.8.1 L.8.4  RI.9-10.1	NA	21. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.
<p><b>3. Roth IRAs: Teens and Retirement Savings</b></p> <p>With earned income, students can invest and watch their savings grow for retirement.</p>	SL.6.1 L.6.4  SL.7.1 L.7.4  SL.8.1 L.8.4  SL.9-10.1 L. 9-10.4  SL.11-12.1 L. 11-12.4	<b>Grade 6</b> CC.2.1.6.D.1 CC.2.1.6.E.2  <b>Grade 7</b> CC.2.1.7.D.1  <b>High School</b> CC.2.1.HS.F.3	21. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.
<p><b>4. Compound Interest and the Rule of 72</b></p> <p>Students use an online compound interest calculator to determine the growth of investments with varying interest rates and time horizons.</p>	RI.6.1  RI.7.1  RI.8.1	<b>Grade 6</b> CC.2.1.6.D.1	NA
<p><b>5. Junior Achievement \$ave, USA Risk and Insurance Online Lesson</b></p> <p>This interactive lesson helps students define risk, common insurance terms, and the different types of insurances.</p>	RI.6.1 L.6.4  RI.7.1 L.7.4  RI.8.1  L.8.4		4. 23. Explain the purpose of various types of insurance (e.g., health, disability, life, property and casualty); research the costs and coverage of a particular type of insurance from several different companies and analyze which company provides the best option for a particular type of consumer

### Unit 3: Debit and Credit

Extension Activity Description	Common Core ELA	Common Core Math	Economics Standards
<p><b>1. Checks and Checking Accounts</b></p> <p>Students practice check writing and keep a check register to track their checks, deposits, withdrawals, and automatic electronic payments.</p>	<p>RI.6.1 L.6.4</p> <p>RI.7.1 L.7.4</p> <p>RI.8.1 L.8.4</p>	NA	1. 5. Give examples of ways people can pay for goods, services, or charitable donations (e.g., cash, credit or debit card, check, mobile phone payment, layaway plan, rent-to-own) and analyze the costs and benefits of each method of payment.
<p><b>2. Installment Debt</b></p> <p>Students become aware that an installment debt can be considerably greater than the original purchase price of an item.</p>	<p>RI.6.1</p> <p>RI.7.1 RI.8.1</p>	<b>Grade 6</b> CC.2.1.6.D.1	3. 13. Recognize that a credit card purchase is a type of loan from the financial institution that issued the credit card, that financial institutions may charge a fee for credit card use, and that credit card interest rates tend to be higher than those for other types of loans.
<p><b>3. Rent or Home Ownership</b></p> <p>Students compare the benefits and responsibilities that come with renting or owning a home.</p>	<p>RI.6-8.1 SL.6-8.1 L.6.-8.4</p> <p>RI.9-10.1 SL. 9-10.1 L.9-10.4</p> <p>RI.11-12.1 SL. 11-12.1 L.11-12.4</p>	<b>Grade 6</b> CC.2.1.6.D.1	3. 18. Formulate a credit plan for purchasing a major item such as a car or home, comparing different interest rates.
<p><b>4. Leasing vs. Buying a Car</b></p> <p>Students assess the pluses and minuses of leasing or buying a car.</p>	<p>RI.6.1 L.6.4</p> <p>RI.7.1 L.7.4</p> <p>RI.8.1 L.8.4</p>	NA	3. 18. Formulate a credit plan for purchasing a major item such as a car or home, comparing different interest rates
<p><b>5. Identity Theft</b></p> <p>Students learn about steps they can take to help protect their payment cards and personal identity from theft.</p>	<p>RI.6.1 SL.6.1</p> <p>RI.7.1 SL.7.1</p> <p>RI.8.1 SL.8.1</p> <p>RI.9-10.1 SL.9-10.1 SL.11-12.1</p>	NA	4. 24. Explain the problems associated with identity theft and ways to protect sensitive personal information, particularly in online transactions, email scams, and telemarketing.

**Unit 4: Budget +**

Extension Activity Description	Common Core ELA	Common Core Math	Economics Standards
<p><b>1. Sample Budgets</b></p> <p>Students practice preparing budgets and making budgeting decisions. They work in teams, pairs, or individually.</p>	<p>RI.6.1 SL.6.1</p> <p>RI.7.1 SL.7.1</p> <p>RI.8.1 SL.8.1</p> <p>SL.9-10.1 SL.11-12.1</p>	<p>7.RP.3</p> <p><b>Mathematical Practices</b></p> <p>1-7</p>	<p>2. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).</p>
<p><b>2. Personal Budget</b></p> <p>Through discussion and research, students recognize the need for responsible spending and the benefit of budgeting.</p>	<p>RI.6.1 W.6.7 SL.6.1</p> <p>RI.7.1 W.7.7 SL.7.1</p> <p>RI.8.1 W.8.7 SL.8.1</p>	<p>7.RP.3</p> <p><b>Mathematical Practices</b></p> <p>1-7</p>	<p>2. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).</p>
<p><b>3. Paying for Postsecondary Education</b></p> <p>Students see that education after high school is an investment in their future. They explore options to pay for higher education.</p>	<p>RI.6.1 SL.6.1 L.6.4</p> <p>RI.7.1 SL.7.1 L.7.4</p> <p>RI.8.1 SL.8.1 L.8.4</p>	<p>NA</p>	<p>2. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).</p>
<p><b>4. Completing a Budget</b></p> <p><i>Students continue to prepare for their JA Finance Park simulation by conducting pricing research and practicing the skills of budgeting. They evaluate hypothetical life situations and prioritize budget items.</i></p>	<p>RI.6.1 SL.6.1 L.6.4</p> <p>RI.7.1 SL.7.1 L.7.4</p> <p>RI.8.1 SL.8.1 L.8.4</p> <p>SL.9-10.1 SL.11-12.1</p>	<p><b>Grade 7</b></p> <p>7.RP.3</p> <p><b>Mathematical Practices</b></p> <p>1-7</p>	<p>2. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).</p>

# JA Finance Park PBL

Unit Description	Key Learning Objectives	Common Core ELA	Common Core Math
<p><b>Unit 1: Income</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Tell the difference between abilities, interests, work preferences, and values</li> <li>▪ Identify career interests and goals as a way to earn future income</li> <li>▪ Define taxes and explain their purpose and impact on income</li> <li>▪ Interpret sources of income (salaries and wages, interest, profit for business owners, etc.)</li> <li>▪ Calculate NMI (net monthly income) income tax (including state income tax), Social Security, and Medicare</li> </ul>	<p><b>Topic 1. Earning and spending income</b></p> <p>Supporting Question: What is the most important thing to look for in a job?</p> <ol style="list-style-type: none"> <li>1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</li> <li>2. Explain why wages and salaries are determined by the labor market, and how changes in economic conditions (such as a recession) or the labor market (such as business shift from coal to oil or natural gas) can affect changes in a worker's income or may cause unemployment.</li> <li>3. Analyze the impact of federal income tax rates on people of different income levels in the United States from 1950 to the present.</li> </ol>	<p><b>Grades 9-10</b>            RI.9-10.4            W.9-10.1,4            SL.9-10.1            L.9-10.1,4</p> <p><b>Grades 11-12</b>            RI.11/12.4            W.11/12.1,4            SL.11/12.1            L.11/12.1,4</p>



Unit Description	Key Learning Objectives	Common Core ELA	Common Core Math
<p><b>Unit 2: Saving, Investing and Risk Management</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the benefits of saving a portion of income for future use</li> <li>▪ Explain short- and long-term saving options</li> <li>▪ Explain some of the advantages and disadvantages of savings options and investment vehicles</li> <li>▪ Assess personal risk and risk management</li> </ul>	<p><b>Topic 2. Saving money</b></p> <p>Supporting Question: What can banks do for consumers?</p> <p>7. Recognize that banks and other financial institutions are businesses that loan funds received from depositors to borrowers.</p> <p>8. Explain the relationship between principal (the initial amount of money deposited in a bank by a person), interest (the amount earned from a bank, usually annually), and compound interest (interest earned on the principal and the interest already earned).</p> <p>10. Research and report on government policies such as individual retirement accounts and educational savings plans, analyzing their effectiveness as incentives for saving.</p> <p>12. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).</p> <p><b>Topic 3. Using and making investments</b></p> <p>16. Research and report on the long-term consequences for borrowers of failure to repay loans, such as negative entries in a credit report, repossession of property, garnishment of wages, the inability to obtain loans in the future, and bankruptcy.</p> <p><b>Topic 4. Protecting and insuring assets</b></p> <p>Supporting Question: How does an individual decide if insurance is worth its costs?</p> <p>23. Explain the purpose of various types of insurance, research the costs and coverage of a particular type of insurance from several different companies and analyze which company provides the best option for a particular type of consumer.</p>	<p><b>Grades 9-10</b>  RI.9-10.1  W.9-10.1,4,9  SL.9-10.1  L.9-10.1,4</p> <p><b>Grades 11-12</b>  RI.11-12.1  W.11-12.1,4,9  SL11-12.1  L.11-12.1,4</p>

Unit Description	Key Learning Objectives	Common Core ELA	Common Core Math
<p><b>Unit 3: Debit and Credit</b></p> <p>Students compare financial institutions and their services; examine the value of credit scores; and interpret the effect of creditworthiness.</p>	<p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the types of financial institutions and the services they provide</li> <li>▪ Explain debit and credit cards and their uses</li> <li>▪ Identify the advantages and disadvantages related to credit and debit cards</li> <li>▪ Give examples of the best ways to build credit</li> <li>▪ Demonstrate why credit scores are important</li> </ul>	<p><b>Topic 1. Earning and spending income</b></p> <p>5. Give examples of ways people can pay for goods, services, or charitable donations (e.g., cash, credit or debit card, check, mobile phone payment, layaway plan, rent-to-own) and analyze the costs and benefits of each method of payment.</p> <p><b>Topic 3.Using credit and making investments</b></p> <p>Supporting Question: What are the benefits and risks of using credit and investing?</p> <p>13. Recognize that a credit card purchase is a type of loan from the financial institution that issued the credit card that financial institutions may charge a fee for credit card use, and that credit card interest rates tend to be higher than those for other types of loans.</p> <p>14. Explain why some banks offer credit at low introductory rates that increase when a consumer makes a late payment or misses a payment.</p> <p>15. Explain what a credit bureau does, what a credit rating is and the factors from an individual’s credit history that may lead to denial of credit; explain the potential uses of credit reports and scores.</p> <p>24. Explain the problems associated with identity theft and ways to protect sensitive personal information, particularly in online transactions, email scams, and telemarketing. <sup>ELO</sup></p>	<p><b>Grades 9-10</b> SL. 9-10.1,4 L.9-10. 1,4</p> <p><b>Grades 11-12</b> SL11-12.1,4 L.11-12.1,4</p>
<p><b>Unit 4: Budget+</b></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 and 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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Categorize spending by needs and wants</li> <li>▪ Determine which categories belong in a budget</li> <li>▪ Distinguish between different kinds of budgets</li> <li>▪ Prepare a budget using goals and income</li> </ul>	<p><b>Topic 1. Earning and spending income</b></p> <p>4. Describe the impact of advertising and social media on purchasing decisions; use data to research the effects of media sources on purchases of durable goods (such as cars or appliances) or more temporary goods and services (such as shoes, clothes, cosmetics, or transportation).</p>	<p><b>Grades 9-10</b> RI .9–10.1 SL. 9-10.1 L.9-10.1,4</p> <p><b>Grades 11-12</b> RI .11-12.1 SL11-12.1 L.11-12.1,4</p>

Unit Description	Key Learning Objectives	Common Core ELA	Common Core Math
<p><b>Unit 5: Simulation and Debriefing</b></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. Students then use the knowledge and skills gained from the <i>JA Finance Park</i> 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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Create a family budget using hypothetical life situations</li> <li>▪ Make saving and investment decisions</li> <li>▪ Demonstrate understanding of the importance of making smart financial decisions now that will last throughout their lifetimes</li> <li>▪ Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts</li> <li>▪ Demonstrate originality and creativity</li> <li>▪ Build confidence, self-esteem, and teamwork skills</li> </ul>	<p><b>Topic 2. Saving money</b></p> <p>12. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).</p> <p><b>Topic 3. Using credit and making investments</b></p> <p>18. Formulate a credit plan for purchasing a major item such as a car or home, comparing different interest rates.</p>	<p><b>Grades 9-10</b>  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><b>Grades 11-12</b>  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>