



empowering young people to
own their economic success®

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

Updated May 2021

[Maryland State Standards and Frameworks for Social Studies](#)
[Maryland State Curriculum for Personal Financial Literacy Education](#)

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

Session Details	Social Studies Standards	Personal Financial Literacy	English Language Arts	Math
<p>Unit 1: Financial Literacy You must have money to spend money. Students need to understand this fundamental concept of earning and spending if they are to grasp the importance of sound personal finance. This unit introduces students to bank services and practices that will help them to be successful in <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>NA</p>	<p>1.5.C Apply financial knowledge, attitudes, and skills.</p> <p>1.5.C.1 Develop and apply financial literacy vocabulary.</p> <p>3.5.B Identify products used at financial institutions.</p> <p>3.5.B.1 Describe the services financial institutions provide, such as savings, checking, and money market accounts.</p> <p>4.5.B.2 Describe the difference between credit products and services.</p> <p>4.5.C Identify sources of credit.</p> <p>4.5.C.1 Differentiate between credit and debt.</p> <p>4.5.C.2 List sources of credit, such as banks, credit unions, credit card companies, and retail stores.</p>	<p>Grade 4</p> <p>RI.4.3</p> <p>RI.4.4</p> <p>RI.4.5</p> <p>RI.4.7</p> <p>SL.4.1</p> <p>SL.4.3</p> <p>L.4.4</p> <p>Grade 5</p> <p>RI.5.4</p> <p>RI.5.5</p> <p>RI.5.7</p> <p>SL.5.1</p> <p>L.5.1</p> <p>L.5.3</p> <p>L.5.4</p> <p>Grade 6</p> <p>RI.6.7</p> <p>SL.6.1</p> <p>SL.6.2</p> <p>L.6.1</p> <p>L.6.3</p> <p>L.6.4</p>	<p>Grade 4</p> <p>4.NBT.3</p> <p>4.NBT.4</p> <p>Grade 5</p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p>Grade 6</p> <p>6.NS.3</p> <p>Mathematical Practices 4-6</p> <p>1-7</p>

Session Details	Social Studies Standards	Personal Financial Literacy	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 3 Unit 2</p> <p>Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <ul style="list-style-type: none"> ▪ identifying goods and services bought and sold in Maryland. ▪ identifying ways that people use the physical environment for buying and selling goods and services. ▪ locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps. ▪ identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses. <p>Students will analyze how economic development in Maryland impacts people by:</p> <ul style="list-style-type: none"> ▪ explaining how jobs and careers are influenced by key economic centers. ▪ analyzing government services that are impacted by economic development. 	<p>1.5.B Explain attitudes, assumptions and patterns of behavior regarding money, saving, investing, and work and how they affect personal consumer decisions.</p> <p>1.5.B.1 Identify factors that affect personal financial decisions and actions.</p> <p>1.5.B.2 Explain philanthropy, volunteer service and charities.</p> <p>1.5.D Describe different types of retail markets.</p> <p>1.5.D.1 Describe market situations where buyers and sellers meet to exchange goods and services.</p> <p>1.5.D.2 Identify markets that are not face-to-face meetings such as Internet shopping and catalog shopping.</p> <p>3.5.D Understand the purposes and responsibilities related to taxation.</p> <p>3.5.D.1 Explain the meaning and purposes of taxes.</p> <p>3.5.D.2 Describe how taxation affects individuals, families, and communities.</p> <p>3.5.D.3 Explain the reasons for paying taxes.</p>	<p>Grade 4</p> <p>RI.4.7</p> <p>W.4.8</p> <p>SL.4.1</p> <p>SL.4.2</p> <p>SL.4.3</p> <p>L.4.1</p> <p>L.4.4</p> <p>L.4.6</p> <p>Grade 5</p> <p>RI.5.7</p> <p>W.5.8</p> <p>SL.5.1</p> <p>SL.5.2</p> <p>SL.5.3</p> <p>L.5.1</p> <p>L.5.4</p> <p>L.5.6</p> <p>Grade 6</p> <p>R.6.7</p> <p>SL.6.1</p> <p>SL.6.2</p> <p>L.6.1</p> <p>L.6.4</p> <p>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>1</p> <p>2</p> <p>4</p>

JA BizTown

Session Details	Social Studies Standards	Personal Financial Literacy	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>Students will analyze how economic development in Maryland impacts people by:</p> <ul style="list-style-type: none"> ▪ explaining how jobs and careers are influenced by key economic centers. 	<p>1.5.C.3 Identify personal financial goals.</p> <p>1.5.C.4 Identify examples of responsible financial decision.</p> <p>2.5.A Compare the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.5.A.1 Describe how education choices, interests, skills, and career choices affect income.</p> <p>2.5.A.2 Differentiate between a job and a career.</p> <p>2.5.A.3 Describe the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.5.A.4 Describe how personal characteristics and interests affect career decisions.</p>	<p>Grade 4</p> <p>RI.4.4</p> <p>SL.4.1</p> <p>L.4.1</p> <p>L.4.2</p> <p>L.4.4</p> <p>L.4.6</p> <p>Grade 5</p> <p>RI.5.4</p> <p>SL.5.1</p> <p>L.5.1</p> <p>L.5.2</p> <p>L.5.4</p> <p>L.5.6</p> <p>Grade 6</p> <p>SL.6.1</p> <p>L.6.1</p> <p>L.6.2</p> <p>L6.4</p> <p>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</p> <p>4-6</p>

JA BizTown

Session Details	Social Studies Standards	Personal Financial Literacy	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>Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <ul style="list-style-type: none"> ▪ identifying the risk and rewards of entrepreneurship. ▪ evaluating local and state laws that impact business owners in Maryland. 	<p>1.5.B Explain attitudes, assumptions and patterns of behavior regarding money, saving, investing, and work and how they affect personal consumer decisions.</p> <p>1.5.B.1 Identify factors that affect personal financial decisions and actions.</p> <p>1.5.D Describe different types of retail markets.</p> <p>1.5.D.1 Describe market situations where buyers and sellers meet to exchange goods and services.</p> <p>1.5.D.2 Identify markets that are not face-to-face meetings such as Internet shopping and catalog shopping.</p> <p>3.5.E Describe that contracts are binding agreements.</p> <p>3.5.E.1 Describe why people enter into contracts.</p> <p>3.5.E.2 Differentiate between written and verbal contracts.</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 Grade 5 5.NBT.5 Grade 6 6.NS.2 6.NS.3</p> <p>Mathematical Practices 4-6</p> <p>1-7</p>

JA BizTown

Session Details	Social Studies Standards	Personal Financial Literacy	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 3 Unit 2</p> <p>Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <ul style="list-style-type: none"> ▪ identifying goods and services bought and sold in Maryland. ▪ identifying ways that people use the physical environment for buying and selling goods and services. ▪ Students will analyze how economic development in Maryland impacts people by: ▪ explaining how jobs and careers are influenced by key economic centers. 	<p>1.5.A Explain that people make financial choices based on available resources, needs, and wants.</p> <p>1.5.A.1 Explain the consequences of making financial decisions.</p> <p>1.5.A.2 Identify opportunity cost of financial decisions made by individuals.</p> <p>1.5.C Apply financial knowledge, attitudes, and skills.</p> <p>1.5.C.1 Develop and apply financial literacy vocabulary.</p> <p>1.5.C.2 Describe different ways in which consumers plan their purchasing decisions.</p> <p>1.5.C.4 Identify examples of responsible financial decision.</p> <p>1.5.D Describe different types of retail markets.</p> <p>1.5.D.1 Describe market situations where buyers and sellers meet to exchange goods and services.</p> <p>1.5.D.2 Identify markets that are not face-to-face meetings such as Internet shopping and catalog shopping.</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	Social Studies Standards	Personal Financial Literacy	English Language Arts	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 3 Unit 2</p> <p>Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <ul style="list-style-type: none"> ▪ identifying goods and services bought and sold in Maryland. ▪ identifying ways that people use the physical environment for buying and selling goods and services. ▪ locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps. ▪ identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses. 	<p>1.5.A Explain that people make financial choices based on available resources, needs, and wants.</p> <p>1.5.A.1 Explain the consequences of making financial decisions.</p> <p>1.5.A.2 Identify opportunity cost of financial decisions made by individuals.</p> <p>1.5.A.3 Apply the steps in the decision-making process to a financial situation.</p> <p>1.5.D Describe different types of retail markets.</p> <p>1.5.D.1 Describe market situations where buyers and sellers meet to exchange goods and services.</p> <p>1.5.D.2 Identify markets that are not face-to-face meetings such as Internet shopping and catalog shopping.</p>	<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.4</p>
<p>Adventure Two CFO</p> <p>As CFO students make budget decisions following a decision-making process and mathematical formula. They determine how much to charge for their services and which companies’ services offer the best value. They explore the need for cyber insurance to prevent online security breaches and review the company’s mission statement.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Deduct taxes to calculate net pay ▪ Determine price of items to make a profit using a formula ▪ Compare costs to make budget decisions ▪ Read terms and conditions to compare offers ▪ Evaluate proposals as part of a decision-making process 	<p>Grade 3 Unit 2</p> <p>Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <ul style="list-style-type: none"> ▪ evaluating local and state laws that impact business owners in Maryland. 	<p>3.5.D Understand the purposes and responsibilities related to taxation.</p> <p>3.5.D.1 Explain the meaning and purposes of taxes.</p> <p>3.5.D.2 Describe how taxation affects individuals, families, and communities.</p> <p>3.5.D.3 Explain the reasons for paying taxes.</p>	<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	Social Studies Standards	Personal Financial Literacy	English Language Arts	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 3 Unit 2</p> <p>Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <ul style="list-style-type: none"> ▪ identifying goods and services bought and sold in Maryland. ▪ identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses. 	<p>3.5.E Describe that contracts are binding agreements.</p> <p>3.5.E.1 Describe why people enter into contracts.</p> <p>3.5.E.2 Differentiate between written and verbal contracts.</p>	<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 3 Unit 2</p> <p>Students will be able to explain the locations of goods and services in the state of Maryland by:</p> <ul style="list-style-type: none"> ▪ identifying goods and services bought and sold in Maryland. ▪ identifying ways that people use the physical environment for buying and selling goods and services. ▪ locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps. 	<p>2.5.A.4 Describe how personal characteristics and interests affect career decisions.</p>	<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	Social Studies Standards	Personal Financial Literacy	English Language Arts	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>Students will analyze how economic development in Maryland impacts people by:</p> <ul style="list-style-type: none"> ▪ analyzing economic and population data to determine how economic development impacts where people live, work, and play. 	<p>2.5.B Describe sources of income.</p> <p>2.5.B.1 Identify potential sources of income.</p> <p>2.5.B.2 Describe factors affecting income.</p> <p>2.5.C Explain the relationship among income, spending decisions, and lifestyle.</p> <p>2.5.C.1 Describe how income affects spending.</p> <p>3.5.A Demonstrate the ability to use money management skills and strategies by saving for and acquiring goods and services.</p> <p>3.5.A.1 Define and list the components of a spending plan.</p> <p>3.5.A.2 Identify strategies for using a spending plan.</p> <p>3.5.A.3 Develop a spending plan indicating income and expenses.</p> <p>4.5.B.2 Describe the difference between credit products and services.</p> <p>4.5.C Identify sources of credit.</p> <p>4.5.C.1 Differentiate between credit and debt.</p> <p>4.5.C.2 List sources of credit, such as banks, credit unions, credit card companies, and retail stores.</p>	<p>Grade 4 RI.4.1-5 RI.4.7,10 SL.4.3 L.4.4,6</p> <p>Grade 5 RI.5.1-5 RI.5.7,10 SL.5.3 L.5.4-6</p>	<p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4</p> <p>5.nbt.1-2</p>

JA Finance Park

Session Details	Social Studies Standards	Personal Financial Literacy	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 <i>income</i> 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>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. 	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</p> <p>2.8.B Explain sources of income.</p> <p>2.8.B.1 Identify potential sources of income.</p> <p>2.8.B.2 Describe factors affecting income.</p> <p>2.8.C Analyze the relationship among income, spending decisions, and lifestyle.</p>	<p>Grade 6 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 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 RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p>Grade 7 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>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. 	<p>5.8.A Align appropriate financial services and products to specified goals.</p> <p>5.8.A.1 Determine an investment strategy’s time horizon based on a specified goal.</p> <p>5.8.A.2 Differentiate between various investment options, such as certificates of deposit, stocks, mutual funds, and bonds, and compare their current returns.</p> <p>5.8.A.3 Determine the fees of various financial accounts and products.</p> <p>5.8.C Describe the relationships between saving and investing.</p> <p>5.8.C.1 Differentiate between income and investment growth.</p> <p>5.8.C.2 Compare reasons for saving and reasons for investing.</p> <p>5.8.C.3 Identify sources of investment products, such as banks, investment companies, financial planners.</p>	<p>Grade 6 RI.6.2 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 RI.7.2 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 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 RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p>Grade 7 RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2 SP.7.5</p>

JA Finance Park

Session Details	Social Studies Standards	Personal Financial Literacy	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>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. 	<p>3.8.B Describe the services of financial institutions.</p> <p>3.8.B.1 Explain and select appropriate financial institutions to assist with meeting various personal financial needs and goals.</p> <p>3.8.B.2 Describe various financial products or services and an appropriate use of each.</p> <p>4.8.F Compare credit scores and reports.</p> <p>4.8.F.1 Link character, capacity, and capital with creditworthiness.</p> <p>4.8.F.2 Explain the factors that impact a credit report.</p> <p>4.8.F.3 Describe a credit report; explain what a credit score is and the factors affecting a credit score.</p> <p>4.8.F.4 Identify ways to prevent or manage credit problems.</p> <p>4.8.G Explain the consequences of not meeting credit obligations.</p> <p>4.8.G.1 Identify the consequences of not meeting credit obligations, such as late fees, acquiring loans, paying higher interest rates, and bankruptcy.</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>

JA Finance Park

Session Details	Social Studies Standards	Personal Financial Literacy	English Language Arts	Math
<p>Unit 4: Budget+</p> <p>Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Categorize spending by needs and wants ▪ Compare teen and adult spending patterns ▪ Determine which categories belong in a budget ▪ Relate the need to save money to meet goals ▪ Prepare a budget using goals and income 	<p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. 	<p>1.8.A Analyze the financial choices that people make based on available resources, needs, and wants for goods and services.</p> <p>1.8.A.1 Predict the consequences of making financial decisions.</p> <p>1.8.A.2 Describe opportunity cost of financial decisions made by individuals.</p> <p>1.8.A.3 Predict the financial outcomes in an applied decision-making process.</p> <p>1.8.C Integrate and apply financial knowledge, attitudes, and skills.</p> <p>1.8.C.1 Develop and apply financial literacy vocabulary.</p> <p>1.8.C.2 Develop an informed and responsible action to resolve personal financial literacy questions and issues.</p> <p>1.8.C.3 Describe methods to achieve personal financial goals.</p> <p>1.8.C.4 Differentiate between responsible and irresponsible financial decisions.</p> <p>3.8.A Demonstrate the ability to use money management skills and strategies.</p> <p>3.8.A.1 Determine the feasibility of a spending plan based on a set of criteria.</p> <p>3.8.A.2 Prepare a spending plan for various applications, such as personal, family, business, and entrepreneurship.</p> <p>3.8.A.3 Formulate and compare money management choices that enable individuals to progress toward stated financial goals.</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

Session Details	Social Studies Standards	Personal Financial Literacy	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>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. 	<p>1.8.A Analyze the financial choices that people make based on available resources, needs, and wants for goods and services.</p> <p>1.8.A.1 Predict the consequences of making financial decisions.</p> <p>1.8.A.2 Describe opportunity cost of financial decisions made by individuals.</p> <p>1.8.A.3 Predict the financial outcomes in an applied decision-making process.</p> <p>1.8.C Integrate and apply financial knowledge, attitudes, and skills.</p> <p>1.8.C.1 Develop and apply financial literacy vocabulary.</p> <p>1.8.C.2 Develop an informed and responsible action to resolve personal financial literacy questions and issues.</p> <p>1.8.C.3 Describe methods to achieve personal financial goals.</p> <p>1.8.C.4 Differentiate between responsible and irresponsible financial decisions.</p> <p>3.8.A Demonstrate the ability to use money management skills and strategies.</p> <p>3.8.A.1 Determine the feasibility of a spending plan based on a set of criteria.</p> <p>3.8.A.2 Prepare a spending plan for various applications, such as personal, family, business, and entrepreneurship.</p> <p>3.8.A.3 Formulate and compare money management choices that enable individuals to progress toward stated financial goals.</p>	<p>Grade 6 RI.6.1 W.6.1 W.6.4 W.6.9</p> <p>Grade 7 RI.7.1 W.7.1 W.7.4 W.7.9</p> <p>Grade 8 RI.8.1 W.8.1 W.8.4 W.8.9</p> <p>Grades 9-10 RI.9-10.1 W.9-10.4 W.9-10.9</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.7.2 NS.7.3</p>

JA Finance Park PBL

Session Details	Maryland Standards	Personal Financial Literacy	English Language Arts
<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>Social Studies Standards</p> <p>6.2: The student will demonstrate the ability to communicate and critique conclusions.</p> <ul style="list-style-type: none"> • The student will construct arguments using precise and knowledgeable claims, with evidence from multiple sources <p>Career Development</p> <p>1/A 1a. Integrate a broad range of interests into one’s personal learning and career goals, and assess the impact of abilities, strengths, skills, and talents on one’s career development.</p> <p>1b. Evaluate how positive personal characteristics affect one’s career development.</p> <p>1/A. 2. Explain and assess how one’s self-concept affects and promotes both educational achievement and success at work.</p> <p>1/B B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.</p> <p>2/A. 1a. Identify and research career clusters and CTE programs of interest.</p> <p>1b. Determine academic and career related goals.</p> <p>2/C. 3. Evaluate career assessment results to identify a career cluster related academic courses and program of study to inform academic and career planning.</p>	<p>2.12.B Evaluate sources of income.</p> <p>2.12.B.1 Differentiate between earned income and other sources of income.</p> <p>2.12.B.2 Describe how adjusting benefits can affect income.</p> <p>2.12.C Evaluate the relationship among income, spending decisions and lifestyle.</p> <p>2.12.D Determine how taxes, employee benefits, and public programs relate to income.</p> <p>2.12.D.1 Describe how taxes can affect income and lifestyle.</p> <p>2.12.D.2 Explain how taxable income impacts disposable income.</p> <p>2.12.D.3 Research employee benefits, such as retirement plans and health care, and how they affect the quality of life.</p>	<p>Grades 9-10 RI.9-10.4 W.9-10.1,4 SL.9-10.1 L.9-10.1,4</p> <p>Grades 11-12 RI.11/12.4 W.11/12.1,4 SL.11/12.1 L.11/12.1,4</p>

JA Finance Park PBL

Session Details	Maryland Standards	Personal Financial Literacy	English Language Arts
<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>NA</p>	<p>3.12.A.1 Determine the feasibility of a spending plan based on multiple sets of criteria.</p> <p>3.12.A.2 Analyze and compare income and spending plans as affected by age, needs, and resources.</p> <p>3.12.A.3 Apply various money management strategies to authentic situations and predict results over time.</p> <p>3.12.A.4 Cite examples of trade-offs resulting from competing financial goals.</p> <p>5.12.A Critique appropriate financial services and products to specified goals.</p> <p>5.12.A.1 Develop a model comparing investment results.</p> <p>5.12.A.2 Select appropriate financial services and products to achieve personal financial goals.</p> <p>5.12.A.3 Compare, contrast, and compute historical returns and fees of various financial products.</p> <p>5.12.A.4 Differentiate between various investment products.</p> <p>5.12.C Explain the relationships between saving and investing.</p> <p>5.12.C.1 Describe the role of revenue-generating assets in building wealth.</p>	<p>Grades 9-10 RI .9-10.1 W. 9-10. 1,4,9 SL. 9-10. 1 L.9-10. 1,4</p> <p>Grades 11-12 RI .11-12. 1 W.11-12. 1,4,9 SL11-12. 1 L.11-12. 1,4</p>

JA Finance Park PBL

Session Details	Maryland Standards	Personal Financial Literacy	English Language Arts
<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>Career Development</p> <p>1/ D.1c. Evaluate financial choices based on available resources, needs, and wants for goods and services</p>	<p>4.12.C Analyze sources of credit.</p> <p>4.12.C.1 Explain how to acquire and maintain credit.</p> <p>4.12.C.2 Compare sources of consumer credit, and apply them to consumer decisions.</p> <p>4.12.C.3 Compare strategies of credit and debt management.</p> <p>4.12.C.4 Compare the financial benefits and services of different types of lending institutions.</p> <p>4.12.F Analyze credit scores and reports.</p> <p>4.12.F.1 Explain personal responsibility and the factors that affect creditworthiness, such as payment history and total debt vs. total available credit.</p> <p>4.12.F.2 Explain how a credit report is used and how frequently it should be obtained.</p> <p>4.12.F.3 Explain how credit scores can be used to leverage better products, services, and employment opportunities, such as Security Clearance</p>	<p>Grades 9-10 SL. 9-10.1,4 L.9-10. 1,4</p> <p>Grades 11-12 SL11-12.1,4 L.11-12.1,4</p>

JA Finance Park PBL

Session Details	Maryland Standards	Personal Financial Literacy	English Language Arts
<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>NA</p>	<p>3.12.A Demonstrate the ability to use money management skills and strategies.</p> <p>3.12.A.1 Determine the feasibility of a spending plan based on multiple sets of criteria.</p> <p>3.12.A.2 Analyze and compare income and spending plans as affected by age, needs, and resources.</p> <p>3.12.A.3 Apply various money management strategies to authentic situations and predict results over time.</p> <p>3.12.A.4 Cite examples of trade-offs resulting from competing financial goals.</p> <p>3.12.B.1 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.</p> <p>3.12.B.2 Describe and calculate interest and fees applied to various forms of saving, spending, debt.</p> <p>3.12.C Develop and evaluate financial goals based on personal values.</p> <p>3.12.C.1 Integrate long-range personal goals with financial needs and resources.</p>	<p>Grades 9-10 RI.9-10.1 SL.9-10.1 L.9-10.1,4</p> <p>Grades 11-12 RI.11-12.1 SL.11-12.1 L.11-12.1,4</p>

JA Finance Park PBL

Session Details	Maryland Standards	Personal Financial Literacy	English Language Arts
<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>Social Studies</p> <p>6.2: The student will demonstrate the ability to communicate and critique conclusions.</p> <ul style="list-style-type: none"> ▪ The student will construct arguments using precise and knowledgeable claims, with evidence from multiple sources. <p>Career Development</p> <p>2/B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.</p> <p>2/D.3 Examine the implications of decisions, consider new alternatives, and analyze the need to compromise and its effect on one’s decisions.</p> <p>2/E.1. Examine one’s personal, leisure, community, learner, work roles, and responsibilities and illustrate how they are interconnected.</p>	<p>3.12.A Demonstrate the ability to use money management skills and strategies.</p> <p>3.12.A.1 Determine the feasibility of a spending plan based on multiple sets of criteria.</p> <p>3.12.A.2 Analyze and compare income and spending plans as affected by age, needs, and resources.</p> <p>3.12.A.3 Apply various money management strategies to authentic situations and predict results over time.</p> <p>3.12.A.4 Cite examples of trade-offs resulting from competing financial goals.</p> <p>3.12.B.1 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.</p> <p>3.12.B.2 Describe and calculate interest and fees applied to various forms of saving, spending, debt.</p> <p>3.12.C Develop and evaluate financial goals based on personal values.</p> <p>3.12.C.1 Integrate long-range personal goals with financial needs and resources.</p>	<p>Grades 9-10 RI .9-10.1,4,8 W. 9-10. 1 W. 9-10.4-9 SL. 9-10. 1 SL.9-10.4-6 L.9-10. 1-6</p> <p>Grades 11-12 RI .11-12.1,4,8 W.11-12.1 W. 11-12.4-9 SL.11-12. 1 SL.11-12.4-6 L.11-12. 1-6</p>

JA Finance Park Advanced

Session Details	Maryland Standards	Personal Financial Literacy	Common Core ELA
<p>Theme 1: Employment and Income</p> <p>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>Career Development</p> <p>1/A. Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others.</p> <p>1/B. B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development</p> <p>2/A.1a. Identify and research career clusters and CTE programs of interest.</p> <p>1b. Determine academic and career related goals</p> <p>2/B.1a. Assess past, present, and future informal and formal learning experiences that connect to one’s life goals.</p>	<p>2.12.A Evaluate the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.12.A.1 Evaluate how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.12.A.2 Evaluate how education choices affect income as well as the return on investment.</p> <p>2.12.A.3 Analyze how personal values may impact financial decisions, including becoming an entrepreneur.</p> <p>2.12.A.4 Analyze the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.12.A.5 Analyze the relationship of career choice and personal satisfaction</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>The 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>NA</p>	<p>2.12.B Evaluate sources of income.</p> <p>2.12.B.1 Differentiate between earned income and other sources of income.</p> <p>2.12.B.2 Describe how adjusting benefits can affect income.</p> <p>2.12.C Evaluate the relationship among income, spending decisions and lifestyle.</p> <p>2.12.C.1 Analyze how education affects career choice and income affects purchasing and spending decisions.</p> <p>2.12.D Determine how taxes, employee benefits, and public programs relate to income.</p> <p>2.12.D.1 Describe how taxes can affect income and lifestyle.</p> <p>2.12.D.2 Explain how taxable income impacts disposable income.</p> <p>2.12.D.3 Research employee benefits, such as retirement plans and health care, and how they affect the quality of life.</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

Session Details	Maryland Standards	Personal Financial Literacy	English Language Arts
<p>Theme 2: Employment and Education</p> <p>The Value of Education</p> <p>Students learn about the time commitments, costs and benefits of post-secondary education options. Then they compete to find four occupations from the Occupational Outlook Handbook with the highest return on investment.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the benefits of postsecondary education, including trade schools and military service. ▪ Identify the income projection for a variety of careers. <p>Calculate the return on the educational investment for different occupations using the Occupational Outlook Handbook from the Bureau of Labor Statistics.</p>	<p>Career Development</p> <p>1.C. 1. Analyze the results of personal growth and change throughout life to determine future growth opportunities.</p> <p>2/C.1b. Compare occupations and careers within a career cluster using labor market information to determine post secondary education opportunities including two-year and four-year college programs, certificate programs, apprenticeship, and trade school options. 1c. Compare and contrast earning power with levels of education and training of careers within clusters of interest.</p> <p>2/C.2. Demonstrate openness to and consider career cluster and options that one might view as nontraditional.</p> <p>3/A.5. Select options for further education and/or training.</p>	<p>2.12.A.1 Evaluate how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.12.A.2 Evaluate how education choices affect income as well as the return on investment.</p> <p>2.12.C.1 Analyze how education affects career choice and income affects purchasing and spending decisions.</p> <p>2.12.D.4 Evaluate public and private college finance options, including scholarships, federal student aid, the role of FAFSA, and federal loan repayment options.</p>	<p>RI.9-10. 1,4 SL 9-10. 1,2,4,5,6 L 9-10. 1- 6</p> <p>RI.11-12. 1,4 SL 9-10. 1,2,4,5,6 L 11-12. 1- 6</p>
<p>Theme 3: Financial Responsibility and Decision Making</p> <p>Financial Decision Making</p> <p>Students learn a process for making decisions and recognize the responsibilities associated with personal financial decisions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use rational and considered decision-making steps to select financial goals and priorities. ▪ Explain how decisions made today can impact the future 	<p>Career Development</p> <p>1/D. 1a. Plan and follow steps to make effective decisions and achieve goals for learning and performance.</p> <p>2/D.3. a. Explore and evaluate career information relevant to making a decision.</p> <p>1b. Evaluate the relationships among education, skills, career choices, economic conditions and income.</p> <p>2/D.4. Explain how decision-making may involve compromise and cite examples.</p>	<p>3.12.A Demonstrate the ability to use money management skills and strategies.</p> <p>3.12.A.1 Determine the feasibility of a spending plan based on multiple sets of criteria.</p> <p>3.12.A.2 Analyze and compare income and spending plans as affected by age, needs, and resources.</p> <p>3.12.A.3 Apply various money management strategies to authentic situations and predict results over time.</p> <p>3.12.A.4 Cite examples of trade-offs resulting from competing financial goals.</p>	<p>RI.9-10. 1,4 W.9-10. 1,4 SL 9-10. 1,2,5 L 9-10. 1- 6</p> <p>RI.11-12. 1,4 W.11-12. 1,4 SL 9-10. 1,2,5 L 11-12. 1- 6</p>

JA Finance Park Advanced

Session Details	Maryland Standards	Personal Financial Literacy	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>Career Development</p> <p>1/B. 1. Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.</p>	<p>3.12.A Demonstrate the ability to use money management skills and strategies.</p> <p>3.12.A.1 Determine the feasibility of a spending plan based on multiple sets of criteria.</p> <p>3.12.A.2 Analyze and compare income and spending plans as affected by age, needs, and resources.</p> <p>3.12.A.3 Apply various money management strategies to authentic situations and predict results over time.</p> <p>3.12.A.4 Cite examples of trade-offs resulting from competing financial goals.</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>Social Studies</p> <p>6.2: The student will demonstrate the ability to communicate and critique conclusions. • The student will construct arguments using precise and knowledgeable claims, with evidence from multiple sources</p> <p>Career Development</p> <p>1/B.5. Demonstrate, problem-solve, and evaluate communication experiences and use of effective strategies such as paraphrasing, reflections, active listening, and assertive communication</p>	<p>6.12.A Evaluate the strategies that protect income and wealth.</p> <p>6.12.A.1 Explain circumstances that impact income and wealth.</p> <p>6.12.A.2 Analyze forms of financial risk with varying degrees of risk tolerance.</p> <p>6.12.A.3 Strategize methods to minimize financial loss.</p> <p>6.12.A.4 Explain how legal documents protect individuals' personal assets, such as wills and trusts.</p> <p>6.12.B Justify the need for and value of various types of insurance (such as health, property, life, disability, and liability) within the life cycle.</p> <p>6.12.B.1 Investigate and apply different types of insurance coverage to selected situations.</p> <p>6.12.B.2 Review and apply criteria to choose insurance coverage for selected situations.</p> <p>6.12.B.3 Compare insurance rates, premiums, and deductibles to minimize costs in selected situations.</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>

JA Finance Park Advanced

Session Details	Maryland Standards	Personal Financial Literacy	English Language Arts
<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>Career Development</p> <p>1/B.4. Demonstrate the ability to support group decisions, respect dissenting positions, and/or use consensus.</p> <p>2/E..1. Examine one’s personal, leisure, community, learner, work roles, and responsibilities and illustrate how they are interconnected.</p>	<p>5.12.A Critique appropriate financial services and products to specified goals.</p> <p>5.12.A.1 Develop a model comparing investment results.</p> <p>5.12.A.2 Select appropriate financial services and products to achieve personal financial goals.</p> <p>5.12.A.3 Compare, contrast, and compute historical returns and fees of various financial products.</p> <p>5.12.A.4 Differentiate between various investment products.</p> <p>5.12.B Evaluate strategies for creating wealth and building assets.</p> <p>5.12.C Explain the relationships between saving and investing.</p> <p>5.12.C.1 Describe the role of revenue-generating assets in building wealth.</p> <p>5.12.C.2 Describe the processes and vehicles for buying and selling investments.</p> <p>5.12.C.3 Compare sources for investment products, such as banks, investment companies, financial planners, etc.</p> <p>5.12.C.4 Compare the risk, return, and liquidity of various investment alternatives.</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>
<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>Social Studies Standards</p> <p>6.2: The student will demonstrate the ability to communicate and critique conclusions.</p> <ul style="list-style-type: none"> ▪ The student will construct arguments using precise and knowledgeable claims, with evidence from multiple sources <p>Career Development</p> <p>1/C.1. Analyze the results of personal growth and change throughout life to determine future growth opportunities.</p>	<p>1.12.A Evaluate the financial choices that are made based on available resources, needs, and wants for goods and services.</p> <p>1.12.A.1 Explain how scarcity and opportunity cost affect decision-making.</p> <p>1.12.A.2 Analyze costs, benefits, and opportunity cost to determine the achievement of personal financial goals.</p> <p>1.12.A.3 Apply the decision-making process to an unforeseen situation.</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	Maryland Standards	Personal Financial Literacy
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. 	<p>Career Development</p> <p>1/A. 1a. Integrate a broad range of interests into one’s personal learning and career goals, and assess the impact of abilities, strengths, skills, and talents on one’s career development.</p> <p>1b. Evaluate how positive personal characteristics affect one’s career development.</p> <p>5/A.4. Make decisions about the advantages and challenges of employment in a non-traditional career.</p>	<p>2.12.A.3 Analyze how personal values may impact financial decisions, including becoming an entrepreneur.</p> <p>2.12.A.4 Analyze the benefits and trade-offs of a variety of careers including personal satisfaction.</p>
<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. 	<p>Career Development</p> <p>1/C/ 1. Analyze the results of personal growth and change throughout life to determine future growth opportunities.</p> <p>1/C.3. Demonstrate and analyze how effectively one responds to change and/or initiates change.</p> <p>1/C.4.. Explain how motivations and aspirations changed with time and circumstance.</p> <p>6/A.1. Determine changes and trends that may impact career plans and develop short- and long-term goals.</p> <p>6/B.1. Explain that our diverse and changing economy requires the updating of existing skills and the acquisition of new skills throughout life.</p>	<p>1.12.E Evaluate the economic impacts of government, business, and consumer financial decisions.</p> <p>1.12.E.1 Assess the impact of global economic events on personal financial planning.</p> <p>1.12.E.2 Examine the consequences of personal consumer decisions and actions on the global economy, and the environment.</p> <p>1.12.E.3 Analyze the impacts of business, government, and consumer financial decisions on the individual, family, and community.</p> <p>2.12.D.5 Research public programs and services that are available to employees and how they affect the quality of life, such as Social Security and Workmen’s Compensation and Disability benefits.</p>
<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. 	<p>Career Development</p> <p>1/A. 3. Evaluate how the impact of situations, attitudes, and the behaviors of others affect one’s self concept and how one’s behaviors and attitudes affect the self-concept of others.</p> <p>1/B. 2. Demonstrate and assess the degree to which one accepts responsibility for personal actions including dealing with outside pressures and contributing to group activities.</p>	<p>2.12.A Evaluate the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.12.A.1 Evaluate how interests, skills, career choices, and economic conditions affect education choices.</p>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Maryland Standards	Personal Financial Literacy
<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>NA</p>	<p>2.12.D Determine how taxes, employee benefits, and public programs relate to income.</p> <p>2.12.D.1 Describe how taxes can affect income and lifestyle.</p> <p>2.12.D.2 Explain how taxable income impacts disposable income.</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>Career Development</p> <p>6/B.2. . Evaluate selection of specific postsecondary education and training programs as they relate to changing societal and economic conditions and update personal and career goals.</p>	<p>2.12.D.4 Evaluate public and private college finance options, including scholarships, federal student aid, the role of FAFSA, and federal loan repayment options.</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>Career Development</p> <p>1/D. 1a. Plan and follow steps to make effective decisions and achieve goals for learning and performance.</p> <p>1b. Revise academic and career plan to reflect growth and development.</p> <p>1c. Evaluate financial choices based on available resources, needs, and wants for goods and services.</p> <p>3/B. 1 Demonstrate the use of a decision-making model to inform academic and career planning on an ongoing basis.</p> <p>3/B.2. Describe the impact of one’s culture, beliefs, and attitudes on one’s career decisions.</p>	<p>2.12.A Evaluate the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.12.A.1 Evaluate how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.12.A.2 Evaluate how education choices affect income as well as the return on investment.</p> <p>2.12.A.3 Analyze how personal values may impact financial decisions, including becoming an entrepreneur.</p> <p>2.12.A.4 Analyze the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.12.A.5 Analyze the relationship of career choice and personal satisfaction.</p>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Maryland Standards	Personal Financial Literacy
<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>Career Development</p> <p>1/A. 2. Explain and assess how one’s self-concept affects and promotes both educational achievement and success at work.</p> <p>2/B.2a. Prioritize educational achievement areas needing improvement and develop a plan to obtain proficiency of one’s personal and career goals. 2b. Use study skills, strategies and learning habits to improve achievement.</p> <p>2c. Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.</p>	<p>2.12.A.1 Evaluate how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.12.A.2 Evaluate how education choices affect income as well as the return on investment.</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>Career Development</p> <p>1/D. 1c. Evaluate financial choices based on available resources, needs, and wants for goods and services.</p>	<p>2.12.D.4 Evaluate public and private college finance options, including scholarships, federal student aid, the role of FAFSA, and federal loan repayment options.</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>Career Development</p> <p>1/D. 1c. Evaluate financial choices based on available resources, needs, and wants for goods and services.</p> <p>6/A. 5. Analyze and compare school and work needs with regard to interests, skills, and values to determine if long term goals are met.</p> <p>6/B.2. Evaluate selection of specific postsecondary education and training programs as they relate to changing societal and economic conditions and update personal and career goals.</p>	<p>2.12.D.4 Evaluate public and private college finance options, including scholarships, federal student aid, the role of FAFSA, and federal loan repayment options.</p>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Maryland Standards	Personal Financial Literacy
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	<p>3.12.C Develop and evaluate financial goals based on personal values.</p> <p>4.12.B Evaluate the advantages and disadvantages of credit products and services.</p> <p>4.12.B.1 Evaluate information about products and services.</p> <p>4.12.B.2 Differentiate and calculate the difference between short- and long-term loans.</p>
<p>Cost of Living</p> <p>Students consider the differences in cost of living and median wage in different areas of the United States.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Compare cost of living in different states. ▪ Discover the different median wage for different states and occupations. ▪ Make a four-step plan for the future. 	<p>Career Development</p> <p>1/D. 1c. Evaluate financial choices based on available resources, needs, and wants for goods and services.</p> <p>2/E..1. Examine one’s personal, leisure, community, learner, work roles, and responsibilities and illustrate how they are interconnected.</p> <p>2/E. 2. Identify the connections between life roles and lifestyle.</p> <p>6/B. 4. Explain how society’s needs/functions and economic conditions affect one’s career development.</p>	<p>1.12.B Evaluate attitudes, assumptions, and patterns of behavior regarding financial decisions, and predict how they impact the achievement of financial goals.</p> <p>1.12.B.1 Evaluate factors that affect personal financial decisions and actions.</p> <p>1.12.B.2 Reflect on the impact of philanthropy, volunteer service, and charities in community development and quality of life.</p> <p>1.12.B.3 Compare individual differences and influences on consumer decisions related to money including the impact on relationships.</p> <p>2.12.C Evaluate the relationship among income, spending decisions and lifestyle.</p>
<p>My Financial Future and Debt</p> <p>Students learn how to use credit responsibly, why they should keep debt low, and why credit scores matter.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the effects of late or missed payments. ▪ Explain the effect of debts on a person’s net worth. ▪ Distinguish between good use and misuse of credit cards. 	<p>Career Development</p> <p>1/D. 1c. Evaluate financial choices based on available resources, needs, and wants for goods and services.</p>	<p>4.12.A Evaluate how to use debt beneficially.</p> <p>4.12.A.1 Explain the advantages and disadvantages of debt.</p> <p>4.12.A.2 Determine a variety of situations in which debt is beneficial.</p>

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Extension Details	Extension Objectives	Maryland Standards	Personal Financial Literacy
<p>Philanthropy</p> <p>Students consider the emotional, social, and financial benefits of charitable giving as part of creating a personal financial plan.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the difference between philanthropy and charity. ▪ Express how society benefits when others donate money for worthy causes. ▪ Evaluate how philanthropy fits within a personal financial plan. ▪ Clarify how charitable giving may have tax benefits. 	<p>NA</p>	<p>1.12.B Evaluate attitudes, assumptions, and patterns of behavior regarding financial decisions, and predict how they impact the achievement of financial goals.</p> <p>1.12.B.1 Evaluate factors that affect personal financial decisions and actions.</p> <p>1.12.B.2 Reflect on the impact of philanthropy, volunteer service, and charities in community development and quality of life</p>
<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>Career Development</p> <p>1/C/ 1. Analyze the results of personal growth and change throughout life to determine future growth opportunities.</p>	<p>1.12.A Evaluate the financial choices that are made based on available resources, needs, and wants for goods and services.</p> <p>1.12.A.1 Explain how scarcity and opportunity cost affect decision-making.</p> <p>1.12.A.2 Analyze costs, benefits, and opportunity cost to determine the achievement of personal financial goals.</p> <p>1.12.A.3 Apply the decision-making process to an unforeseen situation.</p> <p>1.12.C Evaluate and apply financial knowledge, attitudes, and skills..</p> <p>1.12.C.2 Justify an informed and responsible action to resolve personal financial literacy questions and issues.</p> <p>1.12.C.3 Apply the decision-making process to achieve a personal financial goal.</p>

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Extension Details	Extension Objectives	Maryland Standards	Personal Financial Literacy
<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>Career Development</p> <p>6/B. 4. Explain how society’s needs/functions and economic conditions affect one’s career development.</p>	<p>3.12.D Evaluate the purposes and responsibilities related to taxation.</p> <p>3.12.D.1 Analyze the application and impact of various forms of taxation on individuals, families, and public agencies.</p> <p>3.12.D.2 Critique how government’s tax policies affect individuals, families, and communities.</p> <p>3.12.D.3 Identify reasons to comply with personal tax obligations and the consequences of not doing so.</p>
<p>Theme Four: Planning and Money Management</p>			
<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>NA</p>	<p>3.12.B Analyze the services of financial institutions.</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>Career Development</p> <p>1/D. 1c. Evaluate financial choices based on available resources, needs, and wants for goods and services.</p>	<p>3.12.A Demonstrate the ability to use money management skills and strategies.</p> <p>3.12.A.1 Determine the feasibility of a spending plan based on multiple sets of criteria.</p> <p>3.12.A.2 Analyze and compare income and spending plans as affected by age, needs, and resources.</p> <p>3.12.A.3 Apply various money management strategies to authentic situations and predict results over time.</p>

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Extension Details	Extension Objectives	Maryland Standards	Personal Financial Literacy
<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>Career Development</p> <p>1/D. 1c. Evaluate financial choices based on available resources, needs, and wants for goods and services.</p>	<p>6.12.A Evaluate the strategies that protect income and wealth.</p> <p>6.12.A.1 Explain circumstances that impact income and wealth.</p> <p>6.12.A.2 Analyze forms of financial risk with varying degrees of risk tolerance.</p> <p>6.12.A.3 Strategize methods to minimize financial loss.</p>
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. 	NA	<p>6.12.B Justify the need for and value of various types of insurance (such as health, property, life, disability, and liability) within the life cycle.</p> <p>6.12.B.1 Investigate and apply different types of insurance coverage to selected situations.</p> <p>6.12.B.2 Review and apply criteria to choose insurance coverage for selected situations.</p> <p>6.12.B.3 Compare insurance rates, premiums, and deductibles to minimize costs in selected situations.</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>Career Development</p> <p>1/D. 1c. Evaluate financial choices based on available resources, needs, and wants for goods and services.</p>	<p>4.12.E.2 Analyze the advantages and disadvantages of different payment methods and options, including the Automatic Clearing House.</p> <p>4.12.E.3 Explain the different types of loans associated with mortgages as it relates to interest rates (fixed, variable, and balloons), insurance, and fees.</p>

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Maryland Standards	Personal Financial Literacy
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>Career Development</p> <p>1/D. 1c. Evaluate financial choices based on available resources, needs, and wants for goods and services.</p>	<p>5.12.C Explain the relationships between saving and investing.</p> <p>5.12.C.1 Describe the role of revenue-generating assets in building wealth.</p> <p>5.12.C.2 Describe the processes and vehicles for buying and selling investments.</p> <p>5.12.C.3 Compare sources for investment products, such as banks, investment companies, financial planners, etc.</p> <p>5.12.C.4 Compare the risk, return, and liquidity of various investment alternatives.</p> <p>5.12.D Analyze the concepts of supply and demand to stock market price changes.</p> <p>5.12.D.1 Explain how supply and demand works in various situations.</p> <p>5.12.D.2 Determine the impact of various events on stock market prices.</p> <p>5.12.E Apply the decision-making processes to financial decisions related to planning, saving, and investing</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>Career Development</p> <p>1/D. 1c. Evaluate financial choices based on available resources, needs, and wants for goods and services.</p>	<p>5.12.B.4 Explain the concept of asset allocation based on short- and long term goals.</p> <p>5.12.B.5 Assess factors that influence financial planning (age, income, liabilities, assets, goals, family size, risk tolerance, etc.).</p> <p>5.12.E Apply the decision-making processes to financial decisions related to planning, saving, and investing.</p> <p>5.12.E.1 Develop and justify investment and/or savings strategies to achieve specified goals.</p>