

## What is JA Finance Park®?

**JA Finance Park®** is an innovative, standards-based financial literacy education program that **meets NJ Student Learning Standards** and the **9.1 financial literacy standard** required for graduation. **JA Finance Park** combines teacher-taught lessons with a volunteer-assisted simulation field trip, giving middle and high school students invaluable experiences related to personal finances, smart money management, and career exploration.



## Why JA Finance Park?

- The curriculum, materials, and educator training are **free** to NJ teachers and schools.
- The program completely **meets NJ Student Learning Standards** and the **9.1 financial literacy standard** required for graduation.
- Turnkey, standards-based curriculum in either a **Traditional or Project Based Learning** option.
- Educators attend annual **Training Sessions** and are supported by JA Staff throughout the implementation of the program.

## JA Finance Park Works:

- Pre-/post-tests showed **significant gains** in students knowledge of personal finance concepts.
- More than 95% of students surveyed responded favorably that after participating in Finance Park they will plan for and set financial goals, start saving money, and believe they can create their own future.

## In the classroom, students:

- Learn about college and career goals, credit scores, savings, investing, insurance and risk management.
- Understand salary, taxes, and net monthly income.
- Delve into all aspects of what it takes to build and maintain a realistic family budget.

## During the field trip, students:

- Role-play as **adults for the day**, with an individual family composition, income, and career.
- Manage a household budget, making decisions around what they want and what they can afford.
- Make use of a **tablet** for the day, experiencing hands-on learning in a high-tech environment.
- Work with **corporate** and **community volunteer** role models who share their world of work.



## For more information, or to sign up your school:

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# Curriculum Highlights & Correlations

## Unit 1: Income

- Students recognize the fundamental role of income in managing their personal finances and the factors that affect income and take-home pay. They understand that the decisions they make about education and career will have an impact on their potential income and quality of life. **Standards: SL6.1a, c, d; SL6.2; SL6.4; L6:1-4; L6.6; W6.1-2; W6.4; W6.6-8; RI6.2; RI6.4; SL7.1/7.1a, c, d; SL7.2; SL7.4; L7.1-4; L7.6; W7.1-2; W7.4; W7.6-8; RI7.2; RI7.4; SL8.1/8.1 a, c, d; SL8.2; SL8.4**

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

- Students explore why saving money is critical, and they compare investments as a part of their overall financial planning. They also examine risk and how insurance may help protect savings. **Standards: RI6.2; RI6.4; RI6.7; SL6.1; SL6.4; L6.1; L6.3-4; W6.2d; RI7.2; RI7.4; SL7.1; SL7.4; L7.1; L7.3-4; W7.2d; RI8/4; SL8.1**

## Unit 3: Debit and Credit

- Students compare financial institutions and their services. Through discussion and a game activity, they also weigh the advantages and disadvantages of debit and credit. Finally, students examine the role credit scores and credit reporting have on personal finances. **Standards: RI6.7; SL6/1-2; L6.1-4; L6.6; W6.1; W6.4; W6.7; SL7.1-2; L7.1-4; L7.6; W7.1; W7.4; W7.7; SL8.1; L8.1**

## Unit 4: Budget+

- Students discover the importance of spending money wisely and recognize a budget as a valuable tool. They create personal budgets based on saving and lifestyle goals and day-to-day situations. **Standards: RI6.1; RI6.7; SL6.1; L6.1; L6.3-4; RI7.1; SL7.1; L7.1; L7.3-4; RI8.1; SI8.1; L8.1; L8.3-4; SL9-10.1; L9-10.1; L9-10.4; SL11-12.1; L11-12.1; L11-12.4**

## Unit 5 & 6: The Simulation and Debriefing

- Students experience the *JA Finance Park* simulation, where they apply classroom learning by creating a family budget based on a hypothetical life situation. They recognize the impact of credit history on budget planning and purchasing options. During classroom follow-up, students explore their insights and revisit their career goals to see how those might have changed following their *JA Finance Park* experience. **Standards: RI.6.1; SL.6.1; L.6.1; L.6.2; L.6.3; W.6.1; W.6.2; W.6.4; W.6.9; RI.7.1; SL.7.1; L.7.1; L.7.2; L.7.3; W.7.1; W.7.2; W.7.4; W.7.9; RI.8.1; SL.8.1; L.8.1**



“JA Finance Park taught me what life is going to be like after high school. I now have a better understanding of what it takes to be a successful adult - thoughtful planning about the future and determination.”

- JA Finance Park Student



“One thing that I learned today was that planning ahead was very useful, and improving works too. With the budget that I had, I was unable to completely stick to my plans, but I did change a few things which led to my success.”

- JA Finance Park Student

**For full correlations alignment, contact JA Staff.**

# **Correlations Guide: A Correlation between JA Finance Park and New Jersey Student Learning Standards**



JA Finance Park®

Updated August 2017  
Middle and High School Standards  
Common Core State Standards Included

Junior Achievement USA®  
One Education Way  
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# Overview

*JA Finance Park* is correlated in this document to the New Jersey Student Learning Standard 9 for 21st Century Life and Careers including the 9.1 Personal Financial Literacy Standards for grades 9-12. In addition, JA USA has provided correlations to Common Core State Standards for English, Language Arts, and Mathematics. To view the crosswalk to CCSS and New Jersey Student Learning Standards, please click here. <http://www.state.nj.us/education/cccs/2016/ela/crosswalk.pdf>

*JA Finance Park* lessons provide a highly relevant learning opportunity to “model with mathematics,” one of the eight Standards for Mathematical Practice based on the CCSS, in which students apply mathematics to solve problems arising in everyday life. The lessons also address fundamental business and economic concepts, explore career interests and opportunities, and develop work-readiness skills.

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.

At the culmination of this program, students visit the *JA Finance Park* community for an experiential simulation. This visit can be site-based, mobile, or virtual. Students participate in real-world practices that allow them to use what they have learned about economic options and the principles of budgeting. Assisted by their teachers and a staff of trained volunteers, students have the opportunity to actually develop and commit to a personal budget.

*JA Finance Park* is a JA Capstone experience designed to

- Help students think creatively, analyze tasks, and solve problems.
- Encourage students to develop and demonstrate personal responsibility for learning and self-management.
- Actively involve the business community and parents in helping students attain their goals.
- Communicate and work with schools to promote the highest level of student achievement.
- Help students develop and follow a monthly budget.

The correlation below features the knowledge and skills that students are introduced to in *JA Finance Park*. The correlation is not meant to be exhaustive, nor is it intended to imply that any one resource will completely address any given standard. It is designed to show how *JA Finance Park* will enhance or complement efforts to meet educational standards.



<p><b>Extension Activity:</b>  <b>2. Career Choice Research</b>  Students access career information online and use the <i>Occupational Outlook Handbook</i> to record their findings on a Career Critique Chart.</p>		RI.6.1 RI.6.7 SL.6.1 L.6.4 W.6.7 W.6.8 RI.7.1 RI.7.7 SL.7.1 L.7.4 W.7.7 W.7.8 RI.8.1 SL.8.1	L.8.4 W.8.7 W.8.8 RI.9-10.1 SL. 9-10.1 L.9-10.4 W.9-10.7 W.9-10.8 RI.11-12.1 SL. 11-12.1 L.11-12.4 W.11-12.7 W.11-12.8	9.1.8.A.2 9.1.12.A.3 CRP.7 CRP.10		8.1.8.A.5
<p><b>Extension Activity:</b>  <b>3. Being an Entrepreneur</b>  Students examine entrepreneurial skills and present new business ideas to the class.</p>		SL.6.1 SL.6.2 SL.6.4 SL.6.5 SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.8.1 SL.8.2	SL.8.4 SL.8.5 SL.9-10.1 SL.9-10.2 SL. 9-10.4 SL. 9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.4 SL.11-12.5	CRP.7 CRP.12 9.2.12.C.6		8.1.8.A.3
<p><b>Extension Activity:</b>  <b>4. Starting a Lawn Care Business</b>  Students identify a business and figure fixed and variable costs</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		9.1.12.A.6 9.2.12.C.6	6.SP.1 6.NS.3 HSS.IC.B.6	
<p><b>Extension Activity:</b>  <b>5. STEM Careers</b>  Students explore STEM occupations and use creativity and problem solving to make a pencil holder from a single sheet of paper.</p>		SL.6.1 W.6.2 W.6.4 SL.7.1 W.7.2 W.7.4 SL.8.1 W.8.2	W.8.4 SL.9-10.1 W.9-10.2 W.9-10.4 SL.11-12.1 W.11-12.2 W.11-12.4	9.2.12.C.1 CRP.6 CRP.12		

<p><b>Extension Activity:</b>  <b>6. Social Security &amp; Medicare</b>  Students read a brief history of Social Security and Medicare and review tax tables for income examples.</p>		RI.6.1 RI.6.7 SL.6.1 SL.6.2 RI.7.1 RI.8.1	SL.7.1 SL.7.2 SL.8.1 SL.8.2 RI.9-10.1 SL.9-10.1 SL.11-12.1	9.1.12.A.11 9.1.12.A.12 9.1.12.B.7	6.NS.3 7.RP.3	6.1.12.A.10a 6.1.12.A.10b 6.1.12.C.10a	
<p><b>Extension Activity:</b>  <b>7. Sales Receipt Analysis</b>  Students examine the cost of sales tax for items in their shopping cart.</p>		RI.6.1 RI.6.7 RI.7.1 RI.8.1 RI.9-10.1 RI.11-12.1		9.1.8.A.1 9.1.12.A.1 9.1.12.A.11	6.NS.3 7.RP.3		
<p><b>Extension Activity:</b>  <b>8. How to Complete a 1040-EZ Income Tax Form</b>  Students complete an IRS Form 1040-EZ and examine the equity of progressive tax</p>		RI.6.1 SL.6.1 SL.6.2 RI.7.1 SL.7.1 RI.8.1 SL.8.1 RI.9-10.1 SL. 9-10.1 RI.11-12.1 SL.11-12.			6.NS.3 7.RP.3		
<p><b>Project Based Learning:</b>  <b>1. My Life: Got Skills?</b></p>		SL. 6.1 SL.6.2 L.6.4 SL.7.1 SL.7.2 L.7.4 SL.8.1 SL.8.2 L.8.4 SL.9-10.1 SL.9-10.2 SL.9-10.4 L.9-10.4 SL.11-12.1 SL.11-12.2 SL.11-12.4 L.11-12.4		9.1.8.A.2			8.1.8.A.5

<b>Project Based Learning: 2. My Life: College or Not?</b>		RI.6.2 RI.6.4 SL.6.1 SL.6.1c SL.6.2 SL.6.3 SL.6.4 L.6.1 L.6.3 L.6.6 L.6.4 RI.7.2 RI.7.4 SL.7.1 SL.7.1c SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.3 L.7.4 L.7.6 RI.8.2 RI.8.4 SL.8.1 SL.8.1c SL.8.2 SL.8.3 SL.8.4	L.8.1 L.8.3 L.8.4 L.8.6 RI.9-10.2 RI.9-10.4 SL.9-10.1 SL.9-10.1c SL.9-10.2 SL.9-10.3 SL.9-10.4 L.9-10.1 L.9-10.3 L.9-10.4 RI.11-12.2 RI.11-12.4 SL.11-12.1 SL.11-12.1c SL.11-12.2 SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.3 L.11-12.4	CRP.4 CRP.7 CRP.10 CRP.12 9.1.8.A.2 9.1.8.A.3 9.1.8.A.5 9.1.12.A.3 9.2.12.C.1		8.1.8.A.5
<b>Project Based Learning: 3. My Life: Where's All My Money? Part One &amp; Two</b>		RI.6.1 RI.6.4 RI.6.7 SL.6.1 SL.6.2 SL.6.3 SL.6.4 SL.6.6 L.6.1 L.6.3 L.6.4 W.6.1 W.6.7 RI.7.1 RI.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 SL.7.6 L.7.1 L.7.3 L.7.4 W.7.1 W.7.7 RI.8.1 RI.8.4	L.8.1 L.8.3 L.8.4 W.8.1 W.8.7 RI.9-10.1 RI.9-10.4 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.6 L9-10.1 L.9-10.3 L.9-10.4 W.9-10.1 W.9-10.7 RI.11-12.1 RI.11-12.4 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.6 L.11-12.1 L.11-12.3 L.11-12.4 W.11-12.1 W.11-12.7	CRP.4 CRP.7 CRP.12 9.1.8.A.1 9.1.8.A.7 9.1.12.A.10 9.1.12.A.11 9.1.12.A.12 9.1.12.B.7 9.1.12.F.6	6.NS.3 7.RP.3	8.1.8.A.5

<p><b>Unit 2: Saving, Investing and Risk Management</b></p> <p><b>Lessons:</b> 1)Saving and Investing 2)Managing Risk</p> <p><b>Overview:</b> 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> 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>Concepts:</b> Benefits, Goals, Interest, Saving, Savings, Investment, Opportunity cost, Risk</p> <p><b>Skills:</b> Active listening, brainstorming, comparing, critical thinking and reasoning, collaboration, decision making, following directions, information literacy, math computation, reading for information, self-direction, speaking and listening, teamwork, summary writing.</p>	<p>RI.6.2 RI.6.4 RI.6.7 SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 W.6.2d RI.7.2 RI.7.4 SL.7.1 SL.7.4 L.7.1 L.7.3 L.7.4 W.7.2d RI.8.4 SL.8.1</p>	<p>SL.8.4 L.8.1 L.8.3 L.8.4 W.8.2d RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.3 L.9-10.4 W.9-10.2d RI.11-12.4 SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.3 L.11-12.4 W.11-12.2d</p>	<p>9.1.8.B.2 9.1.8.B.3 9.1.8.B.4 9.1.8.B.11 9.1.12.B.1 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4 9.1.8.D.1 9.1.8.D.2 9.1.8.D.3 9.1.8.D.4 9.1.12.D.1 9.1.12.D.3 9.1.12.D.5 9.1.12.D.6 9.1.12.D.7 9.1.12.D.9 9.1.12.D.10 9.1.8.G.1 9.1.8.G.2 9.1.8.G.3 9.1.8.G.4 CRP1 CRP3 CRP12</p>	<p>6.NS.3 7.RP.3</p>		
<p><b>Extension Activity: 1. Understanding College Costs and the FAFSA.</b> The FAFSA form is used to evaluate the student’s and parents’ ability to pay for college.</p>		<p>RI.6.1 RI.6.2 RI.6.7 W.6.7 SL.6.1 SL.6.2 RI.7.1 W.7.7 SL.7.1</p>	<p>SL.7.2 RI.8.1 W.8.7 SL.8.1 RI.9-10.1 SL.9-10.1 W.9-10.7 SL.11-12.1 W.11-12.7</p>	<p>CRP.12</p>			
<p><b>Extension Activity: 2. Understanding Stock Quotes</b> Students use the information found in a sample stock quote table to analyze a stock portfolio.</p>		<p>RI.6.1 RI.6.7 L.6.4 SL.6.1 W.6.7 W.6.8 RI.7.1 RI.7.7 L.7.4 SL.7.1 W.7.7 W.7.8 RI.8.1</p>	<p>L.8.4 SL.8.1 W.8.7 W.8.8 RI.9-10.1 L.9-10.4 SL.9-10.1 W.9-10.7 W.9-10.8 RI.11-12.1 L.11-12.4 SL.11-12.1 W.11-12.7 W.11-12.8</p>	<p>9.2.8.D.1 9.1.8.D.3 9.1.12.D.1 9.1.12.D.3 9.1.12.D.5 9.1.12.D.7 9.1.12.D.9 9.1.12.D.10 9.1.12.D.13</p>			

<p><b>Extension Activity:</b>  <b>3. Roth IRAs: Teens and Retirement Savings</b>  With earned income, students can invest and watch their savings grow from 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	9.1.8.D.3 9.1.8.D.4 9.1.12.D.3 9.1.12.D.5 9.1.12.D.7 9.1.12.D.10 9.1.12.D.15			
<p><b>Extension Activity:</b>  <b>4. Compound Interest and the Rule of 72</b>  Students use an online compound interest calculator to determine the growth of investments with varying interest rates and time horizons.</p>		RI.6.1 SL.6.1 SL.6.2 SL.6.4 RI.7.1 SL.7.1 SL.7.4 RI.8.1 SL.8.1 SL.8.4 SL.9-10.1 SL.9-10.4 SL.11-12.1 SL.11-12.4	9.1.8.D.3 9.1.8.D.4 9.1.12.D.1 9.1.12.D.3 9.1.12.D.5 9.1.12.D.9 9.1.12.D.10 CRP.12	6.RP.3c 6.NS.3 7.RP.3 8.F.1		8.1.12.A.1
<p><b>Extension Activity</b>  <b>5. Junior Achievement Save, USA “Risk and Insurance” online</b>  This interactive lesson helps students define risk, common insurance terms, and the different types of insurance.</p>		RI.6.1 L.6.4 RI.7.1 L.7.4 RI.8.1 L.8.4 RI.9-10.1 L.9-10.4 RI.11-12.1 L.11-12.4	9.1.8.G.2 9.1.8.G.3 9.1.8.G.4 9.1.12.G.1 9.1.12.G.2 9.1.12.G.3 9.1.12.G.5			8.1.8.A.5

<b>Project Based Learning:</b> <b>1. My Life: Pay Myself First?</b>		RI.6.4 RI.6.7 SL.6.1 SL.6.2 SL.6.4 L.6.4 W.6.3 W.6.4 W.6.5 W.6.7 W.6.8 W.6.9 RI.7.4 SL.7.1 SL.7.2 SL.7.4 L.7.4 W.7.3 W.7.4 W.7.5 W.7.7 W.7.8 W.7.9	RI.8.4 SL.8.1 SL.8.4 L.8.4 W.8.3 W.8.4 W.8.5 W.8.7 W.8.8 W.8.9 RI.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.4 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.8 W.9-10.9 RI.11-12.4 SL.11-12.1 SL.11-12.4 L.11-12.4 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.8 W.11-12.9	CRP.1 CRP.3 CRP.5 9.1.8.A.6 9.1.8.B.2 9.1.8.B.3 9.1.8.B.4 9.1.8.B.7 9.1.8.B.11 91.8.C.2 9.1.8.D.1 9.1.8.D.2 9.1.8.D.3 9.1.8.D.4 9.1.12.A.3 9.1.12.A.9 9.1.12.B.1 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4 9.1.12.B.8 9.1.12.C.1 9.1.12.C.2 9.1.12.D.1 9.1.12.D.3 9.1.12.D.4 9.1.12.D.5 9.1.12.D.7 9.1.12.D.8 9.1.12.D.9 9.1.12.D.10 9.1.12.E.2	HSS.MD.B.5B 6.NS.3 7.RP.3		
<b>Project Based Learning:</b> <b>2. My Life: Insurance Too?</b>		SL.6.1 SL.6.2 SL.6.4 SL.6.5 SL.6.6 L.6.1 L.6.3 L.6.4 W.6.7 W.6.8 SL.7.1 SL.7.2 SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.3 L.7.4 W.7.7 W.7.8 SL.8.4 SL.8.5 SL.8.6	L.8.1 L.8.3 L.8.4 W.8.7 W.8.8 SL.9-10.1 SL.9-10.4 SL.9-10.5 SL.9-10.6 L.9-10.1 L.9-10.3 L.9-10.4 W.9-10.7 W.9-10.8 SL.11-12.1 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.1 L.11-12.3 L.11-12.4 W.11-12.7 W.11-12.8	CRP.1 CRP.7 CRP.12 9.1.8.G.1 91.8.G.2 9.1.8.G.3 9.1.12.G.1 9.1.12.G.2 9.1.12.G.3 9.1.12.G.4			

<p><b>Unit 3: Debit and Credit</b></p> <p><b>Lessons:</b> 1)Banking Partners 2)Personal Spending 3)Savvy Shopping 4)Managing Credit</p> <p><b>Overview:</b> Students compare financial institutions and their services. Through discussion and a game activity, they also 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> 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>Concepts:</b> Banking, Credit, Credit reports, Credit score, Debit, Debt, Deposit insurance, Financial responsibility, Identity theft, Interest, Loans, Payment methods</p> <p><b>Skills:</b> Comprehension and collaborative learning, critical thinking and reasoning, information literacy, inquiry, speaking and listening, research strategies, self-direction, small group discussion, vocabulary acquisition</p>	<p>RI.6.7 SL.6.1 SL.6.2 L.6.1 L.6.2 L.6.3 L.6.4 L.6.6 W.6.1 W.6.4 W.6.7 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 W.7.1 W.7.4 W.7.7 SL.8.1 L.8.1</p>	<p>L.8.2 L.8.3 L.8.4 L.8.6 W.8.1 W.8.4 W.8.7 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.4 L.9-10.6 W.9-10.1 W.9-10.4 W.9-10.7 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.6 W.11-12.1 W.11-12.4 W.11-12.7</p>	<p>9.1.8.A.6 9.1.8.B.1 9.1.8.B.8 9.1.8.B.9 9.1.8.B.10 9.1.8.B.11 9.1.12.B.1 9.1.12.B.9 9.1.8.C.1 9.1.8.C.2 9.1.8.C.4 9.1.8.C.6 9.1.8.C.8 9.1.12.C.1 9.1.12.C.6 9.1.8.E.1 9.1.8.E.2 9.1.8.E.4 9.1.8.E.5 9.1.8.E.7 9.1.12.E.2</p>	<p>6.NS.3</p>		
<p><b>Extension Activity: 1. Checks and Checking Accounts</b> 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 RI.7.1 L.7.4 RI.8.1 L.8.4 L.9-10.4 L.11-12.4</p>		<p>9.1.8.B.8 9.1.8.B.9</p>	<p>6.NS.3</p>		
<p><b>Extension Activity: 2. Installment Debt</b> Students become aware that an installment debt can be considerably greater than the original purchase price of an item.</p>		<p>RI.6.1 SL.6.2 W.6.1b W.6.1c RI.7.1 SL.7.2 W.7.1b W.7.1c RI.8.1 W.8.1b W.8.1c RI.9-10.1 RI.11-12.1</p>		<p>9.1.8.C.3 9.1.8.C.4 9.1.8.C.5 9.1.8.E.1 9.1.8.E.4 9.1.12.C.3 9.1.12.D.5 9.1.12.E.4</p>	<p>6.NS.3</p>		

<p><b>Extension Activity:</b>  <b>3. Rent or Home Ownership</b>  Students compare the benefits and responsibilities that come with renting or owning a home.</p>		RI.6.1 RI.6.4 SL.6.1 L.6.4 RI.7.1 RI.7.4 SL.7.1 L.7.4 RI.8.1 SL.8.1 L.8.4 RI.9-10.1 SL. 9-10.1 L.9-10.4 RI.11-12.1 SL. 11-12.1 L.11-12.4	9.1.8.C.5 9.1.8.E.4 9.1.12.B.1 9.1.12.B.8 9.1.12.E.2	6.NS.3 7.RP.3		
<p><b>Extension Activity:</b>  <b>4. Leasing vs. Buying a Car</b>  Students assess the pluses and minuses of leasing or buying a car.</p>		RI.6.1 RI.6.7 L.6.4 SL.6.1 W.6.7 RI.7.1 L.7.4 SL.7.1 W.7.7 RI.8.1 L.8.4 SL.8.1 W.8.7 L.9-10.4 SL.9-10.1 W.9-10.7 L.11-12.4 SL.11-12.1 W.11-12.7	9.1.8.E.1 9.1.8.E.4 9.1.12.E.2 9.1.12.E.3			
<p><b>Extension Activity:</b>  <b>5. Identity Theft</b>  Students learn about steps they can take to help protect their payment cards and personal identity from theft.</p>		RI.6.1 SL.6.1 SL.6.4 SL.6.5 RI.7.1 SL.7.1 SL.7.4 SL.7.5 RI.8.1 SL.8.1 SL.8.4 SL.8.5 RI.9-10.1 SL.9-10.1 SL.11-12.1	9.1.12.C.5 9.1.8.B.10 9.1.8.E.1 9.1.8.E.2 9.1.8.E.7 9.1.12.E.7 9.1.12.E.8 9.1.12.E.10			

<b>Project Based Learning: 1. My Life: Financial Institutions</b>		SL.6.1 SL.6.2 SL.6.4 SL.6.6 L.6.1 L.6.3 L.6.4 W.6.7 SL.7.1 SL.7.2 SL.7.4 SL.7.6 L.7.1 L.7.3 L.7.4 W.7.7 SL.8.1 SL.8.2 SL.8.4 SL8.6	L.8.1 L.8.3 L.8.4 W.8.7 SL.9-10.1 SL.9-10.4 SL9-10.6 L.9-10.1 L.9-10.3 L.9-10.4 W.9-10.7 SL.11-12.1 SL11-12.4 SL.11-12.6 L.11-12. L.11-12.3 L.11-12.4 W.11-12.7	CRP.1 CRP.3 CRP.12 9.1.8.B.11 9.1.8.C.2 9.1.8.E.5 9.1.12.B.1 9.1.12.B.9 9.1.12.B.10 9.1.12.C.1 9.1.12.E.2 9.1.12.E.3			
<b>Project Based Learning: 2. My Life: Cost of Credit</b>		RI.6.7 SL.6.1 L.6.4 W.6.7 SL7.1 L.7.4 W.7.7 SL.8.1 L.8.4 W.8.7 SL.9-10.1 L.9-10.4 W.9-10.7 SL.11-12.1 L.11-12.4 W.11-12.7		9.1.8.B.1 9.1.8.B.9 9.1.8.C.1 9.1.8.C.2 9.1.8.C.5 9.1.8.E.1 9.1.8.E.5 9.1.12.B.1 9.1.12.B.8 9.1.12.C.1	6.NS.3 7.RP.3		
<b>Project Based Learning: 3. My Life: My Credit Score</b>		RI.6.4 RI.6.7 SL.6.1 SL.6.4 SL6.6 SL.6.7 L.6.4 RI.7.4 SL.7.1 SL.7.4 SL.7.6 SL.7.7 L.7.4 RI.8.4 SL.8.1 SL.8.4 SL.8.6 SL.8.7	L.8.4 RI.9-10.4 SL.9-10.1 SL.9-10.4 SL.9-10.6 SL.9-10.7 L.9-10.4 RI.11-12.4 SL.11-12.1 SL11-12.4 SL.11-12.6 SL.11-12.7 L.11-12.4	CRP.1 CRP.3 CRP.7 CRP.10 9.1.8.B.10 9.1.8.C.8 9.1.8.E.1 9.1.8.E.2 9.1.8.E.7 9.1.12.B.1 9.1.12.E.2			

<p><b>Unit 4: Budget+ Lessons:</b> 1)Think Before you Spend 2)What is a Budget 3)Using a Budget</p> <p><b>Overview:</b> Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</p> <p><b>Extension Activity: 1. Sample Budgets</b> Students practice preparing budgets and making budgeting decisions. They work in teams, pairs or individually.</p> <p><b>Extension Activity: 2. Personal Budget</b> Through discussion and research, students recognize the need for responsible spending and the benefit of budgeting</p> <p><b>Extension Activity: 3.Paying for Post-Secondary Education</b> Students see that education after high school is an investment in their futures. They explore options to pay for higher education.</p>	<p><b>Objectives:</b> 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>Concepts:</b> Wants and needs, Goal setting, Impulse buying, Budgets, Categorizing spending</p> <p><b>Skills:</b> Active listening, critical thinking, self-knowledge, self-reflection, math computation, reading, working in pairs and teams, and interpreting and working with data</p>	<p>RI.6.1 RI.6.7 SL.6.1 L.6.1 L.6.3 L.6.4 RI.7.1 SL.7.1 L.7.1 L.7.3 L.7.4 RI.8.1 SL.8.1 L.8.1 L.8.3 L.8.4 SL.9-10.1 L.9-10.1 L.9-10.4 SL.11-12.1 L.11-12.1 L.11-12.4</p> <p>RI.6.1 SL.6.1 RI.7.1 SL.7.1 RI.8.1 SL.8.1 SL.9-10.1 SL.11-12.1</p> <p>RI.6.1 RI.6.7 W.6.7 SL.6.1 RI.7.1 W.7.7 SL.7.1</p> <p>RI.6.1 SL.6.1 SL.6.4 L.6.4 RI.7.1 SL.7.1 SL.7.4 L.7.4 RI.8.1</p>	<p></p> <p></p> <p>RI.8.1 W.8.7 SL.8.1 SL.9-10.1 SL.11-12.1 RI.11-12.1 RI.11-12.7</p> <p>SL.8.1 SL.8.4 L.8.4 SL.9-10.1 SL.9-10.4 L.9-10.4 SL.11-12.1 SL.11-12.4 L.11-12.4</p>	<p>9.1.8.A.6 9.1.8.A.7 9.1.12.A.3 9.1.12.A.9 9.1.8.B.2 9.1.8.B.3 9.1.8.B.7 9.1.12.B.1 9.1.12.B.3 9.1.12.B.4 9.1.12.B.6 9.1.8.D.1 9.1.8.D.2 9.1.12.D.4 9.1.8.E.1 9.1.8.E.4 9.1.12.E.2 9.1.12.E.3</p> <p>9.1.8.A.6 9.1.8.E.1 9.1.8.E.4 9.1.12.A.9 9.1.12.B.4</p> <p>9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.A.5 9.1.8.A.6 9.1.8.B.2 9.1.8.B.7 9.1.8.E.1 9.1.8.E.4 9.1.12.A.3 9.1.12.B.4 9.1.12.B.6</p> <p>9.1.8.A.2 9.1.12.A.4 9.1.12.E.2 9.1.12.E.3</p>	<p>6.NS.3 7.RP.3</p> <p>7.RP.3</p>		
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<b>Project Based Learning:</b> <b>1. My Life: “Riches to Rags”...Not Me!</b>		SL.6.1 SL.6.2 SL.6.4 L.6.1 L.6.3 L6.4 W.6.7 SL.7.1 SL.7.2 SL.7.4 L.7.1 L.7.3 L.7.4 W.7.7	SL.8.1 SL.8.2 SL8.4 L.8.1 L.8.3 L.8.4 W.8.7 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.3 L.9-10.4 W.9-10.7 SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.3 L.11-12.4 W.11-12.7	9.1.8.A.1 9.1.8.A.2 9.1.8.A.3 9.1.8.A.4 9.1.8.A.5 9.1.8.A.6 9.1.8.B.4 9.1.8.B.5 9.1.8.B.7 9.1.8.C.9 9.1.8.C.10 9.1.8.D.1 9.1.8.D.2 9.1.8.D.3 9.1.8.E.1 9.1.8.E.4 9.1.8.G.1 9.1.12.A.3 9.1.12.A.9 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4 9.1.12.C.9 9.1.12.D.3 9.1.12.D.4 9.1.12.D.5 9.1.12.D.9 9.1.12.D.11 9.1.12.D.15 9.1.12.E.2 9.1.12.E.9 9.1.12.G.1			
<b>Project Based Learning:</b> <b>2. My Life: Income-Expenses=Reality</b>		SL.6.1 SL.6.4 L.6.4 W.6.7 SL.7.1 SL.7.4 L.7.4 W.7.7	SL.8.1 SL.8.4 L.8.4 W.8.7 SL.9-10.1 SL.9-10.4 L.9-10.4 W.9-10.7 SL11-12.1 SL.11-12.4 L.11-12.4 W.11-12.7	9.1.8.A.6 9.1.8.D.1 9.1.8.D.2 9.1.8.E.1 9.1.8.E.4 9.1.12.B.1 9.1.12.B.4 9.1.12.D.4 9.1.12.D.9 9.1.12.E.2	6.NS.3		
<b>Project Based Learning:</b> <b>My Life: In Control Of My Money</b>		SL.6.1 SL.6.4 L.6.4 SL7.1 SL.7.4 L.7.4	SL.8.1 SL.8.4 L.8.4 SL.9-10.1 SL.9-10.4 L.9-10.4 SL.11-12.1 SL.11-12. L.11-12.4	9.1.8.A.6 9.1.8.B.2 9.1.8.B.7 9.1.8.B.8 9.1.8.D.1 9.1.8.D.2 9.1.8.D.5 9.1.8.E.1 9.1.8.E.4 9.1.8.E.6 9.1.12.B.2 9.1.12.B.4 9.1.12.D.4 9.1.12.D.5 9.1.12.D.9			

<p><b>Unit 5: Simulation and Debriefing</b></p> <p><b>Overview:</b> 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> 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>Concepts:</b> Budget, Expenses, Income, Needs, Savings, Taxes, Wages, Wants</p> <p><b>Skills:</b> Active listening, critical thinking, interpersonal communication, math computation, self-reflection, teamwork</p>	<p>RI.6.1 SL.6.1 L.6.1 L.6.2 L.6.3 W.6.1 W.6.2 W.6.4 W.6.7 W.6.8 W.6.9 RI.7.1 SL.7.1 L.7.1 L.7.2 L.7.3 W.7.1 W.7.2 W.7.4 W.7.7 W.7.8 W.7.9 RI.8.1 SL.8.1 L.8.1</p>	<p>L.8.2 L.8.3 W.8.1 W.8.2 W.8.4 W.8.7 W.8.8 W.8.9 RI.9-10.1 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.9 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 W.11-12.2 W.11-12.4 W.11-12.7 W.11-12.8 W.11-12.9</p>	<p>CRP.1 CRP.2 CRP.3 CRP.5 CRP.6 CRP.11 9.1.8.A.1 9.1.8.A.2 9.1.8.A.4 9.18.A.5 9.1.8.A.6 9.1.8.A.7 9.1.8.B.1 9.1.8.B.2 9.1.8.B.3 9.1.8.B.4 9.1.8.B.5 9.1.8.B.7 9.1.8.B.8 9.1.8.B.9 9.1.8.B.11 9.1.8.C.2 9.1.8.C.3 9.1.8.C.4 9.1.8.C.5 9.1.8.C.7 9.1.8.C.8 9.1.8.D.1 9.1.8.D.2 9.1.8.D.3 9.1.8.D.4 9.1.8.D.5 9.1.8.E.1 9.1.8.E.3 9.1.8.E.4 9.1.8.E.5 9.1.8.E.6 9.1.12.A.1 9.1.12.A.3 9.1.12.A.9 9.1.12.B.1 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4 9.1.12.B.5 9.1.12.B.6 9.1.12.B.7 9.1.12.B.8 9.1.12.B.10 9.1.12.C.1 9.1.12.C.4 9.1.12.D.1 9.1.12.D.3 9.1.12.D.4 9.1.12.D.5 9.1.12.D.7 9.1.12.D.8 9.1.12.D.9 9.1.12.D.10 9.1.12.D.15 9.1.12.E.1 9.1.12.E.2 9.1.12.E.3 9.1.12.F.5</p>			
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<b>JA New Jersey Educator Supplement</b>	<b>Objective:</b> Continue classroom instruction on suggested topics.			Unit 1 9.1.12.A.5 9.1.12.A.13 9.1.12.F.3  Unit 2 9.1.12.A.7 9.1.12.D.14 9.1.12.A.2 9.1.12.D.12 9.1.12.F1 9.1.12.F2 9.1.12.F4 9.1.12.G.6 9.1.12.G.7  Unit 3 9.1.12.A.8 9.1.12.C.7 9.1.12.C.8 9.1.12.E.6 9.1.12.E.9  Unit 4 9.1.12.E.5  Unit 5 9.1.12.D.2			
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# JA Finance Park Educator Supplement

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The following research questions, guided discussion prompts and student activities are designed to supplement the JA Finance Park curriculum to support the New Jersey 9.1 Standard. The suggested time for each activity is flexible, and is intended to enhance all units of the curriculum guide (Required Lessons and Extension Activities). Please see the JA Finance Park Curriculum Correlations Guide for further direction on how the curriculum aligns with the 9.1 Standard.

## Unit 1: Income

### 9.1.12.A.5

**Research question:** Have your class examine time periods throughout history such as the Industrial Revolution or Great Depression. How did the economic condition of a time period (such as the late 1920s / early 1930s) affect the labor market?

- Discuss Child Labor Laws and how that gave rise to the unions.
- Internet Research: Triangle Shirtwaist Fire - <http://www.history.com/topics/triangle-shirtwaist-fire>
- Examine and discuss changes in the labor market during World War I and II.
- Discuss post-war economic impact.

### 9.1.12.A.13

**Discussion Prompt:** Define and discuss - what is collective bargaining? *Definition: negotiation of wages and other conditions of employment by an organized body of employees.*

**Research question:** Have students research different labor/trade unions in the United States, such as police, teachers, etc. Research and analyze how collective bargaining impacts benefits and income for group members.

- What are Pros and Cons of collective bargaining units?
- Compare the role of unions today to that of unions in the 1900s.
- Define OSHA and its role in the workplace.
- Did OSHA take the place of workplace safety that the unions once provided?

### 9.1.12.F3

**Continued Discussion:** Unit 1, Page 36 – Lesson 3. (Page 12 in JA Finance Park Student Workbook.)

- Look at the list of federally supported programs on Page 12 in the student workbook.
- Each student should select one and research how it is funded.
- Discuss how citizen decisions (such as voting) can affect the funding of these programs. How (if at all) has governmental funding changed over the last 20 years for this program?

**Research Question:** Discuss Social Security and America's dependency on it.

- Have students define "Solvency" and "Insolvency." Discuss the solvency or insolvency of Social Security in the US.
- How could changes in Social Security affect future retirement goals?

## Unit 2: Saving, Investing and Risk Management

### 9.1.12.A.7

**Discussion Prompt:** Ask the class if they can list any other ways to earn income outside of a job or investing in the stock market.

- For example, investing in businesses or owning rental properties. You do not work there but invest money expecting to get money in return. What is the risk? How else can we get income through investments?

**Research Question:** Have the class research Shark Tank investments. Have any of them failed or succeeded? What was the risk involved for investors?

### 9.1.12.D.14

**Research Question:** Is there tax on earned income (Capital Gains Tax)? How do taxes affect the rate of return on these investments? What is the current rate?

- If you invest \$10,000 in a business, and you earn \$25,000, what is your net gain after taxes? (Use fictional chart below)
- Fictional Tax Rate Chart:

Gains	Rate
Up to \$9,999	5%
\$10,000 to \$29,999	10%
\$30,000 to \$50,000	15%

### 9.1.12.A.2

**Discussion Question:** Have the class research examples of non-taxable income. Show of hands – has anyone received a gift for which they did not need to pay income tax? For example – birthday gifts!

### 9.1.12.D.12

**Research Question:** Compare and contrast government financial regulation in the year 2000 vs regulation in 2017. What regulation was in place leading up to the housing market bubble burst in 2007/2008? What role did lending institutions play in this financial crisis? What has changed since then?

- Outline the causes of the 2007/08 housing market collapse.
- Research the requirements of a specific lender/bank in the years 2004 through 2007 vs now.
- Research the foreclosure rate in the students' hometown in 2007/2008 compared to now.

#### 9.1.12.F1 / 9.1.12.F2 / 9.1.12.F4

**Guest Speaker Suggestion:** Invite a Financial Planner into the classroom to discuss the following topics. *Contact JA Staff for suggestions or referrals.*

- What effects could a country's economic system have on building personal wealth? Discuss the impact of a tax increase/decrease on personal wealth.
- Discuss the impact of emerging global economic events on financial planning.
- Talk about the importance of a Will and the implications of passing away without having one.

#### 9.1.12.G.6

**Research Question / Discussion:** Ask the students – what are the risks of not having health insurance? What is a situation where someone may need self-insurance? Examples:

- Entrepreneurs. Someone who leaves the workforce to start their own business.
- Traveler's Insurance. Someone who gets extra insurance when they are traveling outside the country.

#### 9.1.12.G.7

**Research Question / Discussion:** Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.

- Research and define: Family Medical Leave Act, Social Security Disability Insurance, Medicare, Medicaid.
- Examine and discuss the differences – what would qualify an individual for each of the different types of government assistance?

### **Unit 3: Debit and Credit**

#### 9.1.12.A.8

**Research Question:** Have the class research different forms of currency. Discuss how currency is used to exchange goods and services in different areas of the world.

- For example, in northern Italy, Parmigiano-Reggiano cheese is still used as an acceptable repayment for loans.

#### 9.1.12.C.7 / 9.1.12.C.8

**Research Question:** Have the class research the below terms: predatory lending, balloon mortgages, predatory loans. Discuss what tactics might be used by a seller engaging in predatory lending. Can the class list any examples of where you might encounter untrustworthy offers?

Direct students to the NJ Division of Consumer Affairs website: <http://www.njconsumeraffairs.gov/>

- What protections are in place for NJ consumers? (i.e. NJ Lemon Law)

#### 9.1.12.E.6

**Continued Discussion:** Unit 3, Page 55 – Extension Activity “Rent or Home Ownership”. (Page 63 in JA Finance Park Student Workbook.)

Have students complete page 63 in Student Workbook (Extension Activity #3). Ask the students to analyze the contract for *essential components* of the agreement. What are the agreed upon terms, deposit, interest rate, term of the agreement?

#### 9.1.12.E.9

**Research Question:** Have the students research credit report examples online. Analyze the credit report and ask - what is a situation where you might need a credit counselor? Research what a credit counselor is. When would someone need to call one?

### Unit 4: Budget +

#### 9.1.12.E.5

**Research Question / Discussion:** Have the students research and evaluate business practices of their favorite brands. Students should choose a brand, company or store and look into the following:

- What is their company mission statement?
- Have the students find the definition of “CSR”
  - Does this brand/company have business practices that benefit society? Examples include environmental practices, philanthropy, diversity and inclusion in their hiring...
- Ask students to share if their findings change how they feel about the brand (positive or negative).

### Unit 5: Debriefing – After the Simulation

#### 9.1.12.D.2

**Continued Discussion:** *Distribute Student Budget Report from the Field Trip Simulation / Final Budget Review from Virtual Simulation.*

Have the class review their fictional net monthly income from the Simulation to assess how inflation can impact a salary.

- Have the students research the definition of inflation.
- Direct students to an inflation calculator. Estimate how much their salary will need to increase over the course of the next year to keep pace with inflation.
- Inflation Calculator <https://data.bls.gov/cgi-bin/cpicalc.pl>
- Discuss: How will inflation affect your lifestyle based on your fictional scenario from the Finance Park Simulation? Did your fictional persona include career advancement opportunities?