

A Correlation:

UTAH

Academic Standards and Junior Achievement Capstone Programs



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[Utah Financial Literacy Standards](#)

Overview

The following correlation features the knowledge and skills that students are introduced to in JA Capstone Programs and how they correspond to the [Utah Financial Literacy Standards](#). 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*®, *JA BizTown Adventures*® 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 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 *JA Finance Park 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. *JA Finance Park Advanced* offers a teacher-led blended classroom curriculum with a number of optional self-guided extension activities. *JA Finance Park Entry Level* offers these implementation options:

- Traditional classroom format - educator-led presentation
- Project-Based Learning (PBL) format - structured to include student group and independent work and a culminating project

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.

JA BizTown®

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
Unit 1: Financial Literacy			
<p>(Optional) Pre-Program Self-Guided Session JA BizTown Primer</p> <p>The Primer provides students with background information about the founding of the United States and the basic structure of the federal government. It can be used prior to beginning <i>JA BizTown</i> curriculum or in conjunction with the curriculum.</p> <p>Students will:</p> <ul style="list-style-type: none"> Discover key documents such as the Declaration of Independence and the U.S. Constitution and a brief history of their development. Identify civics fundamentals and terms. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). 		NA
<p>Unit 1: Session 1: Financial Services</p> <p>This lesson enables students to learn about services provided by financial institutions and discover the connection between spending and having money in the bank.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe financial institutions as the center of <i>JA BizTown's</i> economy. Define private property and its importance in our economy. Identify services offered by financial institutions. Identify common terms associated with banking and financial institutions. Recognize the purpose for, and demonstrate how to complete, a bank account application. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. Demonstrate how to monitor and manage checking/debit and saving accounts. Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. 	4/5 RI 1 4/5 RI 2 4/5 RI 3 4/5 RI 4 4/5 RI 6 4/5 RI 7 4/5 SL 1 4/5 SL 2 4/5 SL 3 4/5 L 3 4/5 L 4	Math 5 NBT 7 Math 6 NS 3
<p>Unit 1: Session 1 (Optional) Application 1: Banking Bingo</p> <p>Work in teams to play Banking Bingo to learn more on financial services.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify services offered by financial institutions. Identify common terms associated with banking and financial institutions. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. 	4/5 RI 1 4/5 RI 4 4/5 RI 7 4/5 L 3 4/5 L 4	

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<p>Unit 1: Session 1: (Optional) Application 2: Choosing a Financial Institution</p> <p>Review different types of financial institutions and the services they offer.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify services offered by financial institutions. Identify common terms associated with banking and financial institutions. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. 	<p>4/5 RI 1 4/5 RI 4 4/5 RI 7 4/5 W 4 4/5 SL 1 4/5 SL 3</p>	
<p>Unit 1: Session 1: (Optional) Extension 1: Bank Teller Computations</p> <p>Practice banking skills by completing bank transactions.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify common terms associated with banking and financial institutions. 	NA	<p>4/5 RI 1 4/5 RI 4</p>	<p>Math 5 OA1</p>
<p>Unit 1: Session 1: (Optional) Extension 2: Private Property</p> <p>Discover the meaning of private property by connecting personal cookies to private property.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define private property and its importance in our economy. 	NA	<p>4/5 RI 1 4/5 RI 4 4/5 RI 7 4/5 W 1 4/5 W 4 4/5 SL 1 4/5 SL 3</p>	
<p>Unit 1: Session 2: Earn, Save, and Spend</p> <p>This lesson enables students to learn how to manage a savings account and a checking account in preparation for their <i>JA BizTown</i> visit. Students learn what a paycheck is, practice endorsing and depositing a paycheck, and play a game to make saving and spending decisions.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the purpose of a paycheck. State how the U.S. Constitution provides the right to keep private property. Demonstrate the ability to endorse a paycheck. Demonstrate how to complete a deposit and record it in a money tracker. Recognize the need to make responsible choices regarding money Describe the consequences of insufficient funds. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). Analyze how the larger economy develops from individual participants' rational economic choices. <p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 2: Define a rational decision-making process.</p> <ul style="list-style-type: none"> Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences. <p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> Identify sources of income, such as salary, wages, commissions, and tips. 	<p>4/5 W 4 4/5 SL 1 4/5 SL 3 4/5 RI 1 4/5 RI 2 4/5 RI 3 4/5 RI 6 4/5 RI 7 4/5 SL 1 4/5 SL 2 4/5 SL 3</p>	<p>Math 5 NBT 7 Math 4 NBT 4</p>

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	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. • Demonstrate how to monitor and manage checking/debit and saving accounts. • Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. • Explain the potential consequences of checking account mismanagement, such as nonsufficient funds (NSF) handling and overdraft processing. 		
<p>Unit 1: Session 2: (Optional) Check it Out! Day 1</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate how to complete a deposit and record it in a money tracker. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 1: Session 2: (Optional): Application 1: Transaction Actions</p> <p>Review the process of filling out a deposit ticket and the money tracker. Work in pairs or small groups to complete the activity.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate how to complete a deposit and record it in a money tracker. • Recognize the need to make responsible choices regarding your money. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Demonstrate how to monitor and manage checking/debit and saving accounts. • Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. 	<p>4/5 RI 1 4/5 RI 2 4/5 RI 4 4/5 RI 7 4/5 SL 1</p>	<p>Math 4 NBT 4</p>
<p>Unit 1: Session 2: (Optional) Application 2: Direct Deposit</p> <p>Discuss the purpose and convenience of direct deposit and complete a direct deposit form.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Express the purpose of a paycheck. • Demonstrate how to complete a deposit and record it in a money tracker. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Demonstrate how to monitor and manage checking/debit and saving accounts. • Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. 	<p>4/5 RI 1 4/5 RI 2 4/5 RI 4 4/5 RI 7 4/5 SL 1</p>	<p>4/5 RI 1 4/5 RI 2 4/5 RI 3 4/5 RI 6 4/5 RI 7 4/5 SL 1 4/5 SL 2 4/5 SL 3</p>

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<p>Unit 1: Session 2: (Optional) Extension 1: Gordon’s Bounced Check</p> <p>Fill in the blanks of a story as a class. Discover the importance of keeping track of money.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the consequences of insufficient funds. Demonstrate how to complete a deposit and record it in a money tracker. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Demonstrate how to monitor and manage checking/debit and saving accounts. Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. Explain the potential consequences of checking account mismanagement, such as nonsufficient funds (NSF) handling and overdraft processing. 	<p>4/5 RI 1 4/5 SL 1 4/5 L 3</p>	
<p>Unit 1: Session 2: (Optional) Extension 2: Using Deposit Tickets</p> <p>Digital activity to reinforce the purpose of a paycheck and parts of a deposit ticket.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the purpose of a paycheck. Demonstrate the ability to endorse a paycheck. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Demonstrate how to monitor and manage checking/debit and saving accounts. Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. Explain the potential consequences of checking account mismanagement, such as nonsufficient funds (NSF) handling and overdraft processing. 	<p>4/5 RI 1 4/5 RI 2 4/5 RI 4 4/5 RI 7 4/5 SL 1 4/5 L 1 4/5 L 2</p>	
<p>Unit 1: Session 3: Banks and Saving</p> <p>This lesson enables students to further learn the advantages of saving. They identify the rule of law as the reason we can trust banks and other institutions to keep our personal property, including money, safe. Students participate in a role-play activity to learn about the bank’s role in the economy.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the reasons why someone should save. Make and record electronic payments. Recognize how the rule of law and right to own private property allow people to save. Identify services offered by financial institutions. Explain how money grows in a savings account. Demonstrate the use of a money tracker to record a purchase. Demonstrate how to make and record electronic payments. State the benefit of an interest-earning savings account. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Compare the roles of financial institutions, such as banks and credit unions, and the importance of banking. Demonstrate how to monitor and manage checking/debit and saving accounts. Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. Explain the potential consequences of checking account mismanagement, such as nonsufficient funds (NSF) handling and overdraft processing. <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> Explain how paying yourself first (PYF) early and often influences positive progress toward long-term financial goals. Identify and understand basic saving options, such as savings accounts and Certificates of Deposit. 	<p>4/5 RI 1 4/5 RI 2 4/5 RI 3 4/5 RI 6 4/5 SL 1 4/5 SL 2 4/5 SL 3</p>	<p>CCSS: Math 5 NBT 7</p>

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<p>Unit 1: Session 3: (Optional) Check it Out! Day 2</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate use of a money tracker to record a purchase. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 1: Session 3: (Optional) Application 1: Damian’s Shopping Day</p> <p>Complete a fill-in-the blank story and practice using a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Make and record electronic payments. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Demonstrate how to monitor and manage checking/debit and saving accounts. ● Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. 	<p>4/5 RI 1 4/5 RI 2 4/5 RI 7 4/5 SL 1 4/5 SL 2</p>	<p>CCSS: Math 5 NBT 5</p>
<p>Unit 1: Session 3: (Optional) Application 2: Savings Plan, Inquiry-Based Lesson</p> <p>Research the cost of an item, and calculate how many years it would take to save up for it at differing interest rates.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain how money grows in a savings account. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Compare the roles of financial institutions, such as banks and credit unions, and the importance of banking. ● Demonstrate how to monitor and manage checking/debit and saving accounts. <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> ● Identify and understand basic saving options, such as savings accounts and Certificates of Deposit. ● Understand that savings are designed to preserve principal. 	<p>4/5 RI 7 4/5 SL 1 4/5 SL 2 4/5 W 7 4/5 W 8</p>	
<p>Unit 1: Session 3: (Optional) Extension 1: A Million Dollars or Double the Pennies?</p> <p>Demonstrate how doubling enables money to grow quickly.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain how money grows in a savings account. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Demonstrate how to monitor and manage checking/debit and saving accounts. 	<p>4/5 RI 7 4/5 SL 1 4/5 SL 2</p>	<p>CCSS: Math 5 NBT 7</p>

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 1: Session 3: (Optional) Extension 2: Compound Interest</p> <p>Use manipulatives to understand compound interest.</p> <p>Students will:</p> <ul style="list-style-type: none"> • State the benefit of an interest-earning savings account. • Explain how money grows in a savings account. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Compare the roles of financial institutions, such as banks and credit unions, and the importance of banking. • Demonstrate how to monitor and manage checking/debit and saving accounts. <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> • Identify and understand basic saving options, such as savings accounts and Certificates of Deposit. 	<p>4/5 RI 7 4/5 SL 1 4/5 SL 2</p>	
<p>Unit 1: Session 4: Types of Payments</p> <p>This lesson enables students to explore the differences among various forms of payments. They discuss ways to use credit responsibly and are introduced to the concept of scarcity. Students learn how to make electronic payments and make decisions about the best types of payments to make given specific scenarios.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore the differences between cash, checks, debit cards and credit cards, and other forms of electronic payments. • Explain how money changes hands when a payment occurs. • Demonstrate the use of a money tracker to record a purchase. • Recognize the impact of scarcity and the need to make choices regarding money. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> • Explain how scarcity of financial resources affects rational economic choices. <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Compare the roles of financial institutions, such as banks and credit unions, and the importance of banking. • Demonstrate how to monitor and manage checking/debit and saving accounts. • Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 5: Define the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <ul style="list-style-type: none"> • Identify ways to avoid identity theft and fraud, including securing sensitive financial data, using care when participating in online commerce, avoiding phishing and pharming, and properly disposing of sensitive documents. • Understand the challenges and responsibilities of those who are victims of fraud or identity theft. • Identify the pros and cons of online commerce, including how to conduct transactions safely, such as using credit cards versus debit cards for online purchases. 	<p>4/5 RI 1 4/5 RI 2 4/5 RI 7 4/5 SL 1 4/5 SL 2</p>	

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<p>Unit 1: Session 4: (Optional) Check it Out! Day 3</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate use of a money tracker to record a purchase. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 1: Session 4: (Optional) Application 1: Let's Go to the Bank</p> <p>Practice banking transactions by going to various stations using Goods and Services Cards, checks, and deposit slips, and then record the transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain how money changes hands when a payment occurs. ● Demonstrate use of a money tracker to record a purchase. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Compare the roles of financial institutions, such as banks and credit unions, and the importance of banking. ● Demonstrate how to monitor and manage checking/debit and saving accounts. 	<p>4/5 RI 1 4/5 RI 2 4/5 RI 7 4/5 SL 1 4/5 SL 2</p>	
<p>Unit 1: Session 4: (Optional) Application 2: The Debit Card Transaction</p> <p>Explore electronic payment processes and identify the steps in order.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain how money changes hands when a payment occurs. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Demonstrate how to monitor and manage checking/debit and saving accounts. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 5: Define the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <ul style="list-style-type: none"> ● Identify the pros and cons of online commerce, including how to conduct transactions safely, such as using credit cards versus debit cards for online purchases. 	<p>4/5 RI 1 4/5 RI 2 4/5 RI 7 4/5 SL 1 4/5 SL 2</p>	
<p>Unit 1: Session 4: (Optional) Extension 1: Interest in Your Favor</p> <p>Discover the cost of interest over time by calculating compound interest.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Recognize the impact of scarcity and the need to make responsible choices regarding your money. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> ● Explain how scarcity of financial resources affects rational economic choices. 	<p>4/5 RI 1 4/5 RI 2 4/5 RI 7 4/5 W 7 4/5 W 8 4/5 SL 1 4/5 SL 2</p>	<p>Math 5 NBT 7</p>

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 1: Session 4: (Optional) Extension 2: Personal Checks</p> <p>Answer questions about recording transactions and parts of a check.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate use of a money tracker to record a purchase. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Demonstrate how to monitor and manage checking/debit and saving accounts. 	<p>4/5 RI 7 4/5 SL 1 4/5 SL 2</p>	
<p>Unit 2: Community and Economy</p>			
<p>Unit 2: Session 1: Citizenship</p> <p>This lesson enables students to identify and appreciate their role as citizens within different types of communities, including family, school, and town or city. They create a <i>JA BizTown</i> contract after learning about civic virtues.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify the rights and responsibilities of citizenship. ● Define philanthropy. ● Identify the role of government in community. ● Explain the relationship between taxes and responsible citizenship. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> ● Describe the role different participants play in the economy (i.e., households, businesses, government). <p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> ● Discuss examples as well as the pros and cons of charitable giving. <p>Standard 2: Define a rational decision-making process.</p> <ul style="list-style-type: none"> ● Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences. 	<p>4/5 RI 1 4/5 RI 7 4/5 W4 4/5 SL 1 4/5 SL 2</p>	
<p>Unit 2: Session 1: (Optional): Check it Out! Day 4</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate how to record transactions in a money tracker. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 2: Session 1: (Optional) Application 1: Benjamin Franklin’s List of Virtues</p> <p>Examine Benjamin Franklin’s list of virtues and relate them to responsible citizenship.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify the rights and responsibilities of citizenship. 	<p>NA</p>	<p>4/5 RI 1 4/5 RI 7 4/5 W 4 4/5 SL 1 4/5 SL 2</p>	

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<p>Unit 2: Session 1: (Optional) Application 2: I Am a Citizen – Circles of Citizenship</p> <p>Discuss good character traits and how those traits help them at home, school, and nation.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. Define philanthropy. 	<p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 2: Define a rational decision-making process.</p> <ul style="list-style-type: none"> Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences. Discuss examples as well as the pros and cons of charitable giving. 	<p>4/5 RI 1 4/5 RI 7 4/5 W4 4/5 SL 1 4/5 SL 2</p>	
<p>Unit 2: Session 1: (Optional) Extension 1: My Impact Challenge</p> <p>Watch a video showing what civics means to students and reflect on what you might do for your community.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the role of government in community. Identify the rights and responsibilities of citizenship. 	NA	<p>4/5 RI 1 4/5 RI 7 4/5 W4 4/5 SL 1 4/5 SL 2</p>	
<p>Unit 2: Session 1: (Optional) Extension 2: iCivics Game</p> <p>Play an online game in which you explore your rights guaranteed by the U.S. Constitution.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. 	NA	<p>4/5 RI 1 4/5 RI 7</p>	
<p>Unit 2: Session 2: Circular Flow of an Economy</p> <p>This lesson enables students to identify and appreciate their role as citizens within different types of communities, including family, school, and town or city.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify and distinguish among goods, services, and resources (human, natural, and capital). Describe how government impacts the circular flow. Explain why government involvement in the economy is sometimes necessary. Demonstrate the circular flow of an economy. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). Analyze how the larger economy develops from individual participants' rational economic choices. Define factors of production, resources, macroeconomics, and microeconomics. <p>Standard 2: Analyze different economic systems and how they impact personal financial choice, wealth generation, and economic freedom.</p> <ul style="list-style-type: none"> Understand command, market, and mixed economic systems. <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Compare the roles of financial institutions, such as banks and credit unions, and the importance of banking. 	<p>4/5 RI 1 4/5 RI 7 4/5 W 2 4/5 W 4 4/5 SL 1 4/5 SL 2 4/5 L 1-3</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 2: Session 2: (Optional): Check it Out! Day 5</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate how to record transactions in a money tracker. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 2: Session 2: (Optional) Application 1: Circular Flow Game</p> <p>Walk through the circular flow of an economy by exchanging goods and services cards, resources, and money.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify and distinguish among goods, services, and resources (human, natural, and capital). ● Demonstrate the circular flow of an economy. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 2: Analyze different economic systems and how they impact personal financial choice, wealth generation, and economic freedom.</p> <ul style="list-style-type: none"> ● Understand command, market, and mixed economic systems. 	<p>4/5 RI 1 4/5 RI 7 4/5 SL 4/5 SL 2</p>	
<p>Unit 2: Session 2: (Optional) Application 2: My Business</p> <p>Create a business and determine what to sell and what resources are needed.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify and distinguish among goods, services, and resources (human, natural, and capital). ● Demonstrate the circular flow of an economy. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> ● Define factors of production, resources, macroeconomics, and microeconomics. <p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Compare the risks and rewards of entrepreneurship/ self-employment. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 7 4/5 W 2 4/5 W 4 4/5 SL 4/5 SL 2 4/5 L 1-4</p>	
<p>Unit 2: Session 2: (Optional) Extension 1: The Fishpond Problem</p> <p>Consider how unprotected resources can get used up and how using government to limit use of resources is often necessary.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Describe how government impacts the circular flow. ● Explain why government involvement in the economy is sometimes necessary. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> ● Describe the role different participants play in the economy (i.e., households, businesses, government). ● Analyze how the larger economy develops from individual participants' rational economic choices. ● Define factors of production, resources, macroeconomics, and microeconomics. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 7 4/5 W 2 4/5 W 4 4/5 SL 4/5 SL 2 4/5 L 1-4</p>	<p>CCSS: Math 5.0a.3</p>

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 2: Session 2: (Optional) Extension 2: Government Steps In</p> <p>Explore the kinds of regulations the government has concerning businesses to keep people and the environment safe.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain why government involvement in the economy is sometimes necessary. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> ● Describe the role different participants play in the economy (i.e., households, businesses, government). ● Analyze how the larger economy develops from individual participants’ rational economic choices. ● Define factors of production, resources, macroeconomics, and microeconomics. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 7 4/5 SL 1 4/5 SL 2</p>	<p>CCSS: L5.3, L5.6</p>
<p>Unit 2: Session 3: Free Enterprise</p> <p>This lesson enables students to experience the free enterprise system by working together in teams to make a prototype product with a limited number of resources.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify the function of businesses in producing goods and services. ● Identify the three basic economic questions (what, how, and for whom to produce). ● Define scarcity, and explain ways to resolve scarcity. ● Compare free enterprise with other types of economies. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> ● Describe the role different participants play in the economy (i.e., households, businesses, government). ● Analyze how the larger economy develops from individual participants’ rational economic choices. ● Explain how scarcity of financial resources affects rational economic choices. ● Define factors of production, resources, macroeconomics, and microeconomics. <p>Standard 2: Analyze different economic systems and how they impact personal financial choice, wealth generation, and economic freedom.</p> <ul style="list-style-type: none"> ● Understand command, market, and mixed economic systems. ● Discuss historic and current examples of each economic system and the effects on economic growth. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 7 4/5 W 2 4/5 W 4 4/5 SL 1 4/5 SL 2</p>	
<p>Unit 2: Session 3: (Optional) Check it Out! Day 6</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Demonstrate use of a money tracker to record a purchase. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 2: Session 3: (Optional) Application 1: What are Our Economic Freedoms?</p> <p>Discuss economic freedoms and how they relate to free enterprise and the circular flow of the economy.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Compare free enterprise with other types of economies. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 2: Analyze different economic systems and how they impact personal financial choice, wealth generation, and economic freedom.</p> <ul style="list-style-type: none"> ● Understand command, market, and mixed economic systems. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 7 4/5 W 1 4/5 W 4 4/5 SL 1 4/5 SL 2</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 2: Session 3: (Optional) Application 2: Economic Freedoms Poster</p> <p>Discuss freedoms afforded by a free enterprise system and then create posters to illustrate the economic freedoms.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compare free enterprise with other types of economies. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 2: Analyze different economic systems and how they impact personal financial choice, wealth generation, and economic freedom.</p> <ul style="list-style-type: none"> • Understand command, market, and mixed economic systems. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 7 4/5 W 1 4/5 W 4 4/5 SL 1 4/5 SL 5</p>	
<p>Unit 2: Session 3: (Optional) Extension 1: Family Resources</p> <p>Explore opportunity costs and scarcity by making tough decisions for assigned family scenarios, using the provided resource units.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define scarcity, and explain ways to resolve scarcity. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> • Explain how scarcity of financial resources affects rational economic choices. • Apply economic reasoning skills to make informed personal financial decisions, including opportunity cost (tradeoffs) and their role in decision-making. 	<p>4/5 RI 7 4/5 SL 1</p>	
<p>Unit 2: Session 3: (Optional) Extension 2: Economic Systems</p> <p>Discover the difference in how governments impact their economy.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain why government involvement in the economy is sometimes necessary. • Compare free enterprise with other types of economies. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> • Describe the role different participants play in the economy (i.e., households, businesses, government). <p>Standard 2: Analyze different economic systems and how they impact personal financial choice, wealth generation, and economic freedom.</p> <ul style="list-style-type: none"> • Understand command, market, and mixed economic systems. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 7 4/5 W 1 4/5 W 4 4/5 SL 1 4/5 SL 5</p>	
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>This lesson enables students to discover that both businesses and individuals pay taxes to provide for things like libraries, schools, and other public services. Students complete a brief activity to understand the difference between public and private property. They hunt for things in their classroom that reflect those attributes.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Differentiate between public goods and services and private goods and services. • Explain why people pay taxes. • Identify or explain why philanthropy is important in a community. • Define gross pay and net pay. • Calculate tax by multiplying with decimals. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> • Describe the role different participants play in the economy (i.e., households, businesses, government). <p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> • Discuss examples as well as the pros and cons of charitable giving. <p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p>	<p>4/5 SL 1. 4/5 W 4 4/5 L 4</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
	<p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> Understand the effects of state (Form TC-40) and federal (Form 1040) taxes and the requirement to file, including income, filing status and dependency tax law, the differences between refundable credits, non-refundable credits, and adjustments, and the differences between gross and net income. 		
<p>Unit 2: Session 4: (Optional) Check it Out! Day 7</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate how to record transactions in a money tracker. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 2: Session 4: (Optional) Application 1: Comparing Goods and Services</p> <p>Fill in a Venn diagram to compare public and private goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain why people pay taxes. Differentiate between public goods and services and private goods and services. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). 	<p>4/5 SL 1. 4/5 SL 2 4/5 W 4 4/5 L 4</p>	
<p>Unit 2: Session 4: (Optional) Application 2: Calculating Sales Tax</p> <p>Calculate sales tax on items purchased at the City Zoo Gift Shop.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain why people pay taxes. Calculate tax by multiplying with decimals. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). 	<p>4/5 SL 1. 4/5 SL 2</p>	<p>CCSS: Math 5 NF 2; 5 Nbt 5</p>
<p>Unit 2: Session 4: (Optional) Extension 1: Philanthropy</p> <p>Read biographies about noteworthy philanthropists, and discover how they gave of themselves to help others.</p> <p>Students will:</p> <ul style="list-style-type: none"> State examples of philanthropy. Identify or explain why philanthropy is important in a community. 	<p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> Discuss examples as well as the pros and cons of charitable giving. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 7 4/5 SL 1 4/5 SL 5 4/5 L 4 4/5 L 6</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 2: Session 4: (Optional) Extension 2: Be a Philanthropist</p> <p>Learn about foundations and how to help those in need.</p> <p>Students will:</p> <ul style="list-style-type: none"> State examples of philanthropy. Identify or explain why philanthropy is important in a community. 	<p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> Discuss examples as well as the pros and cons of charitable giving. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 7 4/5 W 1 4/5 W 4 4/5 SL 1 4/5 SL 5 4/5 L 4 4/5 L 6</p>	
<h2>Unit 3: Work and Career Readiness</h2>			
<p>Unit 3: Work and Career Readiness</p> <p>Session 1: Interests and Skills</p> <p>This lesson enables students to assess their own interests and skills and to find out what kinds of jobs are available at <i>JA BizTown</i> and later in life. Students match careers to career types while exploring careers and fill out their own job application.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify their interests and skills. Explain the relevance of interests and skills to career exploration and planning. Distinguish the differences among the four primary career types: people, ideas, data, and things. Categorize STEM careers into different types. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 7 4/5 SL 1 4/5 SL 2 4/5 W 4 4/5 L 4 4/5 L 6</p>	
<p>Unit 3: Session 1: (Optional): Check it Out! Day 8</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate use of a money tracker to record a purchase. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 3: Session 1: (Optional) Application 1: My Career Interests</p> <p>Sort jobs by career interest type and find jobs in which they might be interested.</p> <p>Students will:</p> <ul style="list-style-type: none"> Categorize STEM careers into different types. Distinguish the differences among the four primary career types: people, ideas, data, and things. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential. 	<p>4/5 RI 1 4/5 RI 4 4/5 W 4 4/5 L 2 4/5 L 4 4/5 L 6</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 3: Session 1: (Optional) Application 2: Education Pays Off</p> <p>Create a bar graph to discover how investing in one’s human capital can pay off in higher wages.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain the relevance of interests and skills to career exploration and planning. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential. 	<p>4/5 RI 1 4/5 RI 3 4/5 SL 5 4/5 L 4 4/5 L 6</p>	<p>CCSS: Math 4/5 MD 4</p>
<p>Unit 3: Session 1: (Optional) Extension 1: Writing a Resume</p> <p>Create a resume using a template.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain the relevance of interests and skills to career exploration and planning. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential. <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> ● Identify components to be included on a resume and/or electronic professional profile, such as appropriate contact information, experience educational, work, and volunteer, skills, certificates obtained, accomplishments, interests, and references. 	<p>4/5 RI 1 4/5 RI 5 4/5 W 2 4/5 W 4 4/5 W 8 4/5 SL 1 4/5 L 4 4/5 L 6</p>	<p>CCSS: 4/5 W 2.a</p>
<p>Unit 3: Session 1: (Optional) Extension 2: Career STEM Lesson</p> <p>Work in teams to solve problems using engineering skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Categorize STEM careers into different types. 	<p>NA</p>	<p>4/5 RI 2 4/5 W 2 4/5 W 4 4/5 SL 1 4/5 SL 4 4/5 L 4</p>	
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>This lesson enables students to practice an important part of getting a job, interviewing. They also learn about appropriate workplace behavior while working on the job</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Contribute to group success by demonstrating appropriate workplace behaviors. ● Define resume, job interview, and applicant. ● Model appropriate business greetings. ● Demonstrate proper interview skills. ● Distinguish the difference between technical skills and soft skills. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> ● Identify components to be included on a resume and/or electronic professional profile, such as appropriate contact information, experience educational, work, and volunteer, skills, certificates obtained, accomplishments, interests, and references. ● Identify soft skills that increase employability, retention, and earning power. For example, communication, teamwork, time management, problem-solving, and punctuality. 	<p>4/5 SL 1 4/5 SL 3</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 3: Session 2: (Optional) Check it Out! Day 9 Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate how to record transactions in a money tracker. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 3: Session 2: (Optional) Application 1: Job Interviews Interview with volunteers for potential job roles at JA BizTown.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Model appropriate business greetings. • Contribute to group success by demonstrating appropriate workplace behaviors. • Demonstrate proper interview skills. • Define resume, job interview, and applicant. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> • Identify components to be included on a resume and/or electronic professional profile, such as appropriate contact information, experience educational, work, and volunteer, skills, certificates obtained, accomplishments, interests, and references. • Identify soft skills that increase employability, retention, and earning power. For example, communication, teamwork, time management, problem-solving, and punctuality. 	<p>4/5 SL 1 4/5 SL 3 4/5 SL 4 4/5 SL 6</p>	
<p>Unit 3: Session 2: (Optional) Application 2: Customer Service Explore skills needed for outstanding customer service.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Contribute to group success by demonstrating appropriate workplace behaviors. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> • Identify soft skills that increase employability, retention, and earning power. For example, communication, teamwork, time management, problem-solving, and punctuality. 	<p>4/5 RI 2 4/5 W 2 4/5 W 4 4/5 SL 1 4/5 SL 4 4/5 L 4</p>	<p>CCSS: Math 4/5 MD 4</p>
<p>Unit 3: Session 2: (Optional) Extension 1: Teamwork: Build a Robot Work in teams to design and build a robot using geometric shapes.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Contribute to group success by demonstrating appropriate workplace behaviors. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> • Identify soft skills that increase employability, retention, and earning power. For example, communication, teamwork, time management, problem-solving, and punctuality. 	<p>4/5 RI 2 4/5 W 2 4/5 W 4 4/5 SL 1 4/5 SL 4</p>	<p>CCSS: Math 4.5.1, 5.G.3</p>
<p>Unit 3: Session 2: (Optional) Extension 2: Soft Skills Explore what soft skills look, feel, and sound like. Relate soft skills to civic virtues.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Contribute to group success by demonstrating appropriate workplace behaviors. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> • Identify soft skills that increase employability, retention, and earning power. For example, communication, teamwork, time management, problem-solving, and punctuality. 	<p>4/5 RI 1 4/5 RI 2 4/5 W 2 4/5 W 4 4/5 SL 1 4/5 SL 4</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 3: Session 3: (Optional) Elections, Yesterday and Today</p> <p>Students explore why the right to vote, as a means to make a change in the community, is so important. Students become involved in the election process, as a candidate, speechwriter, campaign manager, or voter.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe how groups make changes. • Describe the importance of elections in a representative democracy. • Identify the steps of the election process. • Explain the importance of being an informed voter. 	<p>NA</p>	<p>4/5 RI 3 4/5 RI 4 4/5 RI 7 4/5 W 4 4/5 SL 1</p>	
<p>Unit 3: Session 3: (Optional) Check it Out! Day 10</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate use of a money tracker to record a purchase. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 3: Session 3: (Optional) Application 1: Who Gets My Vote?</p> <p>Vote on Community changes.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe the importance of elections in a representative democracy. • Explain the importance of being an informed voter. 	<p>NA</p>	<p>4/5 RI 1-3 4/5 RI 4 4/5 RI 7 4/5 W 9 4/5 SL 1 4/5 SL 4 4/5 SL 6</p>	
<p>Unit 3: Session 3: (Optional) Application 2: Do You Have an Issue?</p> <p>Learn some tips for becoming an informed voter.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe how groups make changes. • Explain the importance of being an informed voter. 	<p>NA</p>	<p>4/5 RI 3 4/5 RI 4 4/5 RI 7 4/5 W 4 4/5 SL 1 4/5 SL 4 4/5 SL 6</p>	
<p>Unit 3: Session 3: (Optional) Extension 1: Voting Rights Timeline</p> <p>Learn about amendments to the U.S. Constitution regarding voting rights.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe the importance of elections in a representative democracy. 	<p>NA</p>	<p>4/5 RI 2 4/5 RI 3, 4/5 RI 4 4/5 W.9</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 3: Session 3: (Optional) Extension 2: JA My Way</p> <p>Discover games, tools, and supplements such as <i>JA My Resume Builder</i> to learn more about creating resumes and starting a business.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore careers and career paths • Create a draft resume or business plan 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> • Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential. <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> • Identify components to be included on a resume and/or electronic professional profile, such as appropriate contact information, experience educational, work, and volunteer, skills, certificates obtained, accomplishments, interests, and references. 	<p>4/5 RI 2 4/5 RI 3 4/5 RI 4 4/5 W.9</p>	
<h2>Unit 4 Business Management</h2>			
<p>Unit 4: Business Management</p> <p>Session 1: Business Costs</p> <p>This lesson enables students to describe what makes a quality business. They meet their coworkers in their assigned businesses and begin to operate as teams led by their CEOs. Students examine business costs after reviewing the importance of teamwork and begin their preparatory work in BizPrep.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use descriptive language to describe what makes a quality business. • Calculate business expenses. • Describe costs associated with operating a business. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> • Describe the role different participants play in the economy (i.e., households, businesses, government). <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. 	<p>4/5 RI 2 4/5 RI 3 4/5 RI 4 4/5 W.4</p>	
<p>Unit 4: Session 1: (Optional): Check it Out! Day 11</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate how to record transactions in a money tracker. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Demonstrate how to monitor and manage checking/debit and saving accounts. 		

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 4: Session 1: (Optional) Application 1: Business Budget</p> <p>Define budget categories and discover why keeping track of spending is important for businesses and individuals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe costs associated with operating a business. Calculate business expenses. 	<p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> Define the elements of a financial plan and describe the benefits of financial planning. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 4 4/5 W.4 4/5 SL 1 4/5 SL 2</p>	<p>CCSS: Math 5 NBT 5</p>
<p>Unit 4: Session 1: (Optional) Application 2: Quality Task Committee</p> <p>Brainstorm characteristics of quality businesses and establish criteria for ranking businesses.</p> <p>Students will:</p> <ul style="list-style-type: none"> Use descriptive language to describe what makes a quality business. 	<p>NA</p>	<p>4/5 RI 1 4/5 RI 3 4/5 RI 4 4/5 W.4 4/5 SL 1 4/5 SL 2</p>	
<p>Unit 4: Session 1: (Optional) Extension 1: Personal Budget</p> <p>Discover why keeping track of spending is important for businesses and individuals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of keeping track of personal expenses. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Explain how scarcity of financial resources affects rational economic choices. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> Define the elements of a financial plan and describe the benefits of financial planning. 	<p>4/5 RI 1 4/5 RI 3 4/5 RI 4 4/5 W.4 4/5 SL 1 4/5 SL 2</p>	<p>CCSS: Math 5 NBT 5</p>
<p>Unit 4: Session 1: (Optional) Extension 2: JA BizBriefs</p> <p>Read a business summary and rank the business according to specific criteria.</p> <p>Students will:</p> <ul style="list-style-type: none"> Use descriptive language to describe what makes a quality business. 	<p>NA</p>	<p>4/5 RI 1 4/5 RI 3 4/5 RI 4 4/5 W.4 4/5 SL 1 4/5 SL 2 4/5 SL 4</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 4: Session 2: Setting Prices</p> <p>This lesson enables students to take on the role of a business owner to discover that businesses must price their goods and services appropriately to achieve a balance between profit and revenue. Students work in their business teams to calculate prices.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe factors that affect selling price. Define selling price, revenue, profit, and inventory. Explain the relationship between revenue, costs, and profit. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). 	<p>4/5 RI 1 4/5 RI 4</p>	<p>CCSS: LA 4/5 3.a</p> <p>CCSS: Math 5 NBT 5</p>
<p>Unit 4: Session 2: (Optional): Check it Out! Day 12</p> <p>Practice recording transactions in a money tracker.</p> <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate use of a money tracker to record a purchase. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 4: Session 2: (Optional) Application 1: The Right Price</p> <p>Work in business teams to determine the right price for a product and attempt to sell the product at that price. Business teams take turns buying and selling to try to turn a profit.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe factors that affect selling price. Explain the relationship between revenue, costs, and profit. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). 	<p>4/5 RI 1 4/5 RI 4 4/5 SL 1 4/5 SL 2</p>	<p>CCSS: Math 5 NBT 5</p>
<p>Unit 4: Session 2: (Optional) Application 2: Business Costs and Profit</p> <p>Brainstorm operating costs and list resources business might need. Assign expenses, calculate business costs, and then calculate profit with a selected price, with a goal of making a profit.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define selling price, revenue, profit, and inventory. Describe factors that affect selling price. Explain the relationship between revenue, costs, and profit. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). 	<p>4/5 RI 1 4/5 RI 4 4/5 SL 1 4/5 SL 2</p>	<p>CCSS: Math 5 NBT 5</p>

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 4: Session 2: (Optional) Extension 1: History of Product Pricing</p> <p>Discover how need and desire affect the pricing of goods, and how that has had an effect on history.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain the relationship between revenue, costs, and profit. 	<p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> ● Evaluate the role of emotions, attitudes, and habits in making financial decisions. ● Understand how culture and values influence financial decisions and goals. ● Give examples of how marketing strategies, social media, and social pressure can influence purchasing decisions. 	<p>4/5 RI 1 4/5 RI 4 4/5 W 4 4/5 W 7 4/5 W 8 4/5 SL 1 4/5 SL 2 4/5 W 7</p>	
<p>Unit 4: Session 2: (Optional) Extension 2: Friendly Letter</p> <p>Write a letter to another citizen of <i>JA BizTown</i> and address an envelope.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Create a letter using a template. 	<p>NA</p>	<p>4/5 W 4 4/5 L 1 4/5 L 2</p>	
<p>Unit 4: Session 3: Visit Preparation</p> <p>Students learn the importance of advertising to attract customers. Students create advertising for their <i>JA BizTown</i> businesses that will be used on simulation day. They prepare their money trackers and first deposits in preparation for the visit to <i>JA BizTown</i>.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● 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 <i>JA BizTown</i> visit. ● Manage personal finances and time. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> ● Describe the role different participants play in the economy (i.e., households, businesses, government). <p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> ● Evaluate the role of emotions, attitudes, and habits in making financial decisions. ● Understand how culture and values influence financial decisions and goals. ● Give examples of how marketing strategies, social media, and social pressure can influence purchasing decisions. <p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Understand the effects of state (Form TC-40) and federal (Form 1040) taxes and the requirement to file, including income, filing status and dependency tax law, the differences between refundable credits, non-refundable credits, and adjustments, and the differences between gross and net income. 	<p>4/5 W 4 4/5 SL 1 4/5 SL 2 4/5 L 5</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> • Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. • Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 4: Session 3: (Optional) Application 1: Business Ethics</p> <p>Work in small groups to evaluate the ethics of advertising scenarios.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize that the primary goal of an ethical entrepreneur should be to provide excellent customer service, and profit will follow. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> • Compare the risks and rewards of entrepreneurship/self-employment. 	<p>4/5 RI 4-5 4/5 W 4 4/5 SL 1 4/5 SL 2 4/5 L 5</p>	
<p>Unit 4: Session 3: (Optional) Application 2: Slogans, Logos, and Jingles</p> <p>Match businesses with their slogans and/or logos. Learn what a jingle is and work with their business teams to create one for their business.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe characteristics of effective advertising. 	<p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> • Evaluate the role of emotions, attitudes, and habits in making financial decisions. • Understand how culture and values influence financial decisions and goals. • Give examples of how marketing strategies, social media, and social pressure can influence purchasing decisions. 	<p>4/5 RI 4-5 4/5 W 4 4/5 SL 1 4/5 SL 2 4/5 L 5</p>	
<p>Unit 4: Session 3: (Optional) Extension 1: Identity Theft</p> <p>Learn the dangers of identity theft and Internet scams by participating in a role-play game.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the meaning of identity theft, and learn how to prevent it. 	<p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 5: Define the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <ul style="list-style-type: none"> • Identify ways to avoid identity theft and fraud, including securing sensitive financial data, using care when participating in online commerce, avoiding phishing and pharming, and properly disposing of sensitive documents. • Understand the challenges and responsibilities of those who are victims of fraud or identity theft. 	<p>4/5 RI 4-5 4/5 W 4 4/5 SL 1 4/5 SL 2 4/5 L 5</p>	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 4: Session 3: (Optional) Extension 2: Letters to the Editor</p> <p>Write a letter to the editor to be published in the <i>JA BizTown</i> newspaper.</p> <p>Students will:</p> <ul style="list-style-type: none"> Appreciate how careful completion of details ensures a more successful <i>JA BizTown</i> visit. 	NA	4/5 W 1 4/5 W 4 4/5 W 5 4/5 SL 6 4/5 L 1 4/5 L 2	
Unit 5: The Visit			
<p>Unit 5: The Visit</p> <p>This lesson enables students to go to <i>JA BizTown!</i> Students undergo on-the-job training and complete the activities and responsibilities required by their job positions..</p> <p>Students will:</p> <ul style="list-style-type: none"> Appreciate how careful completion of details ensures a more successful <i>JA BizTown</i> visit. Manage their personal finances and time. Function in their job capacity at <i>JA BizTown</i>. Carry out responsibilities of citizenship, such as voting and job responsibilities. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Demonstrate how to monitor and manage checking/debit and saving accounts. 		
<p>Unit 5: Debriefing</p> <p>This lesson enables students to review and evaluate their team’s performance at <i>JA BizTown</i>. Students will review the concepts of the circular flow and free enterprise they learned in class and experienced at <i>JA BizTown</i>.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate team performance at <i>JA BizTown</i>. Describe how citizens work within a quality business. Explain the circular flow. Describe how citizens use financial institutions. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Describe the role different participants play in the economy (i.e., households, businesses, government). Analyze how the larger economy develops from individual participants’ rational economic choices. Explain how scarcity of financial resources affects rational economic choices. Define factors of production, resources, macroeconomics, and microeconomics. Apply economic reasoning skills to make informed personal financial decisions, including opportunity cost (tradeoffs) and their role in decision-making. <p>Standard 2: Analyze different economic systems and how they impact personal financial choice, wealth generation, and economic freedom.</p> <ul style="list-style-type: none"> Understand command, market, and mixed economic systems. <p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p>	CCSS: LA 4/5 SL 1.d	

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
	<p>Standard 2: Define a rational decision-making process.</p> <ul style="list-style-type: none"> Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences. <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 5: Define the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <ul style="list-style-type: none"> Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions. 		
<p>Unit 5: (Optional) Application 1: Rank Your Business Performance</p> <p>Use a self-checklist to rank your business performance.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate team performance at <i>JA BizTown</i>. Describe how citizens work within a quality business. 	NA	CCSS: LA 4/5 SL 4	
<p>Unit 5: (Optional) Application 2: Biz Quiz</p> <p>Play a trivia game to review economic facts and discover how much you remember about your JA BizTown experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain circular flow. Describe how citizens use financial institutions. Describe how citizens work within a quality business. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. 		

JA BizTown®

Unit Description and Learning Objectives	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 5: (Optional) Extension: Business Letter Write a business letter to a sponsor about the visit to JA BizTown.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Evaluate team performance at <i>JA BizTown</i>. • Describe how citizens work within a quality business. 	NA		

JA Finance Park® Entry Level

Unit Description	Utah Financial Literacy Strands and Standards	English Language Arts	Math
<p>Unit 1: Income</p> <p>Students recognize the fundamental role that income plays in their personal finances and the factors that affect income and take-home pay. They discover how their decisions about education and careers impact their potential income and quality of life.</p> <p>Objectives / 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Identify sources of income, such as salary, wages, commissions, and tips. ● Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential. ● Compare the risks and rewards of entrepreneurship/ self-employment. ● Understand the effects of FICA (Social Security and Medicare), state, local, and federal taxes and voluntary deductions on wages and income, the difference between gross and net income, and the similarities and differences between wages and income. ● Understand the effects of state (Form TC-40) and federal (Form 1040) taxes and the requirement to file, including income, filling status and dependency tax law, the differences between refundable credits, non-refundable credits, and adjustments, and the differences between gross and net income. <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> ● Recognize and explore the correlation between education, training, and potential lifetime income. 	<p>Grade 6</p> <p>SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7</p> <p>SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8</p> <p>SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10</p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p>Grade 6</p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p>Grade 7</p> <p>RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2</p>
<p>Unit 2: Saving, Investing and Risk Management</p> <p>Students explore and compare saving and investing options as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p> <p>Objectives / 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 advantages and disadvantages of savings and investment options. ● Determine factors for choosing insurance. 	<p>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> ● Apply economic reasoning skills to make informed personal financial decisions, including opportunity cost (tradeoffs) and their role in decision-making. <p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 2: Define a rational decision-making process.</p> <ul style="list-style-type: none"> ● Understand the differences between saving, investing, and gambling. <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> ● Explain how paying yourself first (PYF) early and often influences positive progress toward long-term financial goals. ● Identify and understand basic saving options, such as savings accounts and Certificates of Deposit. 	<p>Grade 6</p> <p>RI.6.2 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7</p> <p>RI.7.2 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8</p> <p>SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10</p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p>Grade 6</p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p>Grade 7</p> <p>RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2 SP.7.5</p>

JA Finance Park[®] Entry Level

Unit Description	Utah Financial Literacy Strands and Standards	English Language Arts	Math
	<p>Standard 3: Discuss the risks and returns of investing.</p> <ul style="list-style-type: none"> Identify and understand investment options, including retirement planning, long and short term investments, and dividend reinvestment plans. Compare and contrast the basic types of investment products, including stocks, mutual funds, real estate, commodities, collectibles, and bonds. Demonstrate the time value of money using a compound interest calculator. <p>Standard 4: Understand the role of risk management in asset protection.</p> <ul style="list-style-type: none"> Discuss the purposes of insurance/risk management. Define common insurance products and their purposes, such as automobile, health, homeowner/renter, whole/term life, and disability. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions. 		
<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 examine the role that credit scores and credit reporting have on personal finances.</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Define <i>financial institution</i> and identify the services it provides. Examine debit and credit cards and their use. Explain the benefits and common pitfalls of credit cards. Explain the benefits of debit cards. Define <i>credit score</i> and describe how it influences the ability to get credit and borrow money. 	<p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> Emphasize the importance of comparison shopping, buying strategies, and negotiation in purchasing. <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Explain the role of the Federal Deposit Insurance Corporation (FDIC) and the National Credit Union Association (NCUA). Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 2: Describe and discuss the impact of credit and debt on personal money management.</p> <ul style="list-style-type: none"> Discuss the purpose and role of credit. Explain the value of building and maintaining a healthy credit rating, including elements of 	<p>Grade 6</p> <p>SL.6.1 SL.6.2</p> <p>Grades 9-10</p> <p>L.9-10.1 L.9-10.4</p> <p>Grades 11-12</p> <p>SL.11-12.1 L.11-12.1 L.11-12.4</p>	<p>Grade 6</p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7</p> <p>RP.7.R2.b NS.7.3 SP.7.5</p> <p>Grade 8</p> <p>G.8 SP.8.2</p>

JA Finance Park® Entry Level

Unit Description	Utah Financial Literacy Strands and Standards	English Language Arts	Math
	<p>creditworthiness: character, capacity, capital, collateral, and conditions.</p> <ul style="list-style-type: none"> Explore and discuss the pros and cons of basic types of credit, including unsecured vs. secured credit, credit cards, installment loans, revolving credit, student loans, mortgage, and payday/predatory lenders. Evaluate the costs and risks of each type. Define and understand the terms associated with credit, including APR, grace period, late fees, finance charges, default rates, interest, and closing costs. Describe the personal and societal effects of bankruptcy and identify circumstances that lead to bankruptcy, such as uninsured medical costs, family break-up, divorce, or loss of job. <p>Standard 3: Explain and understand credit reports and the significance of credit scores.</p> <ul style="list-style-type: none"> Identify the three major credit bureaus. Understand the legal right to a free annual credit report (AnnualCreditReport.com). Evaluate and identify components of a credit report, including derogatory remarks, and the warning signs of credit abuse, such as late fees, missed payments, collection notices, and bounced checks. Evaluate the impact a credit score has on personal finance. 		
<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 / 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>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> Explain how scarcity of financial resources affects rational economic choices. Apply economic reasoning skills to make informed personal financial decisions, including opportunity cost (tradeoffs) and their role in decision-making. <p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> Evaluate the role of emotions, attitudes, and habits in making financial decisions. Understand how culture and values influence financial decisions and goals. Give examples of how marketing strategies, social media, and social pressure can influence purchasing decisions. Emphasize the importance of comparison shopping, buying strategies, and negotiation in purchasing. <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> Explain how paying yourself first (PYF) early and often influences positive progress toward long-term financial goals. 	<p>Grade 6</p> <p>RI.6.1 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7</p> <p>RI.7.1 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8</p> <p>RI.8.1 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10</p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p>Grade 6</p> <p>NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7</p> <p>NS.7.2 NS.7.3 EE.7.1 EE.7.2</p>

JA Finance Park® Entry Level

Unit Description	Utah Financial Literacy Strands and Standards	English Language Arts	Math
	<p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> ● Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> ○ Identify short- and long-term financial goals and the impact they have on one’s financial plan. ○ Define fixed, variable, and periodic budget categories. ○ Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions. ○ Compare tools for tracking a budget, income, and expenditures, such as paper and digital tracking. 		
<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 / 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>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> ● Apply economic reasoning skills to make informed personal financial decisions, including opportunity cost (tradeoffs) and their role in decision-making. <p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> ● Emphasize the importance of comparison shopping, buying strategies, and negotiation in purchasing. <p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Understand the effects of FICA (Social Security and Medicare), state, local, and federal taxes and voluntary deductions on wages and income, the difference between gross and net income, and the similarities and differences between wages and income. ● Understand the effects of state (Form TC-40) and federal (Form 1040) taxes and the requirement to file, including income, filing status and dependency tax law, the differences between refundable credits, non-refundable credits, and adjustments, and the differences between gross and net income. <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> ● Explain how paying yourself first (PYF) early and often influences positive progress toward long-term financial goals. 	<p>Grade 6</p> <p>RI.6.1 W.6.1 W.6.4 W.6.9</p> <p>Grade 7</p> <p>RI.7.1 W.7.1 W.7.4 W.7.9</p> <p>Grade 8</p> <p>RI.8.1 W.8.1 W.8.4 W.8.9</p> <p>Grades 9-10</p> <p>RI.9-10.1 W.9-10.4 W.9-10.9</p>	<p>Grade 6</p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p>Grade 7</p> <p>RP.7.R2.b NS.7.2 NS.7.3</p>

JA Finance Park[®] Entry Level

Unit Description	Utah Financial Literacy Strands and Standards	English Language Arts	Math
	<p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> ● Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> ○ Identify short- and long-term financial goals and the impact they have on one’s financial plan. ○ Define fixed, variable, and periodic budget categories. ○ Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions. ○ Compare tools for tracking a budget, income, and expenditures, such as paper and digital tracking. 		

JA Finance Park[®] PBL

Unit Description	Utah Financial Literacy Strands and Standards	Common Core ELA
<p>Unit 1: Income</p> <p>Students recognize the fundamental role of income in their personal finances and the factors that affect income and take-home pay. Through Project-Based Learning (PBL), students understand how the decisions they make about education and careers have an impact on their potential income and quality of life.</p> <p>Objectives / 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. ● 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Identify sources of income, such as salary, wages, commissions, and tips. ● Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential. ● Compare the risks and rewards of entrepreneurship/ self-employment. ● Understand the effects of FICA (Social Security and Medicare), state, local, and federal taxes and voluntary deductions on wages and income, the difference between gross and net income, and the similarities and differences between wages and income. ● Understand the effects of state (Form TC-40) and federal (Form 1040) taxes and the requirement to file, including income, filing status and dependency tax law, the differences between refundable credits, non-refundable credits, and adjustments, and the differences between gross and net income. <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> ● Recognize and explore the correlation between education, training, and potential lifetime income. 	<p>Grades 9-10</p> <p>RI .9–10.4 W. 9-10. 1,4 SL. 9-10. 1 L.9-10. 1,4</p> <p>Grades 11-12</p> <p>RI 11/12.4 W.11/12. 1,4 SL.11/12. 1 L.11/12. 1,4</p>
<p>Unit 2: Saving, Investing and Risk Management</p> <p>Students explore savings and compare investments as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p> <p>Objectives / 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 risk and risk management. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> ● Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> ● Explain how paying yourself first (PYF) early and often influences positive progress toward long-term financial goals. ● Identify and understand basic saving options, such as savings accounts and Certificates of Deposit. <p>Standard 3: Discuss the risks and returns of investing.</p> <ul style="list-style-type: none"> ● Compare and contrast the basic types of investment products, including stocks, mutual funds, real estate, commodities, collectibles, and bonds. ● Demonstrate the time value of money using a compound interest calculator. <p>Standard 4: Understand the role of risk management in asset protection.</p> <ul style="list-style-type: none"> ● Discuss the purposes of insurance/risk management. ● Define common insurance products and their purposes, such as automobile, health, homeowner/renter, whole/term life, and disability. ● Define terms of a basic insurance policy, such as contract, limits of coverage, premium, deductible, grace period, and lifetime limit. ● Discuss insurance needs at different stages of life. 	<p>Grades 9-10</p> <p>RI .9–10.1 W. 9-10. 1,4,9 SL. 9-10. 1 L.9-10. 1,4</p> <p>Grades 11-12</p> <p>RI .11-12. 1 W.11-12. 1,4,9 SL11-12. 1 L.11-12. 1,4</p>

JA Finance Park® PBL

Unit Description	Utah Financial Literacy Strands and Standards	Common Core ELA
<p>Unit 3: Debit and Credit</p> <p>Students compare financial institutions and their services; examine the value of credit scores; and interpret the effect of creditworthiness.</p> <p>Objectives / 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>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 1: Describe and discuss financial institutions and demonstrate how to manage personal financial accounts.</p> <ul style="list-style-type: none"> Explain the role of the Federal Deposit Insurance Corporation (FDIC) and the National Credit Union Association (NCUA). Compare the roles of financial institutions and their services, such as banks and credit unions, and the importance of banking. Describe available consumer banking technologies, such as online deposits, bill pay, and peer-to-peer transfers. <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> Identify and understand basic saving options, such as savings accounts and Certificates of Deposit. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 2: Describe and discuss the impact of credit and debt on personal money management.</p> <ul style="list-style-type: none"> Discuss the purpose and role of credit. Explain the value of building and maintaining a healthy credit rating, including elements of creditworthiness: character, capacity, capital, collateral, and conditions. Explore and discuss the pros and cons of basic types of credit, including unsecured vs. secured credit, credit cards, installment loans, revolving credit, student loans, mortgage, and payday/predatory lenders. Evaluate the costs and risks of each type. <p>Standard 3: Explain and understand credit reports and the significance of credit scores.</p> <ul style="list-style-type: none"> Identify the three major credit bureaus. Understand the legal right to a free annual credit report (AnnualCreditReport.com). Evaluate and identify components of a credit report, including derogatory remarks, and the warning signs of credit abuse, such as late fees, missed payments, collection notices, and bounced checks. Evaluate the impact a credit score has on personal finance. 	<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

Unit Description	Utah Financial Literacy Strands and Standards	Common Core ELA
<p>Unit 4: Budget+</p> <p>Students 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—the first steps toward achieving financial independence. 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 / 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>STRAND 1: Students will understand basic economic concepts and develop economic thinking critical to making personal financial choices.</p> <p>Standard 1: Understand how basic economic principles affect personal financial choices.</p> <ul style="list-style-type: none"> • Apply economic reasoning skills to make informed personal financial decisions, including opportunity cost (tradeoffs) and their role in decision-making. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> • Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> ○ Identify short- and long-term financial goals and the impact they have on one’s financial plan. ○ Define fixed, variable, and periodic budget categories. ○ Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions. ○ Compare tools for tracking a budget, income, and expenditures, such as paper and digital tracking. 	<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>
<p>Unit 5: Simulation and Debriefing</p> <p>Students use the knowledge and skills gained from the <i>JA Finance Park</i> lessons to create a Portfolio and a 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 / Students will:</p> <ul style="list-style-type: none"> • 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>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 2: Define a rational decision-making process.</p> <ul style="list-style-type: none"> • Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences. <p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> • Recognize and explore the correlation between education, training, and potential lifetime income. • Discuss types of post-secondary training available to students and scholarship/grant opportunities. <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> • Identify and understand basic saving options, such as savings accounts and Certificates of Deposit. <p>Standard 4: Understand the role of risk management in asset protection.</p> <ul style="list-style-type: none"> • Discuss risk management strategies, including acceptance, transfer, and reduction. • Discuss the purposes of insurance/risk management. 	<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[®] PBL

Unit Description	Utah Financial Literacy Strands and Standards	Common Core ELA
	<ul style="list-style-type: none"> ● Define common insurance products and their purposes, such as automobile, health, homeowner/renter, whole/term life, and disability. ● Discuss insurance needs at different stages of life. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> ● Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> ○ Identify short- and long-term financial goals and the impact they have on one’s financial plan. ○ Define fixed, variable, and periodic budget categories. ○ Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions. ○ Compare tools for tracking a budget, income, and expenditures, such as paper and digital tracking. 	

JA Finance Park[®] Advanced

Unit Description and Objectives	Utah Financial Literacy Strands and Standards	English Language Arts
<p>Theme 1: Employment and Income 1.1 Foundation: Career Cluster Students learn about the 16 career clusters and how their own interests and skills can help them determine a career pathway.</p> <p>Objectives / 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential. 	<p>RI.9-10. 1,4 W.9-10. 2,4,6,7,8 SL 9-10. 1,2,4,5,6 L 9-10. 1- 6 RI.11-12. 1,4 W.11-12. 2,4,6,7,8 SL 9-10. 1,2,4,5,6 L 11-12. 1- 6</p>
<p>Theme 1: Employment and Income 1.2 Foundation: Net Income 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 / 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Understand the effects of FICA (Social Security and Medicare), state, local, federal taxes and voluntary deductions on wages and income, the difference between gross and net income, and similarities and differences between wages and income. ● Understand the effects of state (Form TC-40) and federal (Form 1040) taxes and the requirement to file, including income, filing status and dependency tax law, the differences between refundable credits, non-refundable credits, and adjustments, and the differences between gross and net income. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> ● Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> ○ Identify short- and long-term financial goals and the impact they have on one's financial plan. ○ Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions. 	<p>Grades 9-10 9-10.RV.1 9-10.RV.3.2 9-10.SL.1</p> <p>Grades 11-12 11-12.RV.1 11-12.RV.3.2 11-12.SL.1</p>

JA Finance Park® Advanced

Unit Description and Objectives	Utah Financial Literacy Strands and Standards	English Language Arts
<p>Theme 2: Employment and Education 2.1 Foundation: The Value of Education Students learn about time commitments, costs, and benefits of post-secondary education options. They find occupations with the highest return on investment.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify the benefits of postsecondary education, including trade schools and military service. Identify the income projection for a variety of careers. Calculate the return on the educational investment for different occupations using the Occupational Outlook Handbook from the Bureau of Labor Statistics. 	<p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> Recognize and explore the correlation between education, training, and potential lifetime income. Calculate the costs of post-secondary training options and analyze the return on investment (ROI) based on career choices. 	<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 3.1 Foundation: Financial Decision Making Students learn a process for making decisions and recognize the responsibilities associated with personal financial decisions.</p> <p>Objectives / 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>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 2: Define a rational decision-making process.</p> <ul style="list-style-type: none"> Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> Identify short- and long-term financial goals and the impact they have on one’s financial plan. Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions. 	<p>RI.9-10. 1,4 W.9-10. 1,4 SL 9-10. 1,2,5 L 9-10. 1- 6</p> <p>RI.11-12. 1,4 W.11-12. 1,4 SL 9-10. 1,2,5 L 11-12. 1- 6</p>
<p>Theme 4: Planning and Money Management 4.1 Foundation: Next-Level Budgeting Students explore the differences between needs and wants, and learn about the parts of a budget and the importance of budgeting.</p> <p>Objectives / 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>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> Identify short- and long-term financial goals and the impact they have on one’s financial plan. Define fixed, variable, and periodic budget categories. Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary 	<p>RI.9-10 1,4 SL 9-10 1,2 L 9-10 1- 6</p> <p>RI.11-12 1,4 SL 9-10 1,2 L 11-12 1- 6</p>

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Unit Description and Objectives	Utah Financial Literacy Strands and Standards	English Language Arts
	contributions. ○ Compare tools for tracking a budget, income, and expenditures, such as paper and digital tracking.	
<p>Theme 5: Risk Management and Insurance 5.1 Foundation: 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 / 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>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 4: Understand the role of risk management in asset protection.</p> <ul style="list-style-type: none"> ● Discuss risk management strategies, including acceptance, transfer, and reduction. ● Discuss the purposes of insurance/risk management. ● Define common insurance products and their purposes, such as automobile, health, homeowner/renter, whole/term life, and disability. ● Define terms of a basic insurance policy, such as contract, limits of coverage, premium, deductible, grace period, and lifetime limit. ● Discuss insurance needs at different stages of life. 	RI.9-10 1,4 W.9-10 1,2,4,6,7,8 SL 9-10 1,2,4,5 L 9-10 1- 6 RI.11-12 1,4 W.11-12 2,4,6,7,8 SL 9-10 1,2,4,5 L 11-12 1- 6
<p>Theme 6: Investing 6.1 Foundation: Investing for the Future</p> <p>Students learn about different types of investments and collaborate to build a diversified investment portfolio.</p> <p>Objectives / 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>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 3: Discuss the risks and returns of investing.</p> <ul style="list-style-type: none"> ● Compare and contrast the basic types of investment products, including stocks, mutual funds, real estate, commodities, collectibles, and bonds. 	RI.9-10 1,4 W.9-10 1,8 SL 9-10 1,2,5 L 9-10 1- 6 RI.11-12 1,4 W.11-12 1,8 SL 9-10 1,2,5 L 11-12 1- 6
<p>Theme 7: Simulation and Debrief 7.1 Foundation: Simulation 7.2 Foundation: Debrief and Reflection</p> <p>Students participate in the <i>JA Finance Park</i> simulation, reflect on the activities they participated in during the simulation, and connect their learnings and takeaways from the <i>JA Finance Park</i> simulation to their future career and money management goals.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> ● Identify a career path. ● Analyze the advantages and disadvantages of different payment methods. ● Create a successful budget using hypothetical life situations. ● Apply consumer skills to spending and saving decisions. ● Identify key learnings from the <i>JA Finance Park</i> simulation. ● Analyze and apply lessons learned to future 	<p>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 2: Define a rational decision-making process.</p> <ul style="list-style-type: none"> ● Recognize that individuals are responsible for their own financial decisions and for subsequent positive and negative consequences. <p>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential. ● Understand the effects of FICA (Social Security and Medicare), state, local, federal taxes and voluntary deductions on wages and income, the difference between gross and net income, and similarities and differences between wages and income. ● Understand the effects of state (Form TC-40) and federal (Form 1040) taxes and the requirement to file, including income, filing status and dependency tax law, the differences between 	RI.9-10 1,4 W.9-10 1,2,4,6,7,8 SL 9-10 1,2,4,5,6 L 9-10 1- 6 RI.11-12 1,4 W.11-12 1,2,4,6,7,8 SL 9-10 1,2,4,5,6 L 11-12 1- 6

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Unit Description and Objectives	Utah Financial Literacy Strands and Standards	English Language Arts
<p>career and money management goals.</p>	<p>refundable credits, non-refundable credits, and adjustments, and the differences between gross and net income.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> ● Recognize and explore the correlation between education, training, and potential lifetime income. <p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> ● Explain how paying yourself first (PYF) early and often influences positive progress toward long-term financial goals. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> ● Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> ○ Identify short- and long-term financial goals and the impact they have on one’s financial plan. ○ Define fixed, variable, and periodic budget categories. ○ Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions. ○ Compare tools for tracking a budget, income, and expenditures, such as paper and digital tracking. 	

JA Finance Park[®] Advanced Extension Activities

Extension Details	Extension Objectives	Utah Financial Literacy Strands and Standards
Theme One: Employment and Income		
<p>1.3 Extension: 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential. ● Compare the risks and rewards of entrepreneurship/ self-employment.
<p>1.4 Extension: 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>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 2: Describe and discuss the impact of credit and debt on personal money management.</p> <ul style="list-style-type: none"> ● Describe the personal and societal effects of bankruptcy and identify circumstances that lead to bankruptcy, such as uninsured medical costs, family break-up, divorce, or loss of job.
<p>1.5 Extension: 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> ● Identify soft skills that increase employability, retention, and earning power. For example, communication, teamwork, time management, problem-solving, and punctuality.

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Extension Details	Extension Objectives	Utah Financial Literacy Strands and Standards
<p>1.6 Extension: 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Understand the effects of FICA (Social Security and Medicare), state, local, and federal taxes and voluntary deductions on wages and income, the difference between gross and net income, and the similarities and differences between wages and income. ● Understand the effects of state (Form TC-40) and federal (Form 1040) taxes and the requirement to file, including income, filing status and dependency tax law, the differences between refundable credits, non-refundable credits, and adjustments, and the differences between gross and net income. ● Understand basic employment forms and processes, including W-2, W-4, and I-9.
<p>Theme Two: Employment and Education</p>		
<p>2.2 Extension: 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>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 4: Understand the importance and complications of the three big expenses: housing, cars, and education.</p> <ul style="list-style-type: none"> ● Understand the process for and benefits of FAFSA completion.
<p>2.3 Extension: 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Evaluate and compare career opportunities based on individual interests, skills and educational requirements, the value of work to the market, and income potential.

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Utah Financial Literacy Strands and Standards
<p>2.4 Extension: 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> ● Discuss types of post-secondary training available to students and scholarship/grant opportunities. ● Identify components to be included on a resume and/or electronic professional profile, such as appropriate contact information, experience educational, work, and volunteer, skills, certificates obtained, accomplishments, interests, and references. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 4: Understand the importance and complications of the three big expenses: housing, cars, and education.</p> <ul style="list-style-type: none"> ● Identify sources of funding to assist in post-high school education opportunities and the cost of repayment, including scholarships, grants, loans, savings, tuition reimbursement, work study, and gifts.
<p>2.5 Extension: 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> ● Discuss types of post-secondary training available to students and scholarship/grant opportunities. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 4: Understand the importance and complications of the three big expenses: housing, cars, and education.</p> <ul style="list-style-type: none"> ● Identify sources of funding to assist in post-high school education opportunities and the cost of repayment, including scholarships, grants, loans, savings, tuition reimbursement, work study, and gifts. ● Understand the process for and benefits of FAFSA completion.

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Extension Details	Extension Objectives	Utah Financial Literacy Strands and Standards
<p>2.6 Extension: 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 2: Understand and begin preparation for post-secondary training and career.</p> <ul style="list-style-type: none"> ● Recognize and explore the correlation between education, training, and potential lifetime income. ● Discuss types of post-secondary training available to students and scholarship/grant opportunities. ● Calculate the costs of post-secondary training options and analyze the return on investment (ROI) based on career choices. ● Understand the cost differences between public and private and between nonprofit and for-profit higher education and/or professional training. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 4: Understand the importance and complications of the three big expenses: housing, cars, and education.</p> <ul style="list-style-type: none"> ● Identify sources of funding to assist in post-high school education opportunities and the cost of repayment, including scholarships, grants, loans, savings, tuition reimbursement, work study, and gifts. ● Understand the process for and benefits of FAFSA completion.
<p>Theme Three: Financial Responsibility and Decision Making</p>		
<p>3.2 Extension: Buying Your First Car</p> <p>Students are introduced to the process of car buying and shown three ways to pay for a vehicle, each with advantages and disadvantages. Students discover the differences between affording a new or used vehicle, and explore other costs of automobile ownership. Students then research and analyze the costs of three different vehicles that interest them.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Compare benefits of buying and leasing a car. ● Identify costs associated with buying and owning a car. ● Explain benefits of buying new and used cars. ● Analyze costs and features of several vehicles to identify the best car for one’s needs. 	<p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 4: Understand the importance and complications of the three big expenses: housing, cars, and education.</p> <ul style="list-style-type: none"> ● Understand the similarities and differences between principal and interest on an amortization schedule. ● Compare the pros and cons of buying or leasing a new or used vehicle, and identify the costs associated with each option.

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Extension Details	Extension Objectives	Utah Financial Literacy Strands and Standards
<p>3.3 Extension: 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Identify sources of income, such as salary, wages, commissions, and tips. ● Compare income to the cost-of-living in various geographical areas and the impact it has on purchasing power.
<p>3.4 Extension: 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>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 2: Describe and discuss the impact of credit and debt on personal money management.</p> <ul style="list-style-type: none"> ● Discuss the purpose and role of credit. Explain the value of building and maintaining a healthy credit rating, including elements of creditworthiness: character, capacity, capital, collateral, and conditions.. ● Define and understand the terms associated with credit, including APR, grace period, late fees, finance charges, default rates, interest, and closing costs. ● Understand and demonstrate simple interest calculations. <p>Standard 3: Explain and understand credit reports and the significance of credit scores.</p> <ul style="list-style-type: none"> ● Evaluate the impact a credit score has on personal finance.
<p>3.5 Extension: 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>STRAND 2: Students will understand the factors that influence personal financial priorities and learn how to make rational decisions.</p> <p>Standard 1: Analyze the role of emotional, cultural, and social influences on financial behavior.</p> <ul style="list-style-type: none"> ● Discuss examples as well as the pros and cons of charitable giving. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> ● Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions.

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Extension Details	Extension Objectives	Utah Financial Literacy Strands and Standards
<p>3.6 Extension: 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>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 2: Discuss the pros and cons of saving.</p> <ul style="list-style-type: none"> ● Explain how paying yourself first (PYF) early and often influences positive progress toward long-term financial goals. <p>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> ● Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> ○ Identify short- and long-term financial goals and the impact they have on one’s financial plan.
<p>3.7 Extension: 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>STRAND 3: Students will understand sources of income and the relationship between career preparation and lifetime earning power.</p> <p>Standard 1: Identify sources of income and specific employability skills.</p> <ul style="list-style-type: none"> ● Understand the effects of FICA (Social Security and Medicare), state, local, and federal taxes and voluntary deductions on wages and income, the difference between gross and net income, and the similarities and differences between wages and income. ● Understand the effects of state (Form TC-40) and federal (Form 1040) taxes and the requirement to file, including income, filing status and dependency tax law, the differences between refundable credits, non-refundable credits, and adjustments, and the differences between gross and net income.
<p>Theme Four: Planning and Money Management</p>		
<p>4.2 Extension: A World Without Cash</p> <p>Students 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>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 5: Define the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <ul style="list-style-type: none"> ● Discuss common financial scams and schemes and ways to avoid them. ● Identify the pros and cons of online commerce, including how to conduct transactions safely, such as using credit cards versus debit cards for online purchases.

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Extension Details	Extension Objectives	Utah Financial Literacy Strands and Standards
<p>4.3 Extension: 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>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> ● Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> ○ Identify short- and long-term financial goals and the impact they have on one's financial plan. ○ Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions.
<p>4.4 Extension: 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>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 1: Identify and explain the process of budgeting based on projected income and expenses.</p> <ul style="list-style-type: none"> ● Define the elements of a financial plan and describe the benefits of financial planning. Include: <ul style="list-style-type: none"> ○ Emphasize the importance of a goals-based budget, including priorities, such as pay yourself first, emergency/opportunity fund, insurance, and charitable or other voluntary contributions.
<p>Theme Five: Risk Management and Insurance</p>		
<p>5.2 Extension: Auto Insurance</p> <p>Students learn about different types of auto insurance policies and what each covers. They explore the costs of insurance, including premiums and deductibles, and learn strategies for keeping auto insurance costs low.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Differentiate among the main types of auto insurance coverage. ● Identify ways to mitigate risk to help keep auto insurance costs down. 	<p>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 4: Understand the role of risk management in asset protection.</p> <ul style="list-style-type: none"> ● Discuss risk management strategies, including acceptance, transfer, and reduction. ● Discuss the purposes of insurance/risk management. ● Define common insurance products and their purposes, such as automobile, health, homeowner/renter, whole/term life, and disability. ● Define terms of a basic insurance policy, such as contract, limits of coverage, premium, deductible, grace period, and lifetime limit.

JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Utah Financial Literacy Strands and Standards
<p>5.3 Extension: 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>STRAND 5: Students will understand principles of personal money management, including budgeting and managing accounts, and the role and impact of credit on personal finance.</p> <p>Standard 2: Describe and discuss the impact of credit and debt on personal money management.</p> <ul style="list-style-type: none"> ● Explore and discuss the pros and cons of basic types of credit, including unsecured vs. secured credit, credit cards, installment loans, revolving credit, student loans, mortgage, and payday/predatory lenders. Evaluate the costs and risks of each type. ● Define and understand terms associated with credit, including APR, grace period, late fees, finance charges, default rates, interest, and closing costs. <p>Standard 4: Understand the importance and complications of the three big expenses: housing, cars, and education.</p> <ul style="list-style-type: none"> ● Identify the process, rights, and responsibilities related to renting, leasing, and purchasing a home. ● Understand similarities and differences between principal and interest on an amortization schedule.
<p>Theme 6: Investing</p>		
<p>6.2 Extension: 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>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 3: Discuss the risks and returns of investing.</p> <ul style="list-style-type: none"> ● Identify and understand investment options, including retirement planning, long and short term investments, and dividend reinvestment plans. ● Identify types of long-term retirement accounts, such as IRA, Roth IRA, 401(k), and Roth 401(k).
<p>6.3 Extension: 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>STRAND 4: Students will evaluate saving methods and investment strategies.</p> <p>Standard 3: Discuss the risks and returns of investing.</p> <ul style="list-style-type: none"> ● Compare and contrast the basic types of investment products, including stocks, mutual funds, real estate, commodities, collectibles, and bonds. ● Discuss the reasons to invest, the fees associated with investing, and strategies to reduce fees. ● Discuss the relationship between risk and return.