



Pennsylvania Academic Standards Correlation

JA Financial Literacy®

Session Descriptions	Student Objectives	Academic Standards
Unit 1: Employment and Income		
<p>Project: My Savings Plan</p> <p>In the project, students look forward 10-15 years and create a financial portfolio to help them achieve their future lifestyle and monetary goals while also learning about the importance of planning for unexpected adversities. They will create a variety of artifacts—physical and digital—and deliver presentations as they explore the steps required for a secure financial future.</p>	<p>Students will:</p> <ul style="list-style-type: none">• Examine anticipated income and costs for each SMART financial goal.• Develop a savings plan for each of their SMART financial goals.	<p>Personal Finance</p> <p>17.1.9-12.A Determine the financial impact of various long-term goals (e.g., lifestyle, family, education).</p> <p>17.1.9-12.B Apply a systematic decision making process, including opportunity costs, to setting and achieving financial goals.</p> <p>17.4.9-12.B Develop a savings plan for accomplishing personal short- and long-term financial goals.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p>

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<p>1.1 The Basics of Earning</p> <p>Income is money that an individual earns by working, making investments, and providing goods and services. Money functions as a medium of exchange, a unit of account, and a store of value. Any item used as money takes on those three essential functions.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe the functions of money. Evaluate personal requirements for income. Analyze how and where to earn money. Design a brochure with possibilities for earning. 	<p>Personal Finance 17.2.9-12.A Explain various types of income (e.g., earned, unearned, passive, active) and their sources (e.g., work, rentals, investments, government programs).</p> <p>Economics 6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p>
<p>1.2 Careers and Pay</p> <p>Individuals who set realistic financial goals are in more control of their money than those who do not. Although goals are set for short- and long-term periods, it is important to regularly track the progress of each goal.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Analyze and prioritize personal financial goals (current, 10-year, 25-year). Explain the relationship between finances, career choices, and personal financial goals. Identify career fields or options of interest that will lead to financial goals. 	<p>Career Education and Work 13.1.9-12.C Analyze external factors that impact employment opportunities, such as, but not limited to: • Competition • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings</p> <p>Personal Finance 17.1.9-12.A Determine the financial impact of various long-term goals (e.g., lifestyle, family, education).</p> <p>Economics 6.2.9-12.F Analyze the factors influencing wages, including demand for goods and services produced, productivity of labor, labor unions, and education and skills.</p>

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<p>1.3 Education and Careers</p> <p>Students learn about their interests, career options, local employers, and education/training opportunities. After taking a Career Interest Inventory, students identify careers related to their fields of interest. Correlated to the results of their Career Interest Inventory, students explore local employers and education opportunities. Students discover steps they must take to achieve their future career-related goals.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Examine the cost of college. • Evaluate the costs and/or benefits of post-secondary education (trade school, apprenticeships, etc.). • Compare and contrast the costs and benefits of various postsecondary educational options. • Evaluate personal decisions relating to career choice and education requirements and plans. • Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development. 	<p>Career Education and Work</p> <p>13.1.9-12.A Analyze the relationship between career choices and career preparation opportunities to choose a path.</p> <p>13.1.9-12.C Analyze external factors that impact employment opportunities, such as, but not limited to: • Competition • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings</p> <p>13.1.9-12.E Utilize school- and community-based opportunities for career awareness/preparation.</p> <p>13.3.9-12.B Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.</p> <p>13.4.9-12.B Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.</p> <p>13.4.9-12.C Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals.</p> <p>Personal Finance</p> <p>17.1.9-12.A Determine the financial impact of various long-term goals (e.g., lifestyle, family, education).</p> <p>17.2.9-12.C Use data to support an individual's decision to obtain or forgo post-secondary education based on the associated costs and anticipated future income.</p> <p>17.2.9-12.D Research options to pay for education and training, ways to reduce the total cost, and steps needed to obtain financial aid.</p>

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		Economics 6.2.9-12.F Analyze the factors influencing wages, including demand for goods and services produced, productivity of labor, labor unions, and education and skills.
1.4 Career Exploration Students learn about their interests, career options, local employers, and education/training opportunities. After taking a Career Interest Inventory, students identify careers related to their fields of interest. Correlated to the results of their Career Interest Inventory, students explore local employers and education opportunities. Students discover steps they must take to achieve their future career-related goals.	Students will: <ul style="list-style-type: none"> • Identify personal interests and connect them to possible career options. • Explore careers that align with the results of their Career Interest Inventory. • Research local employers and related education or training opportunities. • Outline the steps needed to achieve their future career goals. 	Career Education and Work 13.1.9-12.A Analyze the relationship between career choices and career preparation opportunities to choose a path. 13.1.9-12.C Analyze external factors that impact employment opportunities, such as, but not limited to: • Competition • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings 13.1.9-12.E Utilize school- and community-based opportunities for career awareness/preparation. 13.3.9-12.B Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth. 13.4.9-12.B Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals. 13.4.9-12.C Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals. 13.4.9-12.D Evolve career plan to enact additional action steps that may include, but not be limited to: • Electives • Extracurricular activities • Coursework • Career interests • Strengths and abilities • Educational and training opportunities • Work-based learning • Industry-recognized credentials

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		<p>Personal Finance 17.2.9-12.E Evaluate the impacts of technology, labor markets, and economic conditions and trends on a person's employment potential.</p> <p>Economics 6.2.9-12.F Analyze the factors influencing wages, including demand for goods and services produced, productivity of labor, labor unions, and education and skills.</p>
<p>1.5 Earning, Employment and Income</p> <p>Participants learn that healthy personal finances require planning and managing. They begin to analyze the financial implications of their educational and career choices as a basis for understanding the relationship between earnings and personal finance. Participants also explore how their decisions can affect other people with whom they have relationships and practice using healthy behaviors to discuss shared financial decisions.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain how values, priorities, and educational goals can affect career decisions. • Identify employment options that align with your priorities and values. • Recognize how your financial decisions can affect others. • Use healthy relationship behaviors to discuss shared financial decisions. 	<p>Career Education and Work 13.1.9-12.D Describe employment outlook, organized by in demand occupations, clusters, pathways, or other methods.</p> <p>Personal Finance 17.1.9-12.A Determine the financial impact of various long-term goals (e.g., lifestyle, family, education).</p> <p>17.1.9-12.C Analyze the impact of various factors on a person's financial mindset and decisions.</p> <p>17.2.9-12.A Explain various types of income (e.g., earned, unearned, passive, active) and their sources (e.g., work, rentals, investments, government programs).</p> <p>17.2.9-12.C Use data to support an individual's decision to obtain or forgo post-secondary education based on the associated costs and anticipated future income.</p> <p>17.2.9-12.D Research options to pay for education and training, ways to reduce the total cost, and steps needed to obtain financial aid.</p> <p>17.2.9-12.E Evaluate the impacts of technology, labor markets, and economic conditions and trends on a person's employment potential.</p>

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		<p>17.2.9-12.G Analyze the financial impact of a person's decision to own a business, work as an independent contractor, or be employed.</p> <p>Economics 6.2.9-12.F Analyze the factors influencing wages, including demand for goods and services produced, productivity of labor, labor unions, and education and skills.</p>
<p>1.6 Net Income Students learn how to file tax forms.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Calculate the income tax for a computer engineer named Mary Anne Smith. • Enter her personal information, identify her expenses and deductible income, and make the necessary calculations to find the taxable income. • Use the W-2 Wage and Tax Statement provided on page 31 and the tax forms to find the tax owed or the refund due. 	<p>Personal Finance 17.2.9-12.H Calculate the impact of taxes and payroll deductions on income. 17.2.9-12.I Complete various federal, state, and local tax forms.</p> <p>Economics 6.3.9-12.E Evaluate the impact of different tax structures (progressive, proportional, and regressive) and different tax bases (income, wealth, property, etc.) on households and firms.</p>

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<p>1.7 Taxes and Benefits</p> <p>Taxes are collected by governments to pay for many public services such as highways, schools, police, and fire protection. The main goal of taxation is to provide revenue for a government to pay its bills. The two taxes most people pay are federal and state income taxes. Federal income tax goes to the U.S. government, and state income tax is paid to the state government. Income may also be offset by tax-free benefit packages provided by an employer.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the difference between gross pay and net pay. • Define taxes and explain their purpose and impact on income. • Demonstrate an understanding of various taxes such as FICA and Medicare. • Calculate net monthly income. • Recognize employee benefits and apply knowledge to job opportunities. 	<p>Personal Finance</p> <p>17.2.9-12.F Explain the impact of employee benefits (e.g., health insurance, retirement savings plans, education reimbursement programs) on an individual's finances.</p> <p>17.2.9-12.H Calculate the impact of taxes and payroll deductions on income.</p> <p>Economics</p> <p>6.3.9-12.E Evaluate the impact of different tax structures (progressive, proportional, and regressive) and different tax bases (income, wealth, property, etc.) on households and firms.</p>
<p>1.8 Taxes and My Income</p> <p>This lesson introduces students to the concept of why taxes are paid. Students will understand that if they work, they will have to pay taxes. Age is not a factor.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Define taxes and explain their purpose and impact on income. • Figure net monthly income. 	<p>Personal Finance</p> <p>17.2.9-12.H Calculate the impact of taxes and payroll deductions on income.</p> <p>17.2.9-12.I Complete various federal, state, and local tax forms.</p> <p>Economics</p> <p>6.3.9-12.E Evaluate the impact of different tax structures (progressive, proportional, and regressive) and different tax bases (income, wealth, property, etc.) on households and firms.</p>
<p>Unit 2: Money Management</p>		

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<p>Project: My Budgeting Habit</p> <p>Students review the critical concepts and vocabulary related to budgeting, examine the importance of SMART goals, and then create their own SMART financial goals for the future. They design a visual aid to depict their SMART financial goals.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe a budget and explain the purpose of budgeting. • Explain SMART (specific, measurable, achievable, realistic, and time-bound) goals and how the practice can be used for budgeting. • Create personal SMART financial goals for the future: short term (1 year), medium term (5 years), and long term (10 years or beyond). • Use graphics and multimedia—charts, videos, graphs, and so on to represent each SMART goal and the method by which it will be achieved. 	<p>Personal Finance</p> <p>17.1.9-12.B Apply a systematic decision making process, including opportunity costs, to setting and achieving financial goals.</p> <p>17.1.9-12.C Analyze the impact of various factors on a person's financial mindset and decisions.</p> <p>17.1.9-12.D Evaluate strategies for dealing with behavioral biases and other obstacles to managing personal finances.</p> <p>17.1.9-12.H Evaluate the use of financial technology to access financial services and make financial decisions.</p> <p>17.1.9-12.I Develop a system for documenting and organizing personal financial records, both paper and electronic.</p> <p>17.3.9-12.C Develop a personal approach to keeping track of income and spending.</p> <p>17.3.9-12.D Evaluate various budgeting approaches (e.g., 50-30-20, zero-based) and methods (e.g., envelope system, spreadsheets, online tools).</p> <p>17.3.9-12.E Create a personal budget to allocate current or future income, including estimates for fixed and variable expenses.</p> <p>17.3.9-12.F Identify methods for adjusting a budget for unexpected expenses or loss of income.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals,</p>
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		businesses, communities, and nations.
2.1 Financial Institutions Consumers use financial institutions to help them save and complete transactions safely, quickly, and conveniently and to hold and transfer money in different ways—all while being insured and safe from theft. It is important, therefore, to find a financial institution that meets your needs.	Students will: <ul style="list-style-type: none"> Investigate the use of different payment methods. Compare financial institutions and the types of accounts and services they provide. 	Personal Finance 17.1.9-12.F Compare various financial service providers (e.g., banks, credit unions, check cashers, brokerage firms) and the types of accounts and services each provides. 17.1.9-12.G Communicate the process of opening financial accounts and the factors to consider when selecting financial institutions and professionals. Economics 6.4.9-12.G Evaluate benefits and costs of changes in interest rates for individuals and society.
2.2 Financial Accounts and Services Explore different account types and money-related services offered by banks and financial institutions.	Students will: <ul style="list-style-type: none"> Compare and contrast various account types offered by banks and financial institutions. Recommend appropriate services offered by banks and financial institutions. 	Personal Finance 17.1.9-12.F Compare various financial service providers (e.g., banks, credit unions, check cashers, brokerage firms) and the types of accounts and services each provides. 17.1.9-12.G Communicate the process of opening financial accounts and the factors to consider when selecting financial institutions and professionals. Economics 6.4.9-12.G Evaluate benefits and costs of changes in interest rates for individuals and society.

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<p>2.3 Spending and Saving</p> <p>Many competing claims are made on a person's money that impede the ability to save. By prioritizing saving, consumers will be able to achieve short-and long-term goals and set aside money for emergencies and the future.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of paying yourself first. Identify the opportunity costs of savings. Compare simple and compound interest and their impact on savings, including the Rule of 72. 	<p>Career Education and Work 13.2.9-12.E Evaluate time and project management strategies and their application to both personal and work situations.</p> <p>Personal Finance 17.1.9-12.B Apply a systematic decision making process, including opportunity costs, to setting and achieving financial goals.</p> <p>17.1.9-12.G Communicate the process of opening financial accounts and the factors to consider when selecting financial institutions and professionals.</p> <p>17.3.9-12.A Develop a process for making informed spending decisions, including factors to consider (e.g., product features, price, durability, environmental or societal impact, reliability of information).</p> <p>17.4.9-12.B Develop a savings plan for accomplishing personal short- and long-term financial goals.</p> <p>Economics 6.4.9-12.G Evaluate benefits and costs of changes in interest rates for individuals and society.</p>
<p>2.4 Think Before You Spend</p> <p>Every individual is responsible for keeping track of his or her own money. Using a transaction register and careful consumer practices and staying informed all help in maintaining a positive cash flow and increasing net worth.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Record purchases in a transaction register. Determine which practices demonstrate careful consumer skills. Apply consumer skills to spending and saving decisions. 	<p>Career Education and Work 13.3.9-12.C Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.</p> <p>Personal Finance 17.1.9-12.B Apply a systematic decision making process, including opportunity costs, to setting and achieving financial goals.</p> <p>17.1.9-12.G Communicate the process of opening financial accounts and the factors to consider when selecting financial institutions and professionals.</p> <p>17.3.9-12.A Develop a process for making informed spending decisions,</p>

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		<p>including factors to consider (e.g., product features, price, durability, environmental or societal impact).</p> <p>17.3.9-12.C Develop a personal approach to keeping track of income and spending.</p> <p>Economics 6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>
<p>2.5 What is a Budget?</p> <p>Examining and monitoring cash flow is an ongoing and critical step in the budgeting process. Having and using a budget, and knowing the types of categories in a budget, helps people maintain positive cash flow.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain cash flow. • Follow a step-by-step guide for creating a budget. • Identify a short-term financial goal. • Arrange income, fixed expenses, and variable expenses in appropriate columns to be equal. 	<p>Career Education and Work 13.3.9-12.C Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.</p> <p>Personal Finance 17.3.9-12.C Develop a personal approach to keeping track of income and spending.</p> <p>17.3.9-12.D Evaluate various budgeting approaches (e.g., 50-30-20, zero-based) and methods (e.g., envelope system, spreadsheets, online tools).</p> <p>17.3.9-12.E Create a personal budget to allocate current or future income, including estimates for fixed and variable expenses.</p> <p>17.3.9-12.F Identify methods for adjusting a budget for unexpected expenses or loss of income.</p> <p>Economics 6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p>

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		6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.
<p>2.6 Long Term Financial Implications</p> <p>Students learn that planning for the future involves making important financial and legal decisions. They explore the purpose of wills, powers of attorney, and naming beneficiaries for accounts such as insurance, retirement funds, or bank accounts. Students analyze how these tools can protect their assets, ensure their wishes are honored, and reduce stress for loved ones.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the purpose and financial implications of having a will. • Describe how a power of attorney can affect financial and personal decision-making. • Identify the role of beneficiaries in accounts such as life insurance, retirement, and savings. • Analyze how these tools can support both personal financial security and the well-being of others. 	<p>Career Education and Work 13.2.9-12.E Evaluate time and project management strategies and their application to both personal and work situations.</p> <p>Personal Finance 17.1.9-12.J Explain the financial implications of wills, powers of attorney, and naming beneficiaries for various accounts.</p> <p>Economics 6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>
<p>Case Study: Solving Problems and Managing Risk</p> <p>Students examine a process for making decisions and managing risk. They consider a scenario in which a business owner must make a difficult decision. Students use a decision tree to analyze options and consequences and recommend a course of action.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain why ethics are important to uphold when making a decision. • Use a decision tree as part of the decision-making process. • Explain risk management as part of decision making. • Analyze a business crisis and explore options. • Explore the importance of crisis management and crisis communications. 	<p>Career Education and Work 13.2.9-12.E Evaluate time and project management strategies and their application to both personal and work situations.</p> <p>Personal Finance 17.1.9-12.B Apply a systematic decision making process, including opportunity costs, to setting and achieving financial goals.</p> <p>17.1.9-12.H Evaluate the use of financial technology to access financial services and make financial decisions.</p> <p>Economics 6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity</p>

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		cost of decisions by individuals, businesses, communities, and nations.
2.7 What is Net Worth This activity explains net worth and the process of determining net worth. Students will explore the different types of net worth and investigate the significance of shared net worth. Finally, students will learn how to calculate their own net worth.	Students will: <ul style="list-style-type: none"> • Define net worth. • Explore the process of determining net worth. • Summarize the different types of net worth. • Investigate the significance of shared net worth. • Calculate their own net worth. • Identify SMART financial goals based on priorities and values. • Identify three ways to build wealth. • Explain how they can build wealth through passive income. • Describe how long-term investing and compounding interest can build wealth. • Compare various types of investment vehicles. • Explore the pros and cons of shared investment. 	Personal Finance 17.4.9-12.A Calculate a person's net worth given their assets and liabilities. Economics 6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources. 6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.
2.8 Savings Students will analyze the role that saving plays in their personal finances. They will explore how having a healthy savings plan is necessary in all phases of life but is especially critical for big-ticket items and emergencies.	Students will: <ul style="list-style-type: none"> • Recognize reasons for saving. 	Personal Finance 17.4.9-12.B Develop a savings plan for accomplishing personal short- and long-term financial goals. 17.4.9-12.C Compare the features of various savings vehicles (e.g., savings accounts, certificates of deposit, money market accounts) and the interest rates offered by several institutions. Economics 6.4.9-12.G Evaluate benefits and costs of changes in interest rates for individuals and society.

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<p>2.9 Philanthropy</p> <p>Students explore examples of philanthropy and contrast philanthropy and charity. They learn about different philanthropic efforts and discover steps to plan their involvement in philanthropy and charity.</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>Personal Finance</p> <p>17.3.9-12.M Justify a decision to participate in or forgo a fundraising effort based on the organization and cause.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>Economics</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>
<p>Unit 3 Credit, Debt, and Keeping Your Finances Safe</p>		
<p>Theme 3 Project: My Credit Score</p> <p>Students learn about the importance of a credit score and how to maintain a healthy score that will allow access to the credit they will need to make major purchases.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Examine anticipated income and costs for each SMART financial goal. • Develop a savings plan for each of their SMART financial goals. • Create an original reality show concept that demonstrates awareness of concepts related to improving credit scores. 	<p>Personal Finance</p> <p>17.1.9-12.E Assess the value of sharing financial goals and information with others.</p> <p>17.6.9-12.A Evaluate pathways to obtaining credit and what lenders look for in a borrower (e.g., character, capacity, capital, collateral).</p> <p>17.6.9-12.B Describe how credit reports and scores are determined, used, and improved.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>

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<p>3.1 What Is Credit?</p> <p>Credit is the amount of money a borrower receives and agrees to pay back with interest to the lender. The lender relies on a report of the borrower's credit history to determine whether to extend a loan. The report includes a record of the borrower's ability to repay debt.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the concept of credit. • Distinguish the pros and cons of credit. • Develop techniques for building a strong credit history. • Summarize major consumer credit laws. 	<p>Personal Finance</p> <p>17.6.9-12.C Compare various forms of credit and how each is used (e.g., secured and unsecured loans, installment and revolving credit, service credit).</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>
<p>3.2 Types of Credit</p> <p>Building a strong credit history requires using credit wisely. Credit cards, loans, and nontraditional credit options, such as rent-to-own plans and payday loans, are expensive ways to manage money. Often the results of poor credit choices will require debt management plans and credit counseling.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the types and sources of credit. • Compute interest amounts on a loan. • Develop an action plan for fixing bad credit. 	<p>Personal Finance</p> <p>17.6.9-12.A Evaluate pathways to obtaining credit and what lenders look for in a borrower (e.g., character, capacity, capital, collateral).</p> <p>17.6.9-12.C Compare various forms of credit and how each is used (e.g., secured and unsecured loans, installment and revolving credit, service credit).</p> <p>17.6.9-12.E Calculate the total cost of credit given a variety of situations (e.g., making minimum payments, paying fees, using alternative financial service providers).</p> <p>17.6.9-12.F Describe the consequences of failing to repay debts and sources of debt management assistance.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity</p>

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		cost of decisions by individuals, businesses, communities, and nations.
<p>3.3 Protect Your Credit</p> <p>Lenders evaluate a person's credit worthiness based on the Five C's—capacity, capital, conditions, collateral, and character—as well as the person's credit report and credit score. Maintaining good credit is pivotal in acquiring future credit. Consumers need to monitor their credit accounts and reports and keep their personal and financial information safe to maintain their good credit.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Explain the impact credit scores and credit reports have on obtaining credit. ● Evaluate the process of the Five C's of credit. ● Explain what a credit score indicates and how it affects a person's financial history. ● Identify strategies for protecting personal financial information and resources. 	<p>Personal Finance</p> <p>17.1.9-12.E Assess the value of sharing financial goals and information with others.</p> <p>17.5.9-12.I Research the agencies individuals can contact and steps they can take to address financial fraud and scams, including identity theft.</p> <p>17.6.9-12.A Evaluate pathways to obtaining credit and what lenders look for in a borrower (e.g., character, capacity, capital, collateral).</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>

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<p>3.4 Debt Management</p> <p>Repaying debt is a legal and ethical matter. People who run into financial trouble can often improve their financial situation with some effort. When consumers are not able to manage debt on their own, they can work with a credit counselor to develop a debt management plan. Bankruptcy is a legal action used to remove the debts of businesses and individuals who are unable to pay their bills, but it has severe credit consequences.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Compare and contrast debt management plans. • Examine two types of bankruptcy: Chapter 7 and Chapter 13. • Explain why bankruptcy might not be the best choice in a given situation. • Interpret complex data and analyze the services of DMP agencies and whether to file bankruptcy in a given situation. 	<p>Personal Finance 17.6.9-12.F Describe the consequences of failing to repay debts and sources of debt management assistance.</p> <p>Economics 6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources. 6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>
<p>3.5 Paying for Post-Secondary Education</p> <p>Students explore how to pay for postsecondary education, a major financial decision that will impact their finances for years to come.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify a savings goal and plan. • Contrast grants and scholarships with student loans. • Explain the responsibilities associated with student loan debt. 	<p>Career Education and Work 13.1.9-12.A Analyze the relationship between career choices and career preparation opportunities to choose a path.</p> <p>Personal Finance 17.2.9-12.C Use data to support an individual's decision to obtain or forgo post-secondary education based on the associated costs and anticipated future income. 17.2.9-12.D Research options to pay for education and training, ways to reduce the total cost, and steps needed to obtain financial aid. 17.6.9-12.D Analyze the use of loans to finance higher education and home purchases, how they are obtained, and options for paying them back.</p> <p>Economics 6.2.9-12.F Analyze the factors influencing wages, including demand for goods and services produced,</p>

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		productivity of labor, labor unions, and education and skills.
3.6 Interpreting a Financial Aid Letter Students learn how to interpret a financial aid award letter and negotiate for more aid	Students will: <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. 	Career Education and Work 13.1.9-12.A Analyze the relationship between career choices and career preparation opportunities to choose a path. Personal Finance 17.2.9-12.C Use data to support an individual's decision to obtain or forgo post-secondary education based on the associated costs and anticipated future income. 17.2.9-12.D Research options to pay for education and training, ways to reduce the total cost, and steps needed to obtain financial aid. 17.6.9-12.D Analyze the use of loans to finance higher education and home purchases, how they are obtained, and options for paying them back. Economics 6.2.9-12.F Analyze the factors influencing wages, including demand for goods and services produced, productivity of labor, labor unions, and education and skills.
Unit 4: Planning for the Future		

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<p>Theme 4 Project: My Investment Plan</p> <p>Students review basic information about stocks and the stock market and then conduct research to select at least ten stocks in which to invest for a financial portfolio.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain stock and the stock market. • Describe low-risk, medium-risk, and high-risk investments. • Develop a diversified stock portfolio. • Predict factors that would positively or negatively affect the stock prices within the next 10 years. 	<p>Personal Finance</p> <p>17.2.9-12.A Explain various types of income (e.g., earned, unearned, passive, active) and their sources (e.g., work, rentals, investments, government programs).</p> <p>17.4.9-12.D Explain factors that contribute to rates of return for various investments, including risk, inflation, and taxes.</p> <p>17.4.9-12.E Explain the similarities and differences between stocks, bonds, mutual funds, and exchange-traded funds, and the factors that influence price fluctuations for each.</p> <p>17.4.9-12.F Describe factors to consider when selecting sources of investment advice and trading methods (e.g., online trading platforms, financial advisors, robo-advisors).</p> <p>17.4.9-12.G Explain how popular benchmark indices are used.</p> <p>17.4.9-12.H Recommend an investment portfolio diversified to meet specific goals, including purpose, starting age, time horizon, and tolerance for risk.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>
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<p>4.1 Investing Versus Saving</p> <p>People save to have money to use in the future. People invest to increase the value of their money. Because a savings account is generally insured by the financial institution, it carries less risk but has a lower rate of return. Stocks, bonds, and mutual funds are common investments which involve some risk, but investors are generally willing to accept more risk in exchange for higher returns.</p>	<p>Students will</p> <ul style="list-style-type: none"> • Differentiate between saving and investing. • Describe types of investment vehicles. • Compare the relationship of risks and rewards. • Create a pyramid of investments, placing them in a range from low risk to high risk. • Identify the risk-return tradeoffs for saving and investing. 	<p>Personal Finance</p> <p>17.2.9-12.A Explain various types of income (e.g., earned, unearned, passive, active) and their sources (e.g., work, rentals, investments, government programs).</p> <p>17.4.9-12.C Compare the features of various savings vehicles (e.g., savings accounts, certificates of deposit, money market accounts) and the interest rates offered by several institutions.</p> <p>17.4.9-12.E Explain the similarities and differences between stocks, bonds, mutual funds, and exchange-traded funds, and the factors that influence price fluctuations for each.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p> <p>6.4.9-12.G Evaluate benefits and costs of changes in interest rates for individuals and society.</p>
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<p>4.2 Investing for the Long Term</p> <p>Various types of risk should be considered when making retirement plans and investment decisions. Many types of investment plans, such as 401(k)s and IRAs, should be considered as well. It is never too early to think about financial planning. Planning should begin as soon as a person enters the workforce.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the key elements of financial planning. • Explain the risks associated with long-term financial planning. • Examine investment needs in different financial situations and explore long-term financial investments. • Apply risk criteria when choosing and developing a financial plan. 	<p>Career Education and Work 13.2.9-12.E Evaluate time and project management strategies and their application to both personal and work situations.</p> <p>Personal Finance 17.4.9-12.H Recommend an investment portfolio diversified to meet specific goals, including purpose, starting age, time horizon, and tolerance for risk.</p> <p>17.4.9-12.I Compare retirement-specific investment options, including employer-sponsored plans, Roth and traditional individual retirement accounts, and accounts available to people who are self-employed.</p> <p>Economics 6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>
<p>4.3 Risks and Responsibilities</p> <p>Risk is exposure to something potentially dangerous or harmful. It is important to recognize risks and learn how to manage or mitigate them. People purchase insurance to reduce the risk of loss and receive compensation for losses or damage caused by events beyond their control.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify risks in life and how to protect against the consequences of risk. • Investigate categories of specific risks they may face. • Examine ways to mitigate those risks. • Calculate the probability of those risks occurring 	<p>Personal Finance 17.5.9-12.A Evaluate a person's potential for financial risk (e.g., loss of personal property, reduction in income, liability).</p> <p>17.5.9-12.B Critique approaches to avoiding, reducing, retaining, and transferring risk given a particular scenario.</p> <p>Economics 6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and</p>

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		nations.
<p>4.4 Stock Trading</p> <p>Students explore how stocks are traded, how stock prices are affected by current events, and how investors make investment decisions and diversify their portfolios. They are introduced to stock indexes/averages and stock tables, and they practice buying, selling, or holding stocks from their fictitious stock portfolio.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Determine ways to assess the risks in investing. • Discuss the impact that economic events have on stock prices and supply and demand. • Analyze the data in a stock table. • Practice following the process for buying and selling stocks on the stock market. 	<p>Personal Finance</p> <p>17.4.9-12.E Explain the similarities and differences between stocks, bonds, mutual funds, and exchange-traded funds, and the factors that influence price fluctuations for each.</p> <p>17.4.9-12.F Describe factors to consider when selecting sources of investment advice and trading methods (e.g., online trading platforms, financial advisors, robo-advisors).</p> <p>17.4.9-12.G Explain how popular benchmark indices are used.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>
<p>4.5 Types of Insurance</p> <p>Insurance coverage is provided in exchange for the payment of a premium. Five common types of insurance are homeowner's (and renter's) insurance, disability insurance, health insurance, life insurance, and automobile insurance. Some coverage, such as auto insurance, is required by law, while other coverage is optional. Consumers need to choose the right kind and amount of insurance during different stages in their lives.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Define basic insurance terms. • Examine five types of insurance and the purpose of each. • Evaluate the coverage for each of the five types. • Create a portfolio with the types of insurance they imagine themselves purchasing within the next 10 years. 	<p>Personal Finance</p> <p>17.5.9-12.C Formulate insurance recommendations based on individual needs, situations, and preferences, including but not limited to automotive, homeowners, renters, health, life, and disability, as justified.</p> <p>17.5.9-12.D Use information from various sources to compare insurance providers, plans, and prices.</p> <p>17.5.9-12.E Formulate a process of comparing insurance products, determining out-of-pocket costs, and filing claims.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or</p>

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		<p>government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>
<p>4.6 Auto Insurance</p> <p>Students learn about different types of auto insurance policies and what each covers. They read different scenarios and identify the appropriate type of coverage. Then students 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>Personal Finance</p> <p>17.5.9-12.D Use information from various sources to compare insurance providers, plans, and prices.</p> <p>17.5.9-12.E Formulate a process of comparing insurance products, determining out-of-pocket costs, and filing claims.</p> <p>17.5.9-12.F Describe circumstances in which a person may be required to show proof of insurance or obtain a minimum amount of coverage.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>

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<p>4.7 Consumer Protection</p> <p>Students will explore consumer protection basics, including financial literacy, avoiding scams, managing their money, using credit and loans carefully, and protecting their personal information.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify examples of identity fraud and theft. • Identify examples of behaviors that put an individual at risk for identify fraud and theft. • Recognize methods for reporting fraudulent behavior. • Understand personal liability as it relates to identity theft. • Apply knowledge to protect one's identity. • Summarize a borrower's rights and responsibilities related to credit reports. • Monitor credit score and report, and consider knowledge of credit worthiness when applying for loans. 	<p>Personal Finance</p> <p>17.5.9-12.H Analyze trends in financial fraud and strategies to avoid becoming a victim.</p> <p>17.5.9-12.I Research the agencies individuals can contact and steps they can take to address financial fraud and scams, including identity theft.</p> <p>Economics</p> <p>6.1.9-12.D Analyze how choices made by individuals, firms, or government officials are constrained by available resources.</p> <p>6.1.9-12.G Analyze the opportunity cost of decisions by individuals, businesses, communities, and nations.</p>
<p>4.8 Windows of Opportunity</p> <p>Students will examine entrepreneurial strengths and talents.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the characteristics of a successful entrepreneur. 	<p>Career Education and Work</p> <p>13.1.9-12.B Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities; evaluate successful entrepreneurs in both non-profit and for profit organizations and how the 4 Ps play a role in branding.</p> <p>13.2.9-12.F Apply Entrepreneurial Mindset characteristics and skills to school, work, and extracurricular environments.</p> <p>Personal Finance</p> <p>17.2.9-12.E Evaluate the impacts of technology, labor markets, and economic conditions and trends on a person's employment potential.</p>