

A Correlation:  
MAINE  
Academic Standards  
and  
Junior Achievement  
Capstone Programs



Updated Nov 2021

[Maine Social Studies Standards](#)

[Maine Financial Literacy Framework](#)

[Maine Life and Career Ready Standards](#)

Common Core State Standards Included

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# Overview

The following correlation features the knowledge and skills that students are introduced to in JA Capstone Programs and how they correspond to the Maine Social Studies Standards, the Financial Literacy Framework, and the Maine Life and Career Ready 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*® and *JA Finance Park*® will enhance or complement efforts to meet educational standards. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

*JA BizTown* encompasses important elements of work readiness, entrepreneurship, and financial literacy, providing students with a solid foundation of business, economics, and free enterprise education. Through daily lessons, hands-on activities, and active participation in a simulated community designed to support differentiated learning styles, students develop a strong understanding of the relationship between what they learn in school and successful participation in an economy. *JA BizTown* helps prepare students for a lifetime of learning and academic achievement.

*JA BizTown Adventures* is an alternative (or supplement) to the simulated community experience when students do not have access to a facility. It provides the same great social studies, work readiness, entrepreneurship, and financial literacy concepts in an online self-guided format. *JA BizTown Adventures* can be easily used in remote implementation and independent study when combined with the student self-guided implementation of the *JA BizTown* curriculum. Both implementation options augment students' core curriculum in social studies, English language arts, and mathematics. Throughout the programs, students use critical-thinking skills to learn about key concepts as they explore and enhance their understanding of free enterprise.

*JA Finance Park* lessons address fundamental financial literacy and economic concepts, explore career interests and opportunities, and develop work-readiness skills. The lessons culminate in a hands-on budgeting simulation that includes decisions related to income, expenses, savings, and credit.

The *JA Finance Park* program provides two curriculum levels: Entry Level and Advanced. The Entry Level curriculum is geared towards students who are new to personal finance or have never taken a financial literacy class. The *JA Finance Park* Advanced curriculum is geared towards high school students, and those with some prior knowledge of personal finances, allowing students a peek at their future financial decisions. All curriculum options provide educators a method of delivery that will best meet the needs of their students and culminate with a visit to *JA Finance Park*, a realistic on-site or mobile facility, where students engage with volunteers and put into practice what they've learned by developing a personal budget. *JA Finance Park* simulation is also available virtually in the classroom,

*JA Finance Park* Entry Level offers three implementations' options:

- Traditional classroom format - educator-led presentation
- Project-Based Learning (PBL) format - structured to include student group and independent work and a culminating project
- Student-self guided format - designed for remote implementation and independent learning

*JA Finance Park* Advanced offers a teacher-led blended classroom curriculum with a number of optional self-guided extension activities.

# JA BizTown

Unit Description and Learning Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts	Math
<p><b>Unit 1: Financial Literacy</b></p> <p>You must have money to spend money. Students need to understand this fundamental concept of earning and spending if they are to grasp the importance of sound personal finance. This unit introduces students to bank services and practices that will help them to be successful in <i>JA BizTown</i> and in life.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Extrapolate services offered by financial institutions</li> <li>▪ Complete a bank account application</li> <li>▪ Demonstrate an ability to endorse a paycheck</li> <li>▪ Complete a deposit ticket</li> <li>▪ Maintain a check register correctly</li> <li>▪ Describe the consequences of insufficient funds</li> <li>▪ Write and sign checks</li> <li>▪ State the benefit of an interest-earning savings account</li> <li>▪ Explain how money in a savings account grows</li> <li>▪ Explore the differences between checks, debit cards, and credit cards</li> <li>▪ Explain how money changes hands when a debit card is used</li> <li>▪ Demonstrate use of a check register to record a debit purchase</li> </ul>	<p><b>Maine Financial Literacy Spending and Saving 5-8 Standard 1:</b></p> <p>A. Assess how spending priorities reflect goals and values.</p> <p>B. Analyze how spending and saving behavior can affect overall well-being.</p> <p>C. Discuss the components of a personal spending plan, including income, planned saving and expenses.</p> <p>D. Compare saving strategies, including “Pay Yourself First” and comparison shopping.</p> <p>E. Compare the advantages and disadvantages of saving for financial goals.</p> <p>Standard 3</p> <p>A. Compare and contrast different types of local financial institutions and the services they provide.</p> <p>B. Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards and online and mobile payment systems.</p> <p><b>Social Studies Grade 5</b></p> <p>Personal Finance: Students understand the principles and process of personal finance by describing situations in which choices are related to the use of financial resources and financial institutions.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the regional and national community.</p> <p>a. Work independently to solve problems.</p> <p>b. Work as a productive member or leader of a team.</p>	<p><b>Grade 4</b></p> <p>RI.4.3</p> <p>RI.4.4</p> <p>RI.4.5</p> <p>RI.4.7</p> <p>SL.4.1</p> <p>SL.4.3</p> <p>L.4.4</p> <p><b>Grade 5</b></p> <p>RI.5.4</p> <p>RI.5.5</p> <p>RI.5.7</p> <p>SL.5.1</p> <p>L.5.1</p> <p>L.5.3</p> <p>L.5.4</p> <p><b>Grade 6</b></p> <p>RI.6.7</p> <p>SL.6.1</p> <p>SL.6.2</p> <p>L.6.1</p> <p>L.6.3</p> <p>L.6.4</p>	<p><b>Grade 4</b></p> <p>4.NBT.3</p> <p>4.NBT.4</p> <p><b>Grade 5</b></p> <p>5.NBT.5</p> <p>5.NBT.7</p> <p><b>Grade 6</b></p> <p>6.NS.3</p> <p><b>Mathematical Practices 4-6</b></p> <p>1-7</p>

# JA BizTown

Unit Description and Learning Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts	Math
<p><b>Unit 2: Community and Economy</b></p> <p>Students explore their role as citizens of a community. They are introduced to the concept of the circular flow of money and goods in an economy. They define basic economic concepts and discuss the impact of taxes and philanthropy.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define various vocabulary terms</li> <li>▪ Explain how good citizens have a sense of responsibility to others and to their community</li> <li>▪ Identify goods, services, and resources (human, natural, and capital)</li> <li>▪ Demonstrate the circular flow of an economy</li> <li>▪ Discover the function of businesses in producing goods and services</li> <li>▪ Define scarcity and learn more about free enterprise</li> <li>▪ Identify the three basic economic questions (what, how, and for whom to produce)</li> <li>▪ Understand why people pay taxes</li> <li>▪ Define gross pay and net pay</li> <li>▪ Calculate tax by multiplying with decimals</li> <li>▪ Differentiate between public goods and services and private goods and services</li> <li>▪ Give examples of philanthropy</li> </ul>	<p><b>Civics &amp; Government 3:</b> Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic...</p> <p>4: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by providing examples of how people influence government and work for the common good,</p> <p><b>Economics:</b> Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision.</p>	<p>A.2 Life Skills Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the regional and national community.</p> <p>a. Work independently to solve problems. b. Work as a productive member or leader of a team.</p> <p>A.3 Problem Solving Students apply skills to analyze and creatively solve problems that impact their schools and local communities.</p>	<p><b>Grade 4</b> RI.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.4 L.4.6</p> <p><b>Grade 5</b> RI.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 L.5.1 L.5.4 L.5.6</p> <p><b>Grade 6</b> R.6.7 SL.6.1 SL.6.2 L.6.1 L.6.4 L.6.6</p>	<p><b>Grade 4</b> 4.MD.4</p> <p><b>Grade 5</b> 5.MD.2</p> <p><b>Mathematical Practices 4-6</b> 1 2 4</p>

# JA BizTown

Unit Description and Learning Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts	Math
<p><b>Unit 3: Work Readiness</b></p> <p>Citizens learn how their interests and skills can lead to exciting careers. They have an opportunity to assess their own skills and interests and to see what kinds of jobs are available at <i>JA BizTown</i>. They have an opportunity to fill out a job application and experience the job interview process.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize their interests and skills</li> <li>▪ Explain the relevance of interests and skills in career exploration and planning</li> <li>▪ Distinguish the differences among the four primary career types: people, ideas, data, and things</li> <li>▪ Categorize STEM careers into different types</li> <li>▪ Demonstrate appropriate workplace behaviors</li> <li>▪ Define resume, job interview, and applicant</li> <li>▪ Complete a job application</li> <li>▪ Model appropriate business greetings</li> <li>▪ Demonstrate proper interview skills</li> </ul>	<p><b>Maine Financial Literacy Employment and Income</b></p> <p>Standard 1. Explore job and career options.</p> <p>A. Give an example of how education and training can affect lifetime income.</p> <p>B. Match personal skills and interests to various career options.</p> <p>C. Compare the education and training requirements, income potential and primary duties of at least two jobs of interest.</p> <p>D. Compare the costs of post-secondary education with the potential increase in income from a career of choice.</p>	<p>A.1 Self Knowledge</p> <p>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and lead to career readiness, emphasizing national and global awareness.</p> <p>B. 1 Exploring Opportunities</p> <p>Students use learning strategies and available resources to explore future opportunities.</p> <p>C2 Career Awareness</p> <p>Students identify and reflect on skills and education requirements of occupations within and across career clusters of interest to them.</p>	<p><b>Grade 4</b></p> <p>RI.4.4</p> <p>SL.4.1</p> <p>L.4.1</p> <p>L.4.2</p> <p>L.4.4</p> <p>L.4.6</p> <p><b>Grade 5</b></p> <p>RI.5.4</p> <p>SL.5.1</p> <p>L.5.1</p> <p>L.5.2</p> <p>L.5.4</p> <p>L.5.6</p> <p><b>Grade 6</b></p> <p>SL.6.1</p> <p>L.6.1</p> <p>L.6.2</p> <p>L.6.4</p> <p>L.6.6</p>	<p><b>Grade 4</b></p> <p>4.MD.4</p> <p><b>Grade 5</b></p> <p>5.MD.2</p> <p><b>Mathematical Practices 4-6</b></p> <p>2</p> <p>4-6</p>

# JA BizTown

Unit Description and Learning Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts	Math
<p><b>Unit 4: Business Management</b></p> <p>Citizens prepare for their visit to <i>JA BizTown</i> by working in business teams to learn about key factors in operating a business, such as teamwork, operation costs, pricing, and advertising.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe costs associated with operating a business</li> <li>▪ Calculate business expenses</li> <li>▪ Use teamwork to create a paragraph that describes a business</li> <li>▪ Define selling price, revenue, and inventory</li> <li>▪ Describe factors that affect selling price</li> <li>▪ Explain the relationship between revenue, costs, and profit</li> <li>▪ Define advertising</li> <li>▪ Describe characteristics of effective advertising</li> <li>▪ Acknowledge how effective teamwork and cooperation enhance business teams</li> <li>▪ Appreciate how careful completion of details ensures a more successful JA BizTown visit</li> </ul>	<p><b>Economics:</b></p> <p>Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision.</p> <p><b>Maine Financial Literacy</b></p> <p>5-8 Standard 4</p> <p>Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions for different individuals</p>	<p>A.3 Problem Solving</p> <p>Students apply skills to analyze and creatively solve problems that impact their schools and local communities.</p>	<p><b>Grade 4</b></p> <p>W.4.1 W.4.2 W.4.4 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.6</p> <p><b>Grade 5</b></p> <p>W.5.1 W.5.2 W.5.4 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.6</p> <p><b>Grade 6</b></p> <p>W.6.1 W.6.4 SL.6.1 L.6.1 L.6.3 L.6.4 L.6.6</p>	<p><b>Grade 4</b></p> <p>4.NBT.5</p> <p><b>Grade 5</b></p> <p>5.NBT.5</p> <p><b>Grade 6</b></p> <p>6.NS.2 6.NS.3</p> <p><b>Mathematical Practices 4-6</b></p> <p>1-7</p>

# JA BizTown

Unit Description and Learning Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts	Math
<p><b>Unit 5: Visit and Debrief</b></p> <p>Citizens participate in the <i>JA BizTown</i> simulation and then return to class for a debriefing lesson to ensure they have a well-rounded learning experience. The debrief lesson allows citizens to reflect on their <i>JA BizTown</i> experience and further identify the relevance of classroom learning to their future plans and goals.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Function in their job capacity at JA BizTown</li> <li>▪ Manage their personal finances and time</li> <li>▪ Carry out responsibilities of citizenship, such as voting and obeying laws</li> <li>▪ Evaluate team performance at JA BizTown</li> <li>▪ Explain the circular flow of economic activity</li> <li>▪ Describe how citizens use financial institutions</li> <li>▪ Describe how citizens work within a quality business</li> </ul>	<p><b>Economics:</b></p> <p>Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the regional and national community.</p> <p>Work independently to solve problems.</p> <p>Work as a productive member or leader of a team.</p> <p>C.1 Planning</p> <p>Students use feedback and experiences to develop, implement, and adjust goals.</p> <p>Demonstrate ability to learn from mistakes.</p> <p>A.3 Problem Solving</p> <p>Students apply skills to analyze and creatively solve problems that impact their schools and local communities.</p>	<p><b>Grade 4</b></p> <p>W.4.1</p> <p>SL.4.1</p> <p>SL.4.4</p> <p>L.4.1</p> <p>L.4.6</p> <p><b>Grade 5</b></p> <p>W.5.1</p> <p>SL.5.1</p> <p>SL.5.4</p> <p>L.5.1</p> <p>L.5.6</p> <p><b>Grade 6</b></p> <p>W.6.1</p> <p>SL.6.1</p> <p>SL.6.4</p> <p>L.6.1</p> <p>L.6.4</p>	<p><b>Grade 5</b></p> <p>5.NBT.5</p> <p><b>Mathematica 1</b></p> <p><b>Practices 4-6</b></p> <p>1-7</p>

# JA Biz Town Adventures

Session Details	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	Common Core ELA	Common Core Math
<p><b>Adventure One: CEO</b></p> <p>AS CEO students discover some of the responsibilities of running a business. They match their interests and skills to choose a corporation to lead, use the company’s mission statement to make a strategic decision, explore market analysis to identify a target market, compare applicant resumes to make a hiring decision while considering the company budget, and compile a letter to encourage customers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Use knowledge of skills and interests to select a company</li> <li>▪ Compare potential customers</li> <li>▪ Identify target market</li> <li>▪ Make a strategic decision</li> <li>▪ Identify points in a mission statement</li> <li>▪ Compare applicant resumes</li> <li>▪ Make a budget-based decision</li> <li>▪ Create a letter by making appropriate word choices</li> </ul>	<p><b>Economics:</b></p> <p>Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision.</p>	<p>B.1 Students use learning strategies and available resources to explore future opportunities.</p> <p>C2 Career Awareness</p> <p>Students identify and reflect on skills and education requirements of occupations within and across career clusters of interest to them.</p>	<p><b>Grade 4</b>            RI.4.1-5            RI.4.7,10            W.4.2b,2d,2e            W.4.8            SL.4.3            L.4.4,6</p> <p><b>Grade 5</b>            RI.5.1-5            RI.5.7,10            W.5. 2b,2d,2e            W.5.8            SL.5.3            L.5.4-6</p>	<p>4.oa.1            4.nbt.4</p>
<p><b>Adventure Two CFO</b></p> <p>As CFO students make budget decisions following a decision-making process and mathematical formula. They determine how much to charge for their services and which companies’ services offer the best value. They explore the need for cyber insurance to prevent online security breaches and review the company’s mission statement.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Use knowledge of skills and interests to select a company</li> <li>▪ Deduct taxes to calculate net pay</li> <li>▪ Determine price of items to make a profit using a formula</li> <li>▪ Compare costs to make budget decisions</li> <li>▪ Read terms and conditions to compare offers</li> <li>▪ Evaluate proposals as part of a decision-making process</li> </ul>	<p><b>Economics:</b></p> <p>Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision.</p>	<p>B.1 Students use learning strategies and available resources to explore future opportunities.</p> <p>C2 Career Awareness</p> <p>Students identify and reflect on skills and education requirements of occupations within and across career clusters of interest to them.</p>	<p><b>Grade 4</b>            RI.4.1-5            RI.4.7,10            W.4.2b,2d,2e            W.4.8            SL.4.3            L.4.4,6</p> <p><b>Grade 5</b>            RI.5.1-5            RI.5.7,10            W.5. 2b,2d,2e            W.5.8            SL.5.3            L.5.4-6</p>	<p>4.oa.1            4.nbt.1-2            4.nbt.3            4.nbt.4-6            4.nf.5-6</p> <p>5.nbt.1-2            5.nbt.4-5</p>



# JA Biz Town Adventures

Session Details	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	Common Core ELA	Common Core Math
<p><b>Adventure Three: Marketing Director</b></p> <p>As Marketing Director, students use their knowledge of skills and interests to choose a company to work for. They identify an idea for a new product or service and use a decision-making strategy to refine their idea, identify a target market, and plan an advertising campaign that is consistent with the business mission statement.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Use knowledge of skills and interests to select a company</li> <li>▪ Identify an idea for a new product or service</li> <li>▪ Attempt to resolve solutions to customer pain points</li> <li>▪ Identify characteristics of target markets</li> <li>▪ Explore advertising avenues and marketing tools</li> <li>▪ Plan a marketing campaign</li> <li>▪ Compare cost effectiveness of different advertisements</li> <li>▪ Examine fine print on contracts</li> </ul>	<p><b>Economics:</b></p> <p>Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision.</p>	<p>B.1 Students use learning strategies and available resources to explore future opportunities.</p> <p>C2 Career Awareness</p> <p>Students identify and reflect on skills and education requirements of occupations within and across career clusters of interest to them.</p>	<p><b>Grade 4</b> RI.4.1-5 RI.4.7,8,10 SL.4.3 L.4.4,6</p> <p><b>Grade 5</b> RI.5.1-5 RI.5.7,8,10 SL.5.3 L.5.4-6</p>	<p>4.oa.1 4.nbt.4</p> <p>5.nbt.1-2</p>
<p><b>Adventure Four: Sales Manager</b></p> <p>Once the Sales manager chooses which company he or she will represent, they will be lead through decision making and problem-solving processes to make hiring and customer service decisions based on budget and work ethic parameters.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Use knowledge of skills and interests to select a company</li> <li>▪ Explore traits that convey good work ethic</li> <li>▪ Compare resumes</li> <li>▪ Use a decision-making process to make hiring decisions</li> <li>▪ Use a problem-solving process to improve customer service</li> </ul>	<p><b>Economics:</b></p> <p>Students understand the basis of the economies of the community, Maine, the United States, and various regions of the world by examining different ways producers of goods and services help satisfy the wants and needs of consumers in a market economy by using entrepreneurship, natural, human and capital resources, as well as collaborating to make a decision.</p>	<p>B.1 Students use learning strategies and available resources to explore future opportunities.</p> <p>C2 Career Awareness</p> <p>Students identify and reflect on skills and education requirements of occupations within and across career clusters of interest to them.</p>	<p><b>Grade 4</b> RI.4.1-5 RI.4.7,10 W.4.2b,2d,2e W.4.8 SL.4.3 L.4.4,6</p> <p><b>Grade 5</b> RI.5.1-5 RI.5.7,10 W.5. 2b,2d,2e W.5.8 SL.5.3 L.5.4-6</p>	<p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4-6 4.nf.5-6</p> <p>5.nbt.1-2 5.nbt.4-5</p>

# JA Biz Town Adventures

Session Details	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	Common Core ELA	Common Core Math
<p><b>Adventure Five: Consumer</b></p> <p>As consumer, students make financial decisions and choices having to do with bank accounts and types of payments. They learn to keep a transaction register, calculate net pay, choose needs over wants, and set and re-evaluate a budget.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define gross pay and net pay and calculate net pay</li> <li>▪ Identify services offered by financial institutions.</li> <li>▪ Explore a bank account application</li> <li>▪ Identify parts of a transaction register</li> <li>▪ Explain the importance of a savings account</li> <li>▪ Explore the differences between checks, debit cards, and credit cards and other forms of electronic payments.</li> <li>▪ Explain how money changes hands when a debit card or electronic payment form is used.</li> <li>▪ Demonstrate use of a transaction register to record a debit purchase.</li> <li>▪ Distinguish between needs and wants</li> <li>▪ Create a budget based on monthly income</li> <li>▪ Use fixed costs and needs to make budget decisions</li> <li>▪ Make shopping decisions based on budget and opportunity cost</li> </ul>	<p>Standard 2</p> <p>B. Develop a system for organizing personal financial records, both paper and electronic.</p> <p>C. Investigate ways to secure vital personal financial data and records.</p> <p>Standard 4</p> <p>Evaluate the relationship between spending practices and achieving financial goals.</p> <p>Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions for different individuals.</p> <p>When making a consumer decision, consider a range of spending and non spending alternatives.</p>	<p>A.1 Self-Knowledge</p> <p>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and lead to career readiness, emphasizing national and global awareness.</p>	<p><b>Grade 4</b> RI.4.1-5 RI.4.7,10 SL.4.3 L.4.4,6</p> <p><b>Grade 5</b> RI.5.1-5 RI.5.7,10 SL.5.3 L.5.4-6</p>	<p>4.oa.1 4.nbt.1-2 4.nbt.3 4.nbt.4</p> <p>5.nbt.1-2</p>

# JA Finance Park

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts	Math
<p><b>Unit 1: Income</b></p> <p>Students recognize the fundamental role that income plays in their personal finances and the factors that affect income and take-home pay. They discover how their decisions about education and careers impact their potential income and quality of life.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Rate their interests, abilities, and values.</li> <li>▪ Determine work preferences and match them to career choices</li> <li>▪ Define taxes and explain their purpose and impact on income</li> <li>▪ Figure net monthly income</li> </ul>	<p><b>SS Personal Finance:</b></p> <p>Students understand the principles and processes of personal finance by:</p> <p>(D1) Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p> <p><b>SS Economics:</b></p> <p>Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world by:</p> <p>F2) Describing the function and process of taxation.</p> <p><b>Financial Literacy Employment and Income</b></p> <p>Standard 1. Explore job and career options.</p> <p>A. Give an example of how education and training can affect lifetime income.</p> <p>B. Match personal skills and interests to various career options.</p> <p>C. Compare the education and training requirements, income potential and primary duties of at least two jobs of interest.</p> <p>D. Compare the costs of post-secondary education with the potential increase in income from a career of choice.</p> <p>Standard 3. Analyze factors that affect net income.</p> <p>C.. Identify common types of payroll deductions.</p> <p>D. Calculate how payroll deductions affect take home pay.</p>	<p>A.1 Self-Knowledge</p> <p>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and lead to career readiness, emphasizing national and global awareness.</p> <p>C.1 Planning</p> <p>Students develop, implement, and adjust goals as they relate to potential future paths.</p> <p>a. Demonstrate awareness of available academic opportunities, course levels, alternate options, and timelines.</p> <p>b. Draw on curiosity to seek out meaningful career exploration opportunities in interactive settings.</p> <p>C2 Career Awareness</p> <p>Students consider personal aptitudes, evolving personal interests and current employment trends, locally and globally, as they develop future plans.</p> <p>a. Identify horizontal and vertical opportunities (within career cluster hierarchies) related to personal aptitudes and interests and the skills needed for potential career options.</p> <p>b. Recognize that career planning to attain career goals is a lifelong process.</p> <p>c. Use knowledge of career clusters to develop and adapt career plans.</p>	<p><b>Grade 6</b></p> <p>SL.6.1 L.6.1 L.6.3 L.6.4</p> <p><b>Grade 7</b></p> <p>SL.7.1 L.7.1 L.7.3 L.7.4</p> <p><b>Grade 8</b></p> <p>SL.8.1 L.8.1 L.8.3 L.8.4</p> <p><b>Grades 9-10</b></p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p><b>Grade 6</b></p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p><b>Grade 7</b></p> <p>RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2</p>

# JA Finance Park

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts	Math
<p><b>Unit 2: Saving, Investing and Risk Management</b></p> <p>Students explore and compare saving and investing options as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the benefits of saving a portion of income for future use</li> <li>▪ Explain short- and long-term saving options</li> <li>▪ Explain some of the advantages and disadvantages of various saving and investing options</li> <li>▪ Assess personal risk and risk management</li> </ul>	<p><b>SS Personal Finance:</b></p> <p>Students understand the principles and processes of personal finance by:</p> <p>(D1) Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p> <p>(F1) Explaining how scarcity influences choices and relates to the market economy. (F2) Identifying factors that contribute to spending and savings decisions.</p> <p><b>Financial Literacy</b></p> <p>5-8 Spending and Saving Standard 1</p> <p>A. Assess how spending priorities reflect goals and values.</p> <p>B. Analyze how spending and saving behavior can affect overall well-being.</p> <p>C. Discuss the components of a personal spending plan, including income, planned saving and expenses.</p> <p>D. Compare saving strategies, including “Pay Yourself First” and comparison shopping.</p> <p>5-8 Investing</p> <p>Standard 1 Explain how investing may build wealth and help meet financial goals.</p> <p>A. Explain how rate of return, frequency of compounding, taxes and inflation can affect changes in investment returns.</p> <p>Standard 2. Evaluate investment alternatives.</p> <p>A. Explain the difference between stocks and bonds.</p> <p>B. Give examples of investments for current income and investments for future growth.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p> <p>c. Understand and exhibit professionalism in changing situations and environments.</p>	<p><b>Grade 6</b></p> <p>RI.6.2 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p><b>Grade 7</b></p> <p>RI.7.2 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p><b>Grade 8</b></p> <p>SL.8.1 L.8.1 L.8.3 L.8.4</p> <p><b>Grades 9-10</b></p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p><b>Grade 6</b></p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5 SP.6.1 SP.6.2</p> <p><b>Grade 7</b></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

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts	Math
<p><b>Unit 3: Debit and Credit</b></p> <p>Students compare financial institutions and their services. Through discussion and a game activity, they weigh the advantages and disadvantages of debit and credit. Students also examine the role that credit scores and credit reporting have on personal finances.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define financial institutions and identify the services they provide</li> <li>▪ Examine debit and credit cards and their use</li> <li>▪ Explain the benefits and common pitfalls of credit cards</li> <li>▪ Explain the benefits of debit cards</li> <li>▪ Define credit score and describe how it influences the ability to get credit and borrow money</li> </ul>	<p><b>SS Personal Finance:</b></p> <p>Students understand the principles and processes of personal finance by:</p> <p>(D1) Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p> <p><b>Financial Literacy</b></p> <p>5-8 Standard 1: Analyze the costs and benefits of various types of credit.</p> <p><b>B.</b> Explain how debit cards differ from credit cards.</p> <p><b>C.</b> Explain how interest rate, compounding frequency and loan length affect the cost of using credit.</p> <p>5-8 Standard 3. Describe how to use different payment methods.</p> <p><b>A.</b> Compare and contrast different types of local financial institutions and the services they provide.</p> <p><b>B.</b> Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards and online and mobile payment systems.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <ol style="list-style-type: none"> <li>a. Use a variety of communication skills in a responsible manner.</li> <li>b. Exhibit ethical behavior, including responsibility for self and others.</li> <li>c. Understand and exhibit professionalism in changing situations and environments.</li> </ol>	<p><b>Grade 6</b> SL.6.1 SL.6.2</p> <p><b>Grades 9-10</b> L.9-10.1 L.9-10.4</p> <p><b>Grades 11-12</b> SL.11-12.1 L.11-12.1 L.11-12.4</p>	<p><b>Grade 6</b> RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p><b>Grade 7</b> RP.7.R2.b NS.7.3 SP.7.5</p> <p><b>Grade 8</b> G.8 SP.8.2</p>

# JA Finance Park

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts	Math
<p><b>Unit 4: Budget+</b></p> <p>Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Categorize spending by needs and wants</li> <li>▪ Compare teen and adult spending patterns</li> <li>▪ Determine which categories belong in a budget</li> <li>▪ Relate the need to save money to meet goals</li> <li>▪ Prepare a budget using goals and income</li> </ul>	<p><b>Financial Literacy</b></p> <p>5-8 Standard 1</p> <p>A. Assess how spending priorities reflect goals and values.</p> <p>B. Analyze how spending and saving behavior can affect overall well-being.</p> <p>C. Discuss the components of a personal spending plan, including income, planned saving and expenses.</p> <p>D. Compare saving strategies, including “Pay Yourself First” and comparison shopping.</p> <p>E. Compare the advantages and disadvantages of saving for financial goals.</p> <p>5-8 Standard 4</p> <p>A. Evaluate the relationship between spending practices and achieving financial goals.</p> <p>C. When making a consumer decision, consider a range of spending and non spending alternatives.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>d. Use a variety of communication skills in a responsible manner.</p> <p>e. Exhibit ethical behavior, including responsibility for self and others.</p> <p>f. Understand and exhibit professionalism in changing situations and environments.</p>	<p><b>Grade 6</b></p> <p>RI.6.1 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p><b>Grade 7</b></p> <p>RI.7.1 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p><b>Grade 8</b></p> <p>RI.8.1 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p><b>Grades 9-10</b></p> <p>SL.9-10.1 L.9-10.1 L.9-10.4</p>	<p><b>Grade 6</b></p> <p>NS.6.2 NS.6.3 NS.6.5</p> <p><b>Grade 7</b></p> <p>NS.7.2 NS.7.3 EE.7.1 EE.7.2</p>

# JA Finance Park

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts	Math
<p><b>Unit 5: Simulation and Debriefing</b></p> <p>Students participate in the <i>JA Finance Park</i> simulation. They put into action all they have learned in the classroom by making important spending decisions and maintaining a balanced budget. Following their simulation experience, students participate in a reflective assessment.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Create a family budget using hypothetical life situations</li> <li>▪ Make saving and investment decisions</li> <li>▪ Reflect on their simulation experience</li> </ul>	<p><b>SS Personal Finance:</b></p> <p>Students understand the principles and processes of personal finance by:</p> <p>(D1) Using a process for making spending and savings decisions based on work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p> <p><b>Financial Literacy</b></p> <p>Financial Decision Making Standard 1 Recognize the responsibilities associated with personal financial decisions.</p> <p>A. Analyze money-handling decisions that young adults commonly face.</p> <p>B. Compare the benefits of financial responsibility with the consequences of financial irresponsibility.</p> <p>C. Predict how influences such as current fashion trends, peer pressure and procrastination can affect financial decisions.</p> <p>Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.</p> <p>A. Apply systematic decision making to setting and achieving financial goals.</p> <p>B. Prioritize personal financial goals.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>g. Use a variety of communication skills in a responsible manner.</p> <p>h. Exhibit ethical behavior, including responsibility for self and others.</p> <p>i. Understand and exhibit professionalism in changing situations and environments.</p>	<p><b>Grade 6</b></p> <p>RI.6.1 W.6.1 W.6.4 W.6.9</p> <p><b>Grade 7</b></p> <p>RI.7.1 W.7.1 W.7.4 W.7.9</p> <p><b>Grade 8</b></p> <p>RI.8.1 W.8.1 W.8.4 W.8.9</p> <p><b>Grades 9-10</b></p> <p>RI.9-10.1 W.9-10.4 W.9-10.9</p>	<p><b>Grade 6</b></p> <p>RP.6.3b NS.6.2 NS.6.3 NS.6.5</p> <p><b>Grade 7</b></p> <p>RP.7.R2.b NS.7.2 NS.7.3</p>

# JA Finance Park PBL

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	Common Core ELA
<p><b>Unit 1: Income</b></p> <p>Students recognize the fundamental role of income in their personal finances and the factors that affect income and take-home pay. Through Project-Based Learning (PBL), students understand how the decisions they make about education and careers have an impact on their potential income and quality of life.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Tell the difference between abilities, interests, work preferences, and values</li> <li>▪ Identify career interests and goals as a way to earn future income</li> <li>▪ Define taxes and explain their purpose and impact on income</li> <li>▪ Interpret sources of income (salaries and wages, interest, profit for business owners, etc.)</li> <li>▪ Calculate NMI (net monthly income) income tax (including state income tax), Social Security, and Medicare</li> </ul>	<p><b>SS Personal Finance &amp; Economics:</b></p> <p>Students understand the principles and process of personal finance by:</p> <p>(F1) Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.</p> <p>(F2) Identifying factors that impact consumer credit.</p> <p><b>Maine Financial Literacy</b></p> <p><b>Employment and Income</b></p> <p>Standard 1. Explore job and career options.</p> <p>A. Analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education.</p> <p>C. Outline a career plan that aligns with personal interests, financial goals and desired lifestyle.</p> <p>Standard 3. Analyze factors that affect net income.</p> <p>A. Complete IRS form W-4 to determine the optimal amount to withhold for personal income tax.</p> <p>B. List circumstances that make it prudent to adjust the income tax withholding allowance.</p> <p>C. Differentiate between gross, net and taxable income.</p>	<p>A.1 Self Knowledge</p> <p>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and assist in making post high school career and life decisions.</p> <p>B.1 Exploring Opportunities</p> <p>Students articulate a variety of post high school options based on individualized, in-depth exploration.</p> <p>C2. Career Awareness</p> <p>Students are aware of changing career and economic trends and can adapt their personal plan to meet situational needs, personal aptitudes and interests.</p> <p>a. Reflect on personal growth and alternative perspectives.</p> <p>b. Analyze and adjust approach, timeline, and plan as needed.</p> <p>c. Explore credentialing requirements.</p>	<p><b>Grades 9-10</b></p> <p>RI.9–10.4</p> <p>W.9-10. 1,4</p> <p>SL.9-10. 1</p> <p>L.9-10. 1,4</p> <p><b>Grades 11-12</b></p> <p>RI.11/12.4</p> <p>W.11/12. 1,4</p> <p>SL.11/12. 1</p> <p>L.11/12. 1,4</p>



# JA Finance Park PBL

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	Common Core ELA
<p><b>Unit 2: Saving, Investing and Risk Management</b></p> <p>Students explore savings and compare investments as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the benefits of saving a portion of income for future use</li> <li>▪ Explain short- and long-term saving options</li> <li>▪ Explain some of the advantages and disadvantages of savings options and investment vehicles</li> <li>▪ Assess personal risk and risk management</li> </ul>	<p><b>SS Personal Finance &amp; Economics:</b></p> <p>(D2) Evaluating different strategies for money and risk management.</p> <p><b>Maine Financial Literacy Investing</b></p> <p>Standard 1. Explain how investing may build wealth and help meet financial goals.</p> <p>A. Compare strategies for investing as part of a comprehensive financial plan.</p> <p>B. Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans and personal investments.</p> <p><b>Spending and Saving</b></p> <p>Standard 1. Develop a plan for spending and saving.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p> <p>c. Understand and exhibit professionalism in changing situations and environments.</p>	<p><b>Grades 9-10</b></p> <p>RI.9-10.1 W.9-10.1,4,9 SL.9-10.1 L.9-10.1,4</p> <p><b>Grades 11-12</b></p> <p>RI.11-12.1 W.11-12.1,4,9 SL11-12.1 L.11-12.1,4</p>
<p><b>Unit 3: Debit and Credit</b></p> <p>Students compare financial institutions and their services; examine the value of credit scores; and interpret the effect of creditworthiness.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the types of financial institutions and the services they provide</li> <li>▪ Explain debit and credit cards and their uses</li> <li>▪ Identify the advantages and disadvantages related to credit and debit cards</li> <li>▪ Give examples of the best ways to build credit</li> <li>▪ Demonstrate why credit scores are important</li> </ul>	<p><b>SS Personal Finance &amp; Economics:</b></p> <p>(F2) Identifying factors that impact consumer credit.</p> <p>(D1) Evaluating ways credit can be used.</p> <p><b>Maine Financial Literacy Spending and Saving</b></p> <p>Standard 3. Describe how to use different payment methods.</p> <p>A. Summarize the risks and protections of checks, stored value cards, debit cards, gift cards and online and mobile payment systems.</p> <p>B. Compare the features and costs of personal checking accounts offered by different financial institutions.</p> <p>C. Compare the features and costs of online and mobile bill payment services offered by different institutions.</p> <p><b>Credit and Debt</b></p> <p>Standard 1. Analyze the costs and benefits of various types of credit.</p> <p>Standard 2. Summarize a borrower's rights and responsibilities related to credit reports.</p> <p>Standard 3. Apply strategies to avoid or correct debt management problems.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>d. Use a variety of communication skills in a responsible manner.</p> <p>e. Exhibit ethical behavior, including responsibility for self and others. Understand and exhibit professionalism in changing situations and environments.</p>	<p><b>Grades 9-10</b></p> <p>SL.9-10.1,4 L.9-10.1,4</p> <p><b>Grades 11-12</b></p> <p>SL11-12.1,4 L.11-12.1,4</p>

# JA Finance Park PBL

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	Common Core ELA
<p><b>Unit 4: Budget+</b></p> <p>This unit provides an opportunity for students to set financial goals, experience budgeting, and compare sample budgets before they are confronted with the financial responsibilities of being an adult. Lessons focus on classifying income and expenses and staying with a plan. In each of the PBL lessons, integration of technology is required. During the final lesson, students explain the value of planning their spending and maintaining a balanced budget.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Categorize spending by needs and wants</li> <li>▪ Determine which categories belong in a budget</li> <li>▪ Distinguish between different kinds of budgets</li> <li>▪ Prepare a budget using goals and income</li> </ul>	<p><b>SS Personal Finance &amp; Economics:</b> (D2) Evaluating different strategies for money and risk management.</p> <p><b>Maine Financial Literacy Spending and Saving</b></p> <p>Standard 1. Develop a plan for spending and saving.</p> <p>A. Use a plan to manage spending and achieve financial goals.</p> <p>B. Specify how monetary and non-monetary assets can contribute to net worth.</p> <p>C. Analyze how changes in life circumstances can affect a personal spending plan.</p> <p>D. Investigate changes in personal spending behavior that contribute to wealth building.</p> <p>Standard 4. Apply consumer skills to spending and saving decisions.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>f. Use a variety of communication skills in a responsible manner.</p> <p>g. Exhibit ethical behavior, including responsibility for self and others.</p> <p>Understand and exhibit professionalism in changing situations and environments.</p>	<p><b>Grades 9-10</b> RI.9-10.1 SL.9-10.1 L.9-10.1,4</p> <p><b>Grades 11-12</b> RI.11-12.1 SL.11-12.1 L.11-12.1,4</p>

# JA Finance Park PBL

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	Common Core ELA
<p><b>Unit 5: Simulation and Debriefing</b></p> <p>Students participate in the JA Finance Park simulation. They put into action all they have learned in the classroom by making important spending decisions and maintaining a balanced budget. Students then use the knowledge and skills gained from the JA Finance Park lessons to create a portfolio and presentation that answer the following driving question: What do I need to do today to accomplish what I want in the future?</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Create a family budget using hypothetical life situations</li> <li>▪ Make saving and investment decisions</li> <li>▪ Demonstrate understanding of the importance of making smart financial decisions now that will last throughout their lifetimes</li> <li>▪ Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts</li> <li>▪ Demonstrate originality and creativity</li> <li>▪ Build confidence, self-esteem, and teamwork skills</li> </ul>	<p><b>SS Personal Finance &amp; Economics:</b></p> <p>F1) Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.</p> <p>(D2) Evaluating different strategies for money and risk management.</p> <p><b>Maine Financial Literacy Financial Decision Making</b></p> <p>Standard 1. Recognize the responsibilities associated with personal financial decisions.</p> <p>Standard 2. Use reliable resources when making financial decisions.</p> <p>Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.</p> <p>Standard 5. Apply communication strategies when discussing financial issues.</p>	<p>A.1 Self Knowledge</p> <p>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and assist in making post high school career and life decisions.</p> <p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p> <p>c. Understand and exhibit professionalism in changing situations and environments.</p> <p>C.1 Planning</p> <p>Students develop, take steps to implement, and reflect on individualized, post high school plans.</p> <p>a. Analyze educational achievement and performance strategies as it relates to future choices, adapting plans as needed.</p> <p>b. Seek out meaningful career exploration opportunities, both individually and in small-group interactive settings.</p> <p>c. Understand the financial impact of post high school credentialing programs, using that awareness to inform plans.</p>	<p><b>Grades 9-10</b></p> <p>RI.9-10.1,4,8</p> <p>W.9-10.1</p> <p>W.9-10.4-9</p> <p>SL.9-10.1</p> <p>SL.9-10.4-6</p> <p>L.9-10.1-6</p> <p><b>Grades 11-12</b></p> <p>RI.11-12.1,4,8</p> <p>W.11-12.1</p> <p>W.11-12.4-9</p> <p>SL.11-12.1</p> <p>SL.11-12.4-6</p> <p>L.11-12.1-6</p>

# JA Finance Park Advanced

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts
<p><b>Theme 1: Employment and Income</b></p> <p><b>Foundation 1 Career Cluster</b></p> <p>Students learn about the 16 career clusters and how their own interests and skills can help them determine a career pathway</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Examine careers and corresponding career clusters.</li> <li>▪ Apply interests and skills to specific career clusters.</li> <li>▪ Research possible careers within a chosen career cluster.</li> <li>▪ Analyze how interests and skills may relate to a specific career cluster.</li> </ul>	<p><b>Maine Financial Literacy</b></p> <p><b>Employment and Income</b></p> <p>Standard 1. Explore job and career options.</p> <p>A. Analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education.</p> <p>C. Outline a career plan that aligns with personal interests, financial goals and desired lifestyle.</p>	<p>A.1 Self Knowledge</p> <p>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and assist in making post high school career and life decisions.</p> <p>B.1 Exploring Opportunities</p> <p>Students articulate a variety of post high school options based on individualized, in-depth exploration.</p>	<p>RI.9-10. 1,4</p> <p>W.9-10. 2,4,6,7,8</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 9-10. 1- 6</p> <p>RI.11-12. 1,4</p> <p>W.11-12. 2,4,6,7,8</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 11-12. 1- 6</p>
<p><b>Theme 1 Foundation 2 Net Income</b></p> <p>Students learn the difference between gross pay and net pay and understand the various taxes and other deductions withheld from a paycheck.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the difference between gross pay and net pay.</li> <li>▪ Identify the components on an earnings statement (pay stub) that affect net income.</li> <li>▪ Calculate net monthly income after removing taxes, benefits, and other deductions.</li> </ul>	<p><b>SS Personal Finance &amp; Economics:</b></p> <p>F1) Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.</p> <p>(D2) Evaluating different strategies for money and risk management.</p> <p><b>Maine Financial Literacy</b></p> <p><b>Employment and Income</b></p> <p>Standard 3. Analyze factors that affect net income.</p> <p>B. List circumstances that make it prudent to adjust the income tax withholding allowance.</p> <p>C. Differentiate between gross, net and taxable income.</p>	<p>A.1 Self Knowledge</p> <p>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and assist in making post high school career and life decisions.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RV.1</p> <p>9-10.RV.3.2</p> <p>9-10.SL.1</p> <p><b>Grades 11-12</b></p> <p>11-12.RV.1</p> <p>11-12.RV.3.2</p> <p>11-12.SL.1</p>

# JA Finance Park Advanced

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts
<p><b>Theme 2: Employment and Education</b></p> <p><b>The Value of Education</b></p> <p>Students learn about the time commitments, costs and benefits of post-secondary education options. Then they compete to find four occupations from the Occupational Outlook Handbook with the highest return on investment.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the benefits of postsecondary education, including trade schools and military service.</li> <li>▪ Identify the income projection for a variety of careers.</li> <li>▪ Calculate the return on the educational investment for different occupations</li> </ul>	<p><b>Maine Financial Literacy</b></p> <p><b>Employment and Income</b></p> <p>Standard 1. Explore job and career options.</p> <p>A. Analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education.</p> <p>B. Discuss how non-income factors such as child-care options, cost of living and work conditions can influence job choice.</p>	<p>A.1 Self Knowledge</p> <p>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and assist in making post high school career and life decisions.</p> <p>B.1 Exploring Opportunities</p> <p>Students articulate a variety of post high school options based on individualized, in-depth exploration.</p> <p>C.1 Planning</p> <p>Students develop, take steps to implement, and reflect on individualized, post high school plans.</p> <p>a. Analyze educational achievement and performance strategies as it relates to future choices, adapting plans as needed.</p> <p>b. Seek out meaningful career exploration opportunities, both individually and in small-group interactive settings.</p> <p>c. Understand the financial impact of post high school credentialing programs, using that awareness to inform plans.</p>	<p>RI.9-10. 1,4</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 9-10. 1- 6</p> <p>RI.11-12. 1,4</p> <p>SL 9-10. 1,2,4,5,6</p> <p>L 11-12. 1- 6</p>
<p><b>Theme 3: Financial Responsibility and Decision Making</b></p> <p><b>Financial Decision Making</b></p> <p>Students learn a process for making decisions and recognize the responsibilities associated with personal financial decisions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Use rational and considered decision-making steps to select financial goals and priorities.</li> <li>▪ Explain how decisions made today can impact the future</li> </ul>	<p><b>Maine Financial Literacy</b></p> <p><b>Financial Decision Making</b></p> <p>Standard 1. Recognize the responsibilities associated with personal financial decisions.</p> <p>Standard 2. Use reliable resources when making financial decisions.</p> <p>Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p> <p>c. Understand and exhibit professionalism in changing situations and environments.</p>	<p>RI.9-10. 1,4</p> <p>W.9-10. 1,4</p> <p>SL 9-10. 1,2,5</p> <p>L 9-10. 1- 6</p> <p>RI.11-12. 1,4</p> <p>W.11-12. 1,4</p> <p>SL 9-10. 1,2,5</p> <p>L 11-12. 1- 6</p>

# JA Finance Park Advanced

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts
<p><b>Theme 4: Planning and Money Management</b></p> <p><b>Next-Level Budgeting</b></p> <p>Students explore the differences between needs and wants, and then learn about the parts of a budget and the importance of budgeting.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize some of the reasons why people might spend more than they earn.</li> <li>Identify and use parts of a budget.</li> <li>List the long-term effects of overspending.</li> </ul>	<p><b>Maine Financial Literacy Spending and Saving</b></p> <p>Standard 1. Develop a plan for spending and saving.</p> <p>A. Use a plan to manage spending and achieve financial goals.</p> <p>C. Analyze how changes in life circumstances can affect a personal spending plan.</p> <p>D. Investigate changes in personal spending behavior that contribute to wealth building.</p> <p><b>Financial Decision Making</b></p> <p>Standard 4; Make criterion-based financial decisions by systematically considering alternatives and consequences.</p> <p>C. Develop a backup plan for a specific financial goal when circumstances change, such as from job loss, illness, major gift or inheritance.</p> <p>D. Develop a contingency plan to deal with events, such as a car breakdown or a phone loss, that might affect personal finances on short notice.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p> <p>c. Understand and exhibit professionalism in changing situations and environments.</p>	<p>RI.9-10 1,4</p> <p>SL 9-10 1,2</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>SL 9-10 1,2</p> <p>L 11-12 1- 6</p>
<p><b>Theme 5: Risk Management and Insurance</b></p> <p><b>Insurance</b></p> <p>Students analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize strategies for managing risk.</li> <li>List the benefits of having insurance for risk management.</li> <li>Identify conditions under which it is appropriate for young adults to have life, health, and disability insurance.</li> <li>Compare insurance policies.</li> </ul>	<p><b>SS Personal Finance &amp; Economics:</b> (D2) Evaluating different strategies for money and risk management.</p> <p><b>Maine Financial Literacy Risk Management and Insurance</b></p> <p>Standard 1. Identify common types of risks and basic risk management methods.</p> <p>Standard 2. Justify reasons to use property and liability insurance.</p> <p>Standard 3. Justify reasons to use health, disability, long-term care and life insurance.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p> <p>c. Understand and exhibit professionalism in changing situations and environments.</p>	<p>RI.9-10 1,4</p> <p>W.9-10 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 2,4,6,7,8</p> <p>SL 9-10 1,2,4,5</p> <p>L 11-12 1- 6</p>

# JA Finance Park Advanced

Unit Description	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards	English Language Arts
<p><b>Theme 6: Investing</b></p> <p><b>Investing for the Future</b></p> <p>Students learn about different types of investments and collaborate to build a diversified investment portfolio.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize different investment options.</li> <li>Compare the benefits and risks of various investment options.</li> <li>Create a diversified investment portfolio that maximizes profit</li> </ul>	<p><b>Maine Financial Literacy Investing</b></p> <p>Standard 1. Explain how investing may build wealth and help meet financial goals.</p> <p>A. Compare strategies for investing as part of a comprehensive financial plan.</p> <p>B. Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans and personal investments.</p> <p>Standard 2. Evaluate investment alternatives.</p> <p>A. Differentiate between diversification and asset allocation.</p> <p>B. Identify types of investments appropriate for different objectives such as liquidity, income and growth.</p> <p>Standard 3. Demonstrate how to buy and sell investments.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p> <p>c. Understand and exhibit professionalism in changing situations and environments.</p>	<p>RI.9-10 1,4</p> <p>W.9-10 1,8</p> <p>SL 9-10 1,2,5</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 1,8</p> <p>SL 9-10 1,2,5</p> <p>L 11-12 1- 6</p>
<p><b>Theme 7: Simulation and Debrief</b></p> <p>Students participate in the JA Finance Park simulation then reflect on the activities they participated in during the simulation and engage in an activity to connect their learnings and takeaways from the JA Finance Park simulation to their future career and money management goals.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify key learnings from the JA Finance Park simulation.</li> <li>Analyze and apply lessons learned to future career and money management goals.</li> </ul>	<p><b>SS Personal Finance &amp; Economics:</b></p> <p>F1) Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.</p> <p>(D2) Evaluating different strategies for money and risk management.</p> <p><b>Maine Financial Literacy Financial Decision Making</b></p> <p>Standard 1. Recognize the responsibilities associated with personal financial decisions.</p> <p>Standard 2. Use reliable resources when making financial decisions.</p> <p>Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.</p> <p>Standard 5. Apply communication strategies when discussing financial issues.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p> <p>c. Understand and exhibit professionalism in changing situations and environments.</p> <p>C.2 Career Awareness</p> <p>Students are aware of changing career and economic trends and can adapt their personal plan to meet situational needs, personal aptitudes and interests.</p> <p>a. Reflect on personal growth and alternative perspectives.</p>	<p>RI.9-10 1,4</p> <p>W.9-10 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5,6</p> <p>L 9-10 1- 6</p> <p>RI.11-12 1,4</p> <p>W.11-12 1,2,4,6,7,8</p> <p>SL 9-10 1,2,4,5,6</p> <p>L 11-12 1- 6</p>

# JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards
<b>Theme One: Employment and Income</b>			
<p><b>Entrepreneurial Strengths and Talents</b></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><b>Students will</b></p> <ul style="list-style-type: none"> <li>Identify the characteristics of a successful entrepreneur.</li> <li>Examine personal entrepreneurial qualifications and characteristics.</li> <li>Develop a plan for building entrepreneurial skills.</li> </ul>	<p><b>Maine Financial Literacy</b></p> <p><b>Employment and Income</b></p> <p>Standard 1. Explore job and career options.</p> <p>E. Describe the risks, costs and rewards of starting a business.</p>	<p>A.1 Self Knowledge</p> <p>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and assist in making post high school career and life decisions.</p> <p>B.1 Exploring Opportunities</p> <p>Students articulate a variety of post high school options based on individualized, in-depth exploration.</p>
<p><b>Job Loss</b></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><b>Students will</b></p> <ul style="list-style-type: none"> <li>Recognize factors that can lead to job loss, including economic downturns (layoffs, natural disasters, foreclosure), globalization, and automation.</li> <li>Develop a plan for preparing for job loss.</li> <li>Identify professional development and job retraining opportunities to help when job loss happens.</li> </ul>	<p><b>Maine Financial Literacy</b></p> <p><b>Financial Decision Making</b></p> <p>Standard 4; Make criterion-based financial decisions by systematically considering alternatives and consequences.</p> <p>C. Develop a backup plan for a specific financial goal when circumstances change, such as from job loss, illness, major gift or inheritance.</p> <p>D. Develop a contingency plan to deal with events, such as a car breakdown or a phone loss, that might affect personal finances on short notice.</p>	<p>C.2 Career Awareness</p> <p>Students are aware of changing career and economic trends and can adapt their personal plan to meet situational needs, personal aptitudes and interests.</p> <p>a. Reflect on personal growth and alternative perspectives.</p> <p>b. Analyze and adjust approach, timeline, and plan as needed</p>
<p><b>My Work Values and Responsibilities</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of having a good work ethic and making good choices, including ethical decisions, in the workplace.</li> <li>Explain why certain decisions made at work, such as taking excessive sick days, having unexcused absences, or arriving late, have negative consequences.</li> </ul>	<p>NA</p>	<p>A.2. Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p> <p>B.1 Exploring Opportunities</p> <p>Students articulate a variety of post high school options based on individualized, in-depth exploration.</p>



# JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards
<p><b>The IRS W-4 Form</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the purpose of the W-4 form.</li> <li>Examine the employee sections of the W-4 form</li> </ul>	<p><b>Maine Financial Literacy Employment and Income</b></p> <p>Standard 3. Analyze factors that affect net income.</p> <p>A. Complete IRS form W-4 to determine the optimal amount to withhold for personal income tax.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p>
<b>Theme Two: Employment and Education</b>			
<p><b>Applying for Financial Aid with FAFSA</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the rationale for completing the FAFSA form.</li> <li>Identify the resources and information required for the FAFSA form.</li> <li>Develop an action plan for completing the FAFSA form.</li> </ul>	<p>NA</p>	<p>B.1 Exploring Opportunities</p> <p>Students articulate a variety of post high school options based on individualized, in-depth exploration.</p>
<p><b>Career Decisions</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a process to develop a career plan.</li> <li>Identify career choices that match interests and abilities</li> <li>Develop a SMART goal to help achieve a chosen career.</li> </ul>	<p><b>Maine Financial Literacy Financial Decision Making</b></p> <p>Standard 1. Recognize the responsibilities associated with personal financial decisions.</p> <p>Standard 2. Use reliable resources when making financial decisions.</p> <p>Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.</p> <p>Standard 5. Apply communication strategies when discussing financial issues.</p>	<p>A.1 Self Knowledge</p> <p>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and assist in making post high school career and life decisions.</p> <p>B.1 Exploring Opportunities</p> <p>Students articulate a variety of post high school options based on individualized, in-depth exploration.</p> <p>Students develop, take steps to implement, and reflect on individualized, post high school plans.</p> <p>a. Analyze educational achievement and performance strategies as it relates to future choices, adapting plans as needed.</p> <p>b. Seek out meaningful career exploration opportunities, both individually and in small-group interactive settings.</p> <p>c. Understand the financial impact of post high school credentialing programs, using that awareness to inform plans.</p>

# JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards
<p><b>Grades Count!</b></p> <p>Students consider the consequence of grades and other factors and their effects on college options and scholarships.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Reflect on their current GPA and course selections in light of key factors that influence college admissions.</li> <li>▪ Calculate a possible GPA based on potential new courses.</li> <li>▪ List the positive steps they can take to be successful with potential new courses</li> </ul>	<p><b>Maine Financial Literacy Financial Decision Making</b></p> <p>Standard 1. Recognize the responsibilities associated with personal financial decisions.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <ul style="list-style-type: none"> <li>a. Use a variety of communication skills in a responsible manner.</li> <li>b. Exhibit ethical behavior, including responsibility for self and others.</li> <li>c. Understand and exhibit professionalism in changing situations and environments.</li> </ul>
<p><b>Interpreting a Financial Aid Award Letter</b></p> <p>Students learn how to interpret a financial aid award letter and negotiate for more aid</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the options available upon receiving a financial aid award letter.</li> <li>▪ Analyze the parts of a financial aid award letter.</li> <li>▪ Identify effective strategies for negotiating additional financial aid.</li> </ul>	<p>NA</p>	<p>B.1 Exploring Opportunities</p> <p>Students articulate a variety of post high school options based on individualized, in-depth exploration.</p>
<p><b>Paying for Postsecondary Education</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify a savings goal and plan.</li> <li>▪ Contrast grants and scholarships with student loans.</li> <li>▪ Explain the responsibilities associated with student loan debt.</li> </ul>	<p><b>Maine Financial Literacy Financial Decision Making</b></p> <p>Standard 1. Recognize the responsibilities associated with personal financial decisions.</p> <p>A. Discuss how individual responsibility for financial well-being will change over a lifetime with changing life circumstances.</p> <p>C. Consider how personal finance decisions might affect others.</p>	<p>B.1 Exploring Opportunities</p> <p>Students articulate a variety of post high school options based on individualized, in-depth exploration.</p>

# JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards
<b>Theme Three: Financial Responsibility and Decision Making</b>			
<p><b>Buying Your First Car</b></p> <p>Students learn to be smart consumers when purchasing a new or used car</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Compare benefits of buying and leasing a car.</li> <li>▪ Identify costs associated with buying and owning a car.</li> <li>▪ Explain benefits of buying new and used cars.</li> <li>▪ Analyze costs and features of several vehicles to identify the best car for one's needs.</li> </ul>	<p><b>Maine Financial Literacy Financial Decision Making</b></p> <p>Standard 1. Recognize the responsibilities associated with personal financial decisions.</p> <p>Standard 2. Use reliable resources when making financial decisions.</p> <p>Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p>
<p><b>Cost of Living</b></p> <p>Students consider the differences in cost of living and median wage in different areas of the United States.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Compare cost of living in different states.</li> <li>▪ Discover the different median wage for different states and occupations.</li> <li>▪ Make a four-step plan for the future.</li> </ul>	<p><b>Maine Financial Literacy Employment and Income</b></p> <p>Standard 1. Explore job and career options.</p> <p>A. Analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education.</p> <p>C. Outline a career plan that aligns with personal interests, financial goals and desired lifestyle.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p>
<p><b>My Financial Future and Debt</b></p> <p>Students learn how to use credit responsibly, why they should keep debt low, and why credit scores matter.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the effects of late or missed payments.</li> <li>▪ Explain the effect of debts on a person's net worth.</li> <li>▪ Distinguish between good use and misuse of credit cards.</li> </ul>	<p><b>Maine Financial Literacy Credit and Debt</b></p> <p>Standard 1. Analyze the costs and benefits of various types of credit.</p> <p>Standard 3. Apply strategies to avoid or correct debt management problems.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p>

# JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards
<p><b>Philanthropy</b></p> <p>Students consider the emotional, social, and financial benefits of charitable giving as part of creating a personal financial plan.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the difference between philanthropy and charity.</li> <li>▪ Express how society benefits when others donate money for worthy causes.</li> <li>▪ Evaluate how philanthropy fits within a personal financial plan.</li> <li>▪ Clarify how charitable giving may have tax benefits.</li> </ul>	<p><b>SS Personal Finance:</b></p> <p>Students understand the principles and process of personal finance by: (F1) Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.</p> <p><b>Maine Financial Literacy Spending and Saving</b></p> <p>Standard 4. Apply consumer skills to spending and saving decisions.</p> <p>D. Evaluate specific charities based on purpose, management, outcomes or results and reputation.</p>	<p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>Use a variety of communication skills in a responsible manner. Exhibit ethical behavior, including responsibility for self and others.</p> <p>A.3 Problem Solving</p> <p>Students evaluate and implement strategies to manage multiple roles and responsibilities as involved members of their local and global communities.</p> <p>a. Evaluate responsibilities and potential impact as students, community members and employees.</p> <p>b. Engage in issues impacting local and global communities.</p>
<p><b>Planning for Financial Success</b></p> <p>Students use critical thinking skills and design to communicate the benefits of financial goal planning.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the steps for financial goal planning.</li> </ul> <p>Identify a financial goal and develop a plan to reach it.</p>	<p><b>SS Personal Finance:</b></p> <p>Students understand the principles and process of personal finance by: (F1) Explaining how personal finance involves the use of economics as the basis for saving, investing and managing money.</p>	<p>A.3 Problem Solving</p> <p>Students evaluate and implement strategies to manage multiple roles and responsibilities as involved members of their local and global communities.</p> <p>a. Evaluate responsibilities and potential impact as students, community members and employees.</p>
<p><b>Sales and Property Taxes</b></p> <p>Students determine the impact taxes have on financial decision making.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain what taxes are used for.</li> <li>▪ Recognize different types of taxes.</li> <li>▪ Analyze the impact of taxes on financial decisions, such as buying a car or a home.</li> </ul>	<p><b>Maine Financial Literacy Financial Decision Making</b></p> <p>Standard 4. Make criterion-based financial decisions by systematically considering alternatives and consequences.</p> <p>B. Analyze how sales and property taxes affect financial decisions, such as when buying a car or a house.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p>

# JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards
<b>Theme Four: Planning and Money Management</b>			
<p><b>A World Without Cash</b></p> <p>Students learn about cashless spending. They discover the pros and cons of cashless spending, reflect on the impact that apps and credit/debit cards can have on spending and security, and research a payment app.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore different payment types, and classify the pros and cons of using payment apps.</li> <li>▪ Identify potential security issues with using payment apps.</li> <li>▪ Analyze how to use a payment app to manage spending.</li> </ul>	<p><b>Maine Financial Literacy Spending and Saving</b></p> <p>Standard 3. Describe how to use different payment methods.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>Use a variety of communication skills in a responsible manner.</p>
<p><b>Extracurricular Expenses</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Outline a short-term financial goal for how to save for extracurricular expenses.</li> <li>▪ Generate a personal budget to achieve the goal</li> </ul>	<p><b>Maine Financial Literacy Spending and Saving</b></p> <p>Standard 1. Develop a plan for spending and saving.</p> <p>A. Use a plan to manage spending and achieve financial goals.</p>	<p>A.3 Problem Solving</p> <p>Students evaluate and implement strategies to manage multiple roles and responsibilities as involved members of their local and global communities.</p> <p>a. Evaluate responsibilities and potential impact as students, community members and employees.</p>
<p><b>Unexpected Expenses</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate if an emergency fund should be used for different emergency scenarios.</li> <li>▪ Create an emergency fund savings plan for an emergency.</li> <li>▪ Analyze how saving for an emergency fund can impact a monthly budget.</li> </ul>	<p><b>Maine Financial Literacy Financial Decision Making</b></p> <p>Standard 4;</p> <p>C. Develop a backup plan for a specific financial goal when circumstances change, such as from job loss, illness, major gift or inheritance.</p> <p>D. Develop a contingency plan to deal with events, such as a car breakdown or a phone loss, that might affect personal finances on short notice.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>Use a variety of communication skills in a responsible manner.</p> <p>A.3 Problem Solving</p> <p>Students evaluate and implement strategies to manage multiple roles and responsibilities as involved members of their local and global communities.</p> <p>a. Evaluate responsibilities and potential impact as students, community members and employees.</p>

# JA Finance Park Advanced Extension Activities

Extension Details	Extension Objectives	Social Studies and Financial Literacy Standards	Maine Life and Career Ready Standards
<b>Theme Five: Risk Management and Insurance</b>			
<p><b>Auto Insurance</b></p> <p>Students learn about different types of auto insurance policies and what each cover. They explore the costs of insurance, including premiums and deductibles, and learn strategies for keeping auto insurance costs low.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Differentiate among the main types of auto insurance coverage.</li> <li>Identify ways to mitigate risk to help keep auto insurance costs down.</li> </ul>	<p><b>Maine Financial Literacy Risk Management and Insurance</b></p> <p>Standard 2. Justify reasons to use property and liability insurance.</p> <p>A. Differentiate among the main types of auto insurance coverage</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>Use a variety of communication skills in a responsible manner.</p>
<p><b>Mortgages</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the expenses associated with taking out a mortgage.</li> <li>Differentiate among different types of mortgages.</li> </ul>	<p><b>Maine Financial Literacy Spending and Saving</b></p> <p>Standard 4. Apply consumer skills to spending and saving decisions.</p> <p>A. Demonstrate how to use comparison shopping skills to buy and finance a car.</p>	<p>A.3 Problem Solving</p> <p>Students evaluate and implement strategies to manage multiple roles and responsibilities as involved members of their local and global communities.</p> <p>a. Evaluate responsibilities and potential impact as students, community members and employees.</p>
<b>Theme 6: Investing</b>			
<p><b>Purchasing Stocks</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize basic principles of investing in stocks.</li> <li>Identify factors that affect stocks and the stock market.</li> <li>List strategies for smart investing.</li> </ul>	<p><b>Maine Financial Literacy Investing</b></p> <p>Standard 2. Evaluate investment alternatives.</p> <p>A. Differentiate between diversification and asset allocation.</p> <p>B. Identify types of investments appropriate for different objectives such as liquidity, income and growth.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p>
<p><b>Investing for Retirement</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the benefits of funding retirement early.</li> <li>Compare features and benefits of retirement plans, including 401(k)s and IRAs.</li> </ul>	<p><b>Maine Financial Literacy Investing</b></p> <p>Standard 1. Explain how investing may build wealth and help meet financial goals.</p> <p>A. Compare strategies for investing as part of a comprehensive financial plan.</p> <p>B. Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans and personal investments.</p>	<p>A.2 Life Skills</p> <p>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</p> <p>a. Use a variety of communication skills in a responsible manner.</p> <p>b. Exhibit ethical behavior, including responsibility for self and others.</p>