A Correlation: COLORADO Academic Standards and Junior Achievement Capstone Programs

Updated November 2020

2020 Colorado Academic Standards
Colorado Essential Skills

Junior Achievement USA®
One Education Way
Colorado Springs, CO
80906
www.ja.org
Overview

The following correlation features the knowledge and skills that students are introduced to in JA Capstone Programs and how they correspond to the Colorado Academic Standards for Social Studies and the Colorado Essential Skills, as well as Common Core English Language Arts (ELA) an Math. 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.

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.

The program content augments students’ core curriculum in social studies, English language arts, and mathematics. Throughout the program, 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 business and economic concepts, explore career interests and opportunities, and develop work-readiness skills. The lessons also provide a highly relevant learning opportunity to “model with mathematics,” in which students apply mathematics to solve problems arising in everyday life. After weeks of classroom preparation, students experience a simulation (either on site or virtually) where they put their newly found knowledge and skills to use.

The JA Finance Park program provides two curriculum implementation options. Lessons are offered in a traditional classroom presentation format designed for middle-grade students and in a Project-Based Learning (PBL) format created for high school students. Both provide educators a method of delivery that will best meet the needs of their students.

Option 1) A traditional teacher-taught, in-class lesson format that encompasses financial planning and career exploration with accompanying PowerPoint slides.

Option 2) A Project-Based Learning (PBL) format that encompasses the financial planning and career exploration topics but in a nontraditional approach.
## JA BizTown

### Unit 1: Financial Literacy

You must have money to spend money. Students need to understand this fundamental concept of earning and spending if they are to grasp the importance of sound personal finance. This unit introduces students to bank services and practices that will help them to be successful in *JA BizTown* and in life.

**Objectives:**

The students will:

- Extrapolate services offered by financial institutions
- Complete a bank account application
- Demonstrate an ability to endorse a paycheck
- Complete a deposit ticket
- Maintain a check register correctly
- Describe the consequences of insufficient funds
- Write and sign checks
- State the benefit of an interest-earning savings account
- Explain how money in a savings account grows
- Explore the differences between checks, debit cards, and credit cards
- Explain how money changes hands when a debit card is used
- Demonstrate use of a check register to record a debit purchase

### Colorado Academic Standards

**Grade 4**

- 4.3.5.1.b Define positive and negative economic incentives and describe how people typically respond when given positive or negative incentives.

**Grade 5**

- 5.3.6.2.a Differentiate between saving and investing.
- 5.3.6.2.b Establish the function of banking.
- 5.3.6.2.c Distinguish between different types of financial institutions such as banks and credit unions, and the services provided. For example: checking accounts, savings accounts, investments, and loans.
- 5.3.6.2.d Create a way to keep track of money spent and money saved.

### Common Core ELA

**Grade 4**

- RI.4.3
- RI.4.4
- RI.4.5
- RI.4.7
- SL.4.1
- SL.4.3
- L.4.4

**Grade 5**

- RI.5.4
- RI.5.5
- RI.5.7
- SL.5.1
- L.5.1
- L.5.3
- L.5.4

**Grade 6**

- RI.6.7
- SL.6.1
- SL.6.2
- L.6.1
- L.6.3
- L.6.4

### Common Core Math

**Grade 4**

- 4.NBT.3
- 4.NBT.4

**Grade 5**

- 5.NBT.5
- 5.NBT.7

**Grade 6**

- 6.NS.3

### Mathematical Practices 4-6

1-7
## Unit 2: Community and Economy

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.

### Objectives:

The students will:

- Define various vocabulary terms
- Explain how good citizens have a sense of responsibility to others and to their community
- Identify goods, services, and resources (human, natural, and capital)
- Demonstrate the circular flow of an economy
- Discover the function of businesses in producing goods and services
- Define scarcity and learn more about free enterprise
- Identify the three basic economic questions (what, how, and for whom to produce)
- Understand why people pay taxes
- Define gross pay and net pay
- Calculate tax by multiplying with decimals
- Differentiate between public goods and services and private goods and services
- Give examples of philanthropy

## Colorado Academic Standards

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.5.1.c Give examples of the kinds of goods and services [produced in Colorado in different historical periods] and their connection to economic incentives.</td>
<td>5.3.5.1.a Identify examples of the productive resources and explain how they are used to produce goods and services. For example: land, labor, and capital.</td>
<td>6.3.5.1.a Describe how economic systems in the Western Hemisphere (such as traditional, command, market, and mixed) allocate resources.</td>
</tr>
<tr>
<td>4.3.5.1.d. Explain how productive resources (natural, human, and capital) have influenced the types of goods produced and services provided [in Colorado.]</td>
<td>5.4.7.1.b Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. ELO</td>
<td>6.4.7.1.b Examine changes and connections in ideas about citizenship [in different times and places in the Western Hemisphere.]</td>
</tr>
<tr>
<td>4.3.6.2.a Define choice and opportunity cost.</td>
<td>4.4.8.2.c Identify and explain the services state government provides and how those services are funded.</td>
<td>Mathematical Practices 4-6</td>
</tr>
<tr>
<td>4.3.6.2.c Analyze scenarios of choices including opportunity cost. For example: how to spend allowance money or purchase school supplies. ELO</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4.4.8.2.c Identify and explain the services state government provides and how those services are funded.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Grade 4 RI4.7</td>
<td>Grade 5 RI5.7</td>
<td>Grade 6 RI6.7</td>
</tr>
<tr>
<td>W.4.8</td>
<td>W.5.8</td>
<td>SL.6.1</td>
</tr>
<tr>
<td>SL.4.1</td>
<td>SL.6.2</td>
<td>SL.6.1</td>
</tr>
<tr>
<td>SL.4.2</td>
<td>L.6.1</td>
<td>L.6.4</td>
</tr>
<tr>
<td>SL.4.3</td>
<td>L.6.4</td>
<td>L.6.6</td>
</tr>
<tr>
<td>L.4.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.4.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ELO**- Indicates standard is best supported by an optional extended learning activity.
### Unit 3: Work Readiness

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 JA BizTown. They have an opportunity to fill out a job application and experience the job interview process.

**Objectives:**

The students will:
- Recognize their interests and skills
- Explain the relevance of interests and skills in career exploration and planning
- Distinguish the differences among the four primary career types: people, ideas, data, and things
- Categorize STEM careers into different types
- Demonstrate appropriate workplace behaviors
- Define resume, job interview, and applicant
- Complete a job application
- Model appropriate business greetings
- Demonstrate proper interview skills

---

### Colorado Essential Skills

- **Career Awareness:** connect careers and other life pursuits to personal interest
- **Creativity:** build on personal experience to specify a challenging problem to investigate.
- **Self-Awareness:** appropriately express one’s own emotions, thoughts and values and identify how they influence behavior.
- **Initiative:** pursue opportunities to engage and learn interests
- **Personal Responsibility:** discern differences of effective and ineffective processes, communication and tasks.

---

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Colorado Academic Standards</th>
<th>English Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 4</strong></td>
<td><strong>RI.4.4</strong></td>
<td><strong>SL.4.1</strong></td>
<td><strong>L.4.1</strong></td>
</tr>
<tr>
<td><strong>Grade 6</strong></td>
<td><strong>RI.5.4</strong></td>
<td><strong>SL.5.1</strong></td>
<td><strong>L.5.1</strong></td>
</tr>
<tr>
<td><strong>Grade 5</strong></td>
<td><strong>RI.5.4</strong></td>
<td><strong>SL.6.1</strong></td>
<td><strong>L.6.1</strong></td>
</tr>
</tbody>
</table>

ELO- Indicates standard is best supported by an optional extended learning activity.
## JA BizTown

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Colorado Academic Standards</th>
<th>English Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 4: Business Management</strong></td>
<td><strong>Grade 6</strong>&lt;br&gt;6.3.6.2.a Explain the roles of buyers and sellers in product, labor, and financial markets.&lt;br&gt;6.3.6.2.b Describe the role of competition in the determination of prices and wages in a market economy.&lt;br&gt;6.3.6.2.c Explore how consumer spending decisions and demand impact market economies.&lt;br&gt;6.3.6.2.d Analyze how external factors might influence spending decisions for different individuals.&lt;br&gt;<strong>Colorado Essential Skills</strong>&lt;br&gt;Collaboration- recognize how members of a community rely on each other, considering personal contributions as applicable.&lt;br&gt;Problem Solving- define the problem using a variety of strategies.&lt;br&gt;Informed Risk Taking- demonstrate flexibility, imagination and inventiveness in taking on tasks and activities</td>
<td><strong>Grade 4</strong>&lt;br&gt;W.4.1&lt;br&gt;W.4.2&lt;br&gt;W.4.4&lt;br&gt;SL.4.1&lt;br&gt;L.4.1&lt;br&gt;L.4.3&lt;br&gt;L.4.4&lt;br&gt;L.4.6</td>
<td><strong>Grade 4</strong>&lt;br&gt;4.NBT.5&lt;br&gt;<strong>Grade 5</strong>&lt;br&gt;5.NBT.5&lt;br&gt;<strong>Grade 6</strong>&lt;br&gt;6.NS.2&lt;br&gt;6.NS.3&lt;br&gt;Mathematical Practices 4-6 1-7</td>
</tr>
</tbody>
</table>

Citizens prepare for their visit to *JA BizTown* by working in business teams to learn about key factors in operating a business, such as teamwork, operation costs, pricing, and advertising.

**Objectives:**

The students will:
- Describe costs associated with operating a business
- Calculate business expenses
- Use teamwork to create a paragraph that describes a business
- Define selling price, revenue, and inventory
- Describe factors that affect selling price
- Explain the relationship between revenue, costs, and profit
- Define advertising
- Describe characteristics of effective advertising
- Acknowledge how effective teamwork and cooperation enhance business teams
- Appreciate how careful completion of details ensures a more successful *JA BizTown* visit
## Unit Descriptions

### Unit 5: Visit and Debriefing

Citizens participate in the JA BizTown 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 JA BizTown experience and further identify the relevance of classroom learning to their future plans and goals.

### Objectives:

The students will:

- Function in their job capacity at JA BizTown
- Manage their personal finances and time
- Carry out responsibilities of citizenship, such as voting and obeying laws
- Evaluate team performance at JA BizTown
- Explain the circular flow of economic activity
- Describe how citizens use financial institutions
- Describe how citizens work within a quality business

## Colorado Academic Standards

### Grade 4

- 4.3.6.2.c Analyze scenarios of choices including opportunity cost. For example: how to spend allowance money or purchase school supplies. \[^{1,0}\]  
- 4.4.8.2.c Identify and explain the services [state] government provides and how those services are funded.

### Grade 5

- 5.3.6.2.a Differentiate between saving and investing.  
- 5.3.6.2.b. Establish the function of banking.  
- 5.3.6.2.c Distinguish between different types of financial institutions such as banks and credit unions, and the services provided. For example: checking accounts, savings accounts, investments, and loans.  
- 5.3.6.2.d Create a way to keep track of money spent and money saved.

### Grade 6

- 6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.

## English Language Arts

### Grade 4

- W.4.1  
- SL.4.1  
- SL.4.4  
- L.4.1  
- L.4.6

### Grade 5

- W.5.1  
- SL.5.1  
- SL.5.4  
- L.5.1  
- L.5.6

### Grade 6

- W.6.1  
- SL.6.1  
- SL.6.4  
- L.6.1  
- L.6.4

## Math

### Grade 5

- 5.NBT.5

### Mathematical Practices

- 4-6  
- 1-7
# JA Finance Park

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Colorado Academic Standards</th>
<th>English Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Income</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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. | Grade 8  
8.3.6.2.d. Analyze the impact of taxes on the people of the United States [over time.]  
HS.3.6.5. a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.  
HS.3.6.2. b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.  
HS.3.6.5.e Describe factors that impact take-home pay and personal income tax liability. |          | Grade 6  
SL.6.1  
L.6.1  
L.6.3  
L.6.4  
Grade 7  
SL.7.1  
L.7.1  
L.7.3  
L.7.4  
Grade 8  
SL.8.1  
L.8.1  
L.8.3  
L.8.4  
 Grades 9-10  
SL.9-10.1  
L.9-10.1  
L.9-10.4 | Grade 6  
RP.6.3b  
NS.6.2  
NS.6.3  
NS.6.5  
SP.6.1  
SP.6.2 |
| **Objectives:**                   |                            |                      |      |
| The students will:               |                            |                      |      |
| • Rate their interests, abilities, and values. | | | |
| • Determine work preferences and match them to career choices | | | |
| • Define taxes and explain their purpose and impact on income | | | |
| • Figure net monthly income      |                            |                      |      |
| **Colorado Essential Skills**    |                            |                      |      |
| Self-Awareness- Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’ | | | |
| Career Awareness- Pursue a path of inquiry initiated by personal connections to careers and other life pursuits. | | | |
| **Unit 2: Saving, Investing and Risk Management** | Grade 9  
HS.3.6.6.a Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.  
HS.3.6.6.b Explore long-range comprehensive financial planning strategies.  
HS.3.6.7.b Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs. | Grade 6  
RI.6.2  
SL.6.1  
L.6.1  
L.6.3  
L.6.4  
Grade 7  
RI.7.2  
SL.7.1  
L.7.1  
L.7.3  
L.7.4  
Grade 8  
SL.8.1  
L.8.1  
L.8.3  
L.8.4  
 Grades 9-10  
SL.9-10.1  
L.9-10.1  
L.9-10.4 | Grade 6  
RP.6.3b  
NS.6.2  
NS.6.3  
NS.6.5  
SP.6.1  
SP.6.2 |
| 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. | | | |
| **Objectives:**                   |                            |                      |      |
| The students will:               |                            |                      |      |
| • Identify the benefits of saving a portion of income for future use | | | |
| • Explain short- and long-term saving options | | | |
| • Explain some of the advantages and disadvantages of various saving and investing options | | | |
| • Assess personal risk and risk management | | | |
| **Colorado Essential Skills**    |                            |                      |      |
| Collaboration- Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making | | | |
| Communication- Establish goals for communication and plan out steps accordingly | | | |
## JA Finance Park

### Unit Description

**Unit 3: Debit and Credit**

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.

### Objectives:

The students will:

- Define financial institutions and identify the services they provide
- Examine debit and credit cards and their use
- Explain the benefits and common pitfalls of credit cards
- Explain the benefits of debit cards
- Define credit score and describe how it influences the ability to get credit and borrow money

### Colorado Academic Standards

**Grade 9**

- HS.3.6.6 e Explain the role of government related to investing regulation, and consumer protection.
- HS.3.6.7.b Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs.
- HS.3.6.7.c Analyze consumer and financial information for relevance, credibility, and accuracy.
- HS.3.6.7.e Explain how an individual’s credit history can affect borrowing power.
- HS.3.6.8.b Explain the purpose of insurance and how insurance works.
- HS.3.6.8.c Analyze the cost of insurance as a method to offset the financial risk of a situation.
- HS.3.6.8.d Examine types of individual and external factors that impact insurance costs for individuals.
- HS.3.6.8.e Outline steps to monitor and safeguard personal financial data and resolve identity theft or fraud issues. **ELO**

**Grades 9-10**

- L.9-10.1
- L.9-10.4

**Grades 11-12**

- SL.11-12.1
- L.11-12.1
- L.11-12.4

### English Language Arts

**Grade 6**

- SL.6.1
- SL.6.2

**Grades 9-10**

- L.9-10.1
- L.9-10.4

### Math

**Grade 6**

- RP.6.3b
- NS.6.2
- NS.6.3
- NS.6.5

**Grade 7**

- RP.7.R2.b
- NS.7.3
- SP.7.5

**Grade 8**

- G.8
- SP.8.2

### Critical Thinking

Critical Thinking: Make connections between information gathered and personal experiences to apply and/or test solutions
# JA Finance Park

## Unit Description

### Unit 4: Budget+

Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.

**Objectives:**
The students will:
- Categorize spending by needs and wants
- Compare teen and adult spending patterns
- Determine which categories belong in a budget
- Relate the need to save money to meet goals
- Prepare a budget using goals and income

**Colorado Academic Standards**
- **Grade 9**
  - HS.3.6.5.c Calculate a sustainable household income based on financial obligations for different lifestyle scenarios
  - HS.3.6.5.e Describe factors that impact take-home pay and personal income tax liability.
  - HS.3.6.7.f Design a spending plan/budget that covers financial obligations and integrates saving for future goals.

**English Language Arts**
- **Grade 6**
  - RI.6.1
  - SL.6.1
  - L.6.1
  - L.6.3
  - L.6.4
- **Grade 7**
  - RI.7.1
  - SL.7.1
  - L.7.1
  - L.7.3
  - L.7.4
- **Grade 8**
  - RI.8.1
  - SL.8.1
  - L.8.1
  - L.8.3
  - L.8.4
- **Grades 9-10**
  - SL.9-10.1
  - L.9-10.1
  - L.9-10.4

**Math**
- **Grade 6**
  - NS.6.2
  - NS.6.3
  - NS.6.5
- **Grade 7**
  - NS.7.2
  - NS.7.3
  - EE.7.1
  - EE.7.2

**Colorado Essential Skills**
- **Adaptability-** Look for and value in different perspectives expressed by others

## Unit 5: Simulation and Debriefing

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. Following their simulation experience, students participate in a reflective assessment.

**Objectives:**
The students will:
- Create a family budget using hypothetical life situations
- Make saving and investment decisions
- Reflect on their simulation experience

**Colorado Academic Standards**
- **Grade 9**
  - HS.3.6.5.c Calculate a sustainable household income based on financial obligations for different lifestyle scenarios
  - HS.3.6.5.e Describe factors that impact take-home pay and personal income tax liability.
  - HS.3.6.7.f Design a spending plan/budget that covers financial obligations and integrates saving for future goals.

**English Language Arts**
- **Grade 6**
  - RI.6.1
  - W.6.1
  - W.6.4
  - W.6.9
- **Grade 7**
  - RI.7.1
  - W.7.1
  - W.7.4
  - W.7.9
- **Grade 8**
  - RI.8.1
  - W.8.1
  - W.8.4
  - W.8.9
- **Grades 9-10**
  - RI.9-10.1
  - W.9-10.4
  - W.9-10.9

**Math**
- **Grade 6**
  - RP.6.3b
  - NS.6.2
  - NS.6.3
  - NS.6.5
- **Grade 7**
  - RP.7.R2.b
  - NS.7.2
  - NS.7.3
## Unit Description

### Unit 1: Income

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.

### Objectives:

The students will:

- Tell the difference between abilities, interests, work preferences, and values
- Identify career interests and goals as a way to earn future income
- Define taxes and explain their purpose and impact on income
- Interpret sources of income (salaries and wages, interest, profit for business owners, etc.)
- Calculate NMI (net monthly income) income tax (including state income tax), Social Security, and Medicare

### Colorado Academic Standards

<table>
<thead>
<tr>
<th>Economics Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS.3.6.5 a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
</tr>
<tr>
<td>HS.3.6.2. b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.</td>
</tr>
<tr>
<td>HS.3.6.5.e Describe factors that impact take-home pay and personal income tax liability.</td>
</tr>
</tbody>
</table>

### Common Core ELA

<table>
<thead>
<tr>
<th>Grades 9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9–10.4</td>
</tr>
<tr>
<td>W.9-10.1,4</td>
</tr>
<tr>
<td>SL.9-10.1,4</td>
</tr>
<tr>
<td>L.9-10.1,4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.11/12.4</td>
</tr>
<tr>
<td>W.11/12.1,4</td>
</tr>
<tr>
<td>SL.11/12.1</td>
</tr>
<tr>
<td>L.11/12.1,4</td>
</tr>
</tbody>
</table>

### Common Core Math

<table>
<thead>
<tr>
<th>Mathematical Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
</tr>
<tr>
<td>4-7</td>
</tr>
</tbody>
</table>

### Colorado Essential Skills

- Self-Awareness - Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’
- Career Awareness - Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.
# JA Finance Park PBL

## Unit Description

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

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.

**Objectives:**
The students will:
- Identify the benefits of saving a portion of income for future use
- Explain short- and long-term saving options
- Explain some of the advantages and disadvantages of savings options and investment vehicles
- Assess personal risk and risk management

**Economics Standards**
- HS.3.6.6.a Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.
- HS.3.6.6.b Explore long-range comprehensive financial planning strategies.
- HS.3.6.8.b Explain the purpose of insurance and how insurance works.
- HS.3.6.8.c Analyze the cost of insurance as a method to offset the financial risk of a situation.
- HS.3.6.8.d Examine types of individual and external factors that impact insurance costs for individuals.

**Colorado Essential Skills**
- Collaboration- Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making
- Communication- Establish goals for communication and plan out steps accordingly

**Common Core ELA**
- Grades 9-10: RI.9–10.1, W. 9–10.1, 1, 4, 9, L.9-10. 1, 4
- Grades 11-12: RI .11-12. 1, W.11-12. 1, 4, 9, L.11-12. 1, 4

**Common Core Math**
- Grades 9-10: RI, W.11-12. 1, 4, 9
- Grades 11-12: L.11-12. 1, 4

**Mathematical Practices**
- 1-7

---

### Unit 3: Debit and Credit

Students compare financial institutions and their services; examine the value of credit scores; and interpret the effect of creditworthiness.

**Objectives:**
The students will:
- Describe the types of financial institutions and the services they provide
- Explain debit and credit cards and their uses
- Identify the advantages and disadvantages related to credit and debit cards
- Give examples of the best ways to build credit
- Demonstrate why credit scores are important

**Economics Standards**
- HS.3.6.6.e Explain the role of government related to investing regulation, and consumer protection.
- HS.3.6.7.b Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs.
- HS.3.6.7.c Analyze consumer and financial information for relevance, credibility, and accuracy.
- HS.3.6.7.e Explain how an individual’s credit history can affect borrowing power.

**Colorado Essential Skills**
- Critical Thinking- Make connections between information gathered and personal experiences to apply and/or test solutions

**Common Core ELA**
- Grades 9-10: SL. 9-10.1, 4, 9, L.9-10. 1, 4
- Grades 11-12: SL11-12.1, 4, L.11-12.1, 4

**Common Core Math**
- Grades 9-10: SL. 9-10.1, 4
- Grades 11-12: SL11-12.1, 4

**Mathematical Practices**
- 1-2
- 5-7
Unit 4: Budget+

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.

Objectives:
The students will:
- Categorize spending by needs and wants
- Determine which categories belong in a budget
- Distinguish between different kinds of budgets
- Prepare a budget using goals and income

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Colorado Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics Standards</td>
<td>HS.3.6.5. c Calculate a sustainable household income based on financial obligations for different lifestyle scenarios</td>
<td>Grades 9-10 RI.9–10.1 SL.9-10.1 L.9-10.1,4</td>
<td>Mathematical Practices 1-7</td>
</tr>
<tr>
<td></td>
<td>HS.3.6.5.e Describe factors that impact take-home pay and personal income tax liability.</td>
<td>Grades 11-12 RI.11-12.1 SL.11-12.1 L.11-12.1,4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HS.3.6.7.f Design a spending plan/budget that covers financial obligations and integrates saving for future goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado Essential Skills</td>
<td>Adaptability- Look for and value in different perspectives expressed by others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# JA Finance Park PBL

## Unit Description

### Unit 5: Simulation and Debriefing

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?

### Objectives:

The students will:

- Create a family budget using hypothetical life situations
- Make saving and investment decisions
- Demonstrate understanding of the importance of making smart financial decisions now that will last throughout their lifetimes
- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Demonstrate originality and creativity
- Build confidence, self-esteem, and teamwork skills

## Colorado Academic Standards

### Economics Standards

- HS.3.6.5. c Calculate a sustainable household income based on financial obligations for different lifestyle scenarios
- HS.3.6.5.e Describe factors that impact take-home pay and personal income tax liability.
- HS.3.6.7.f Design a spending plan/budget that covers financial obligations and integrates saving for future goals.

### Colorado Essential Skills

- Initiative/Self Direction: Apply knowledge to set goals, make informed decisions and transfer to new contexts
- Informed Risk Taking: Innovate from failure, connect learning across domains and recognize new opportunities
- Civic Engagement: Participate in social or community activities
- Task/Time Management: Demonstrate task-management attributes associated with producing high-quality products
- Communication Technologies: Evaluate information through the use of technologies

## Common Core

### Common Core ELA

- Grades 9-10: RI.9–10.1,4,8, W. 9-10. 1, W. 9-10.4-9, SL. 9-10. 1, SL.9-10.4-6, L.9-10. 1-6
- Grades 11-12: RI .11-12.1,4,8, W.11-12.1, W. 11-12.4-9, SL.11-12. 1, SL.11-12.4-6, L.11-12. 1-6

### Common Core Math

- Mathematical Practices 1-7
# JA Finance Park Advanced

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Colorado Essential Skills</th>
<th>Colorado Social Studies Standards</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme 1: Employment and Income</strong></td>
<td>A strategic learner can:  - assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’.  - use interpersonal skills to learn and work with individuals from diverse backgrounds  - pursue a path of inquiry initiated by personal connections to careers and other life pursuits  - create information through the use of technologies</td>
<td>3.1. b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits. 3.5. a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td>Grades 9-10  RI.9-10. 1,4  W.9-10. 2,4,6,7,8  SL 9-10. 1,2,4,5,6  L 9-10. 1-6</td>
</tr>
<tr>
<td><strong>Foundation 1 Career Clusters</strong></td>
<td>Students learn about the 16 career clusters and how their own interests and skills can help them determine a career pathway.</td>
<td>The students will:  - Examine careers and corresponding career clusters.  - Apply interests and skills to specific career clusters.  - Research possible careers within a chosen career cluster.  - Analyze how interests and skills may relate to a specific career cluster.</td>
<td>Grades 11-12  RI.11-12. 1,4  W.11-12. 2,4,6,7,8  SL 9-10. 1,2,4,5,6  L 11-12. 1-6</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Context Connections</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Theme 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Foundation 2 Net Income</strong></td>
<td>A strategic learner can:  - demonstrate task-management attributes associated with producing high-quality products including the abilities to:  a. Work positively and ethically  b. Manage time and projects effectively  c. Multi-task  d. Clearly communicate with others</td>
<td>3.2. f Compare and contrast different types of taxing. 3.5. e. Describe factors that impact take-home pay and personal income tax liability.</td>
<td>Grades 9-10  RI.9-10. 1,4  SL 9-10. 1,2,4,5,6  L 9-10. 1-6</td>
</tr>
<tr>
<td></td>
<td>Students learn the difference between gross pay and net pay and understand the various taxes and other deductions withheld from a paycheck.</td>
<td></td>
<td>Grades 11-12  RI.11-12. 1,4  SL 9-10. 1,2,4,5,6  L 11-12. 1-6</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The students will:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identify the difference between gross pay and net pay.  - Identify the components on an earnings statement (pay stub) that affect net income.  - Calculate net monthly income after removing taxes, benefits, and other deductions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit Description</strong></td>
<td><strong>Colorado Essential Skills</strong></td>
<td><strong>Colorado Social Studies Standards</strong></td>
<td><strong>English Language Arts</strong></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Theme 2: Employment and Education</strong></td>
<td>An emerging expert can:</td>
<td>3.1. c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefit</td>
<td>Grades 9-10&lt;br&gt;R.L.9-10. 1,4&lt;br&gt;W.9-10. 6,7,8&lt;br&gt;SL.9-10. 1,2,4,5,6&lt;br&gt;L.9-10. 1-6</td>
</tr>
<tr>
<td><strong>The Value of Education</strong></td>
<td>3.5. f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.</td>
<td></td>
<td>Grades 11-12&lt;br&gt;R.L.11-12. 1,4&lt;br&gt;W.11-12. 2,4,6,7,8&lt;br&gt;SL.9-10. 1,2,4,5,6&lt;br&gt;L.11-12. 1-6</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify the benefits of postsecondary education, including trade schools and military service.</td>
<td>• Use interpersonal skills to learn and work with individuals from diverse backgrounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify the income projection for a variety of careers.</td>
<td>• Create information through the use of technologies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Calculate the return on the educational investment for different occupations using the Occupational Outlook Handbook from the Bureau of Labor Statistics.</td>
<td>• Apply knowledge to set goals, make informed decisions and transfer to new contexts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Context Connections</strong></td>
<td><strong>Context Connections</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis.</td>
<td>2. Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1. c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5. f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Theme 3: Financial Responsibility and Decision Making</strong></td>
<td>A strategic learner can:</td>
<td>3.1. c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefit</td>
<td>Grades 9-10&lt;br&gt;R.L.9-10. 1,4&lt;br&gt;W.9-10. 6,7,8&lt;br&gt;SL.9-10. 1,2,4,5,6&lt;br&gt;L.9-10. 1-6</td>
</tr>
<tr>
<td><strong>Financial Decision Making</strong></td>
<td></td>
<td></td>
<td>Grades 11-12&lt;br&gt;R.L.11-12. 1,4&lt;br&gt;W.11-12. 2,4,6,7,8&lt;br&gt;SL.9-10. 1,2,4,5,6&lt;br&gt;L.11-12. 1-6</td>
</tr>
<tr>
<td>Students learn a process for making decisions and recognize the responsibilities associated with personal financial decisions.</td>
<td>3.1. c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefit</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>3.5. f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use rational and considered decision-making steps to select financial goals and priorities.</td>
<td>• Apply knowledge to set goals, make informed decisions and transfer to new contexts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explain how decisions made today can impact the future.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# JA Finance Park Advanced

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Colorado Essential Skills</th>
<th>Colorado Social Studies Standards</th>
<th>English Language Arts</th>
</tr>
</thead>
</table>
| **Theme 4: Planning and Money Management**  
Next-Level Budgeting  
Students explore the differences between needs and wants, and then learn about the parts of a budget and the importance of budgeting.  
**Objectives:**  
Students will:  
- Recognize some of the reasons why people might spend more than they earn.  
- Identify and use parts of a budget.  
- List the long-term effects of overspending. | A strategic learner can:  
- apply knowledge to set goals, make informed decisions and transfer to new contexts  
**Context connections**  
2. Take responsibility for spending decisions and borrowing decisions.  
3. Set personal goals and take responsibility for those goals through reflection upon prior outcomes. | NA | Grades 9-10  
RI.9-10 1,4  
SL 9-10 1,2  
L 9-10 1-6  
Grades 11-12  
RI.11-12 1,4  
SL 9-10 1,2  
L 11-12 1-6 |
| **Theme 5: Risk Management and Insurance**  
Insurance  
Students analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance.  
**Objectives:**  
Students will:  
- Recognize strategies for managing risk.  
- List the benefits of having insurance for risk management.  
- Identify conditions under which it is appropriate for young adults to have life, health, and disability insurance.  
- Compare insurance policies. | An Emerging Expert can:  
- create information through the use of technologies  
**Context connections**  
1. Interpret information and draw conclusions based on the best analysis.  
2. Develop, plan, and organize self-behavior.  
3.8. a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.  
3.8. b. Explain the purpose of insurance and how insurance works. For example property insurance, health insurance, and disability insurance.  
3.8. c. Analyze the cost of insurance as a method to offset the financial risk of a situation.  
3.8. d. Examine types of individual and external factors that impact insurance costs for individuals. | | Grades 9-10  
RI.9-10 1,4  
W.9-10 1,2,4,6,7,8  
SL 9-10 1,2,4,5  
L 9-10 1-6  
Grades 11-12  
RI.11-12 1,4  
W.11-12 2,4,6,7,8  
SL 9-10 1,2,4,5  
L 11-12 1-6 |
<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Colorado Essential Skills</th>
<th>Colorado Social Studies Standards</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme 6: Investing</strong></td>
<td>An Emerging Expert can:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Investing for the Future</strong></td>
<td>• use interpersonal skills to learn and work with individuals from diverse backgrounds</td>
<td>3.6. a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</td>
<td>Grades 9-10 RI.9-10 1,4 W.9-10 1,8 SL 9-10 1,2,5 L 9-10 1- 6</td>
</tr>
<tr>
<td></td>
<td>• demonstrate ways to adapt and reach workable solutions</td>
<td>3.6. b. Explore long-range comprehensive financial planning strategies.</td>
<td>Grades 11-12 RI.11-12 1,4 W.11-12 1,8 SL 9-10 1,2,5 L 11-12 1- 6</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>An Emerging Expert can:</td>
<td>3.6. d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information.</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognize different investment options.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Compare the benefits and risks of various investment options.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Create a diversified investment portfolio that maximizes profit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Context connections</strong></td>
<td>2. Take responsibility for spending decisions and borrowing decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Theme 7: Simulation and Debrief</strong></td>
<td>An Emerging Expert can:</td>
<td>3.5. c. Calculate a sustainable household income based on financial obligations for different lifestyle scenarios.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)</td>
<td>3.5. e. Describe factors that impact take-home pay and personal income tax liability.</td>
<td>Grades 9-10 RI.9-10 1,4 W.9-10 1,2,4,5,6 L 9-10 1- 6</td>
</tr>
<tr>
<td></td>
<td>• participate effectively in civic life</td>
<td>3.6. a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</td>
<td>Grades 11-12 RI.11-12 1,4 W.11-12 1,2,4,6,7,8 SL 9-10 1,2,4,5,6 L 11-12 1- 6</td>
</tr>
<tr>
<td></td>
<td>• apply knowledge to set goals, make informed decisions and transfer to new contexts</td>
<td>3.7. f. Design a spending plan/budget that covers financial obligations and integrates saving for future goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify key learnings from the JA Finance Park simulation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Analyze and apply lessons learned to future career and money management goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# JA Finance Park Advanced Extension Activities

<table>
<thead>
<tr>
<th>Extension Details</th>
<th>Extension Objectives</th>
<th>Colorado Essential Skills</th>
<th>Colorado Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme One</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Entrepreneurial Strengths and Talents</strong></td>
<td>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.</td>
<td>Students will</td>
<td>A strategic learner can:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify the characteristics of a successful entrepreneur.</td>
<td>• interpret information and draw conclusions based upon information gathered to formulate a new problem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examine personal entrepreneurial qualifications and characteristics.</td>
<td>• act on creative ideas to make a tangible and useful contribution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop a plan for building entrepreneurial skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Job Loss</strong></td>
<td>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.</td>
<td>Students will</td>
<td>An Emerging Expert can:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognize factors that can lead to job loss, including economic downturns (layoffs, natural disasters, foreclosure), globalization, and automation.</td>
<td>• develop, plan and organize self-behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop a plan for preparing for job loss.</td>
<td>• demonstrate ways to adapt and reach workable solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify professional development and job retraining opportunities to help when job loss happens.</td>
<td></td>
</tr>
<tr>
<td><strong>My Work Values and Responsibilities</strong></td>
<td>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.</td>
<td>Students will:</td>
<td>A strategic learner can:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognize the importance of having a good work ethic and making good choices, including ethical decisions, in the workplace.</td>
<td>• apply knowledge to set goals, make informed decisions and transfer to new contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explain why certain decisions made at work, such as taking excessive sick days, having unexcused absences, or arriving late, have negative consequences.</td>
<td>• develop, plan and organize self-behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• demonstrate ways to adapt and reach workable solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.5. f. Develop income earning potential with intentional choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.3. b. Explain how inflation and unemployment vary with the business cycle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.5. f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>
## JA Finance Park Advanced Extension Activities

<table>
<thead>
<tr>
<th>Extension Details</th>
<th>Extension Objectives</th>
<th>Colorado Essential Skills</th>
<th>Colorado Standards</th>
</tr>
</thead>
</table>
| **The IRS W-4 Form** | Students will:  
- Explain the purpose of the W-4 form.  
- Examine the employee sections of the W-4 form | An Emerging Expert can:  
- demonstrate ways to adapt and reach workable solutions | 3.1. b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits. |
| **Applying for Financial Aid with FAFSA** | Students will:  
- Explain the rationale for completing the FAFSA form.  
- Identify the resources and information required for the FAFSA form.  
- Develop an action plan for completing the FAFSA form. | An Emerging Expert can:  
- demonstrate knowledge, understanding and personal awareness of how one’s dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas | 3.1. b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits. |

### Theme Two

#### Applying for Financial Aid with FAFSA

Students learn how to complete the Free Application for Federal Student Aid (FAFSA) form to apply for financial aid for college.

Students will:
- Explain the rationale for completing the FAFSA form.
- Identify the resources and information required for the FAFSA form.
- Develop an action plan for completing the FAFSA form.

An Emerging Expert can:
- demonstrate knowledge, understanding and personal awareness of how one’s dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas

**Context Connections**

2. Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis.

---

© Junior Achievement USA®
## JA Finance Park Advanced Extension Activities

<table>
<thead>
<tr>
<th>Extension Details</th>
<th>Extension Objectives</th>
<th>Colorado Essential Skills</th>
<th>Colorado Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Decisions</strong></td>
<td>Students create a plan based on their interests and talents and learn how to set goals to help them achieve that plan.</td>
<td>Students will:</td>
<td>3.5. f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use a process to develop a career plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identify career choices that match interests and abilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop a SMART goal to help achieve a chosen career.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A strategic learner can:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- apply knowledge to set goals, make informed decisions and transfer to new contexts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. demonstrate knowledge, understanding and personal awareness of how one’s dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</td>
<td></td>
</tr>
</tbody>
</table>

| **Grades Count!**          | Students consider the consequence of grades and other factors and their effects on college options and scholarships. | Students will:                                                                            | NA                                                                                       |
|                            |                                                           | - Reflect on their current GPA and course selections in light of key factors that influence college admissions. |                                                                                           |
|                            |                                                           | - Calculate a possible GPA based on potential new courses.                              |                                                                                           |
|                            |                                                           | - List the positive steps they can take to be successful with potential new courses and improve the chance of getting into a college of their choice. |                                                                                           |
|                            |                                                           | A strategic learner can:                                                                 |                                                                                           |
|                            |                                                           | - focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course |                                                                                           |
|                            |                                                           | - demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them |                                                                                           |
|                            |                                                           | 2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes |                                                                                           |
### JA Finance Park Advanced Extension Activities

<table>
<thead>
<tr>
<th>Extension Details</th>
<th>Extension Objectives</th>
<th>Colorado Essential Skills</th>
<th>Colorado Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpreting a Financial Aid Award Letter</strong>&lt;br&gt;Students learn how to interpret a financial aid award letter and negotiate for more aid.</td>
<td>Students will:&lt;br&gt;• Recognize the options available upon receiving a financial aid award letter.&lt;br&gt;• Analyze the parts of a financial aid award letter.&lt;br&gt;• Identify effective strategies for negotiating additional financial aid.</td>
<td>An Emerging Expert can:&lt;br&gt;• demonstrate ways to adapt and reach workable solutions</td>
<td>3.7. b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs. For example: comparing student loan options, auto loan options, and payday lending options.</td>
</tr>
</tbody>
</table>

| **Paying for Postsecondary Education**<br>Students explore how to pay for postsecondary education, a major financial decision that will impact their finances for years to come. | Students will:<br>• Identify a savings goal and plan.<br>• Contrast grants and scholarships with student loans.<br>• Explain the responsibilities associated with student loan debt. | A strategic learner can:<br>• develop, plan and organize self-behavior<br>• demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them | 3.7. b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs. For example: comparing student loan options, auto loan options, and payday lending options. |

### Theme Three

| **Buying Your First Car**<br>Students learn to be smart consumers when purchasing a new or used car. | Students will:<br>• Compare benefits of buying and leasing a car.<br>• Identify costs associated with buying and owning a car.<br>• Explain benefits of buying new and used cars.<br>• Analyze costs and features of several vehicles to identify the best car for one’s needs. | An Emerging Expert can:<br>• demonstrate ways to adapt and reach workable solutions | 3.7. c. Analyze consumer and financial information for relevance, credibility, and accuracy. |
# JA Finance Park Advanced Extension Activities

<table>
<thead>
<tr>
<th>Extension Details</th>
<th>Extension Objectives</th>
<th>Colorado Essential Skills</th>
<th>Colorado Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cost of Living</strong></td>
<td>Students will:</td>
<td>An Emerging Expert can:</td>
<td>3.5. b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.</td>
</tr>
<tr>
<td></td>
<td>▪ Compare cost of living in different states.</td>
<td>▪ apply knowledge to set goals, make informed decisions and transfer to new contexts</td>
<td>3.7. a. Analyze how inflation and cost of living impact consumer purchasing and saving power.</td>
</tr>
<tr>
<td></td>
<td>▪ Discover the different median wage for different states and occupations.</td>
<td>▪ set personal goals and take responsibility for those goals through reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Make a four-step plan for the future.</td>
<td>upon prior outcomes</td>
<td></td>
</tr>
<tr>
<td><strong>My Financial Future and Debt</strong></td>
<td>Students will:</td>
<td>An Emerging Expert can:</td>
<td>3.7. e. Explain how an individual’s credit history can affect borrowing power.</td>
</tr>
<tr>
<td></td>
<td>▪ Recognize the effects of late or missed payments.</td>
<td>▪ demonstrate ways to adapt and reach workable solutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Explain the effect of debts on a person’s net worth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Distinguish between good use and misuse of credit cards.</td>
<td><strong>Context Connections</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Set personal goals and take responsibility for those goals through reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>upon prior outcomes</td>
<td></td>
</tr>
<tr>
<td><strong>Philanthropy</strong></td>
<td>Students will:</td>
<td>An Emerging Expert can:</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>▪ Explain the difference between philanthropy and charity.</td>
<td>▪ develop, plan and organize self-behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Express how society benefits when others donate money for worthy causes.</td>
<td>▪ apply ethical perspectives/ concepts to an ethical question/ situation/ scenario</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Evaluate how philanthropy fits within a personal financial plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Clarify how charitable giving may have tax benefits.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# JA Finance Park Advanced Extension Activities

<table>
<thead>
<tr>
<th>Extension Details</th>
<th>Extension Objectives</th>
<th>Colorado Essential Skills</th>
<th>Colorado Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning for Financial Success</strong></td>
<td>Students use critical thinking skills and design to communicate the benefits of financial goal planning.</td>
<td>Students will: ▪ Recognize the steps for financial goal planning. ▪ Identify a financial goal and develop a plan to reach it.</td>
<td>A strategic learner can: ▪ apply knowledge to set goals, make informed decisions and transfer to new contexts ▪ set personal goals and take responsibility for those goals through reflection upon prior outcomes</td>
</tr>
<tr>
<td><strong>Sales and Property Taxes</strong></td>
<td>Students determine the impact taxes have on financial decision making.</td>
<td>Students will: ▪ Explain what taxes are used for. ▪ Recognize different types of taxes. ▪ Analyze the impact of taxes on financial decisions, such as buying a car or a home.</td>
<td>3.7. c. Analyze consumer and financial information for relevance, credibility, and accuracy.</td>
</tr>
<tr>
<td><strong>A World Without Cash</strong></td>
<td>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.</td>
<td>Students will: ▪ Explore different payment types and classify the pros and cons of using payment apps. ▪ Identify potential security issues with using payment apps. ▪ Analyze how to use a payment app to manage spending.</td>
<td>3.2. f. Compare and contrast different types of taxing.</td>
</tr>
</tbody>
</table>

**Context Connections**

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes

3.7. c. Analyze consumer and financial information for relevance, credibility, and accuracy.

3.2. f. Compare and contrast different types of taxing.

3.1. a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).

3.1. b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.
### JA Finance Park Advanced Extension Activities

<table>
<thead>
<tr>
<th>Extension Details</th>
<th>Extension Objectives</th>
<th>Colorado Essential Skills</th>
<th>Colorado Academic Standards</th>
</tr>
</thead>
</table>
| **Extracurricular Expenses** Students apply their understanding of budgeting as they explore how to budget for extracurricular activities that are part of many students’ high school experiences. | Students will:  
- Outline a short-term financial goal for how to save for extracurricular expenses.  
- Generate a personal budget to achieve the goal | A strategic learner can:  
- apply knowledge to set goals, make informed decisions and transfer to new contexts | 3.7. f. Design a spending plan/budget that covers financial obligations and integrates saving for future goals. |
| **Unexpected Expenses** Students understand the impact of unexpected expenses on their budget and the role of an emergency fund in meeting those expenses. | Students will:  
- Evaluate if an emergency fund should be used for different emergency scenarios.  
- Create an emergency fund savings plan for an emergency situation.  
- Analyze how saving for an emergency fund can impact a monthly budget. | An Emerging Expert can:  
- demonstrate ways to adapt and reach workable solutions | 3.7. f. Design a spending plan/budget that covers financial obligations and integrates saving for future goals. |
| **Theme Five** | | | |
| **Auto Insurance** 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. | Students will:  
- Differentiate among the main types of auto insurance coverage.  
- Identify ways to mitigate risk to help keep auto insurance costs down. | A strategic learner can:  
- apply knowledge to set goals, make informed decisions and transfer to new contexts | NA |
| **Mortgages** 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. | Students will:  
- Explain the expenses associated with taking out a mortgage.  
- Differentiate among different types of mortgages. | A strategic learner can:  
- apply knowledge to set goals, make informed decisions and transfer to new contexts | 3.7. c. Analyze consumer and financial information for relevance, credibility, and accuracy. |
### Theme 6

#### Investing for Retirement

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).

<table>
<thead>
<tr>
<th>Students will:</th>
<th>An Emerging Expert can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>・ Explain the benefits of funding retirement early.</td>
<td></td>
</tr>
<tr>
<td>・ Compare features and benefits of retirement plans, including 401(k)s and IRAs.</td>
<td></td>
</tr>
<tr>
<td>3.6. a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</td>
<td></td>
</tr>
<tr>
<td>3.6. b. Explore long-range comprehensive financial planning strategies.</td>
<td></td>
</tr>
</tbody>
</table>

#### Purchasing Stocks

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.

<table>
<thead>
<tr>
<th>Students will:</th>
<th>A strategic learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>・ Recognize basic principles of investing in stocks.</td>
<td></td>
</tr>
<tr>
<td>・ Identify factors that affect stocks and the stock market.</td>
<td></td>
</tr>
<tr>
<td>・ List strategies for smart investing.</td>
<td></td>
</tr>
<tr>
<td>3.7. c. Analyze consumer and financial information for relevance, credibility, and accuracy.</td>
<td></td>
</tr>
</tbody>
</table>