

JA Finance Park Advanced

Unit Description and Objectives	Social Studies and Personal Finance Standards	Other Standards as Specified	English Language Arts
<p>Theme 1: Employment and Income Foundation 1 Career Cluster</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Examine careers and corresponding career clusters. ▪ Apply interests and skills to specific career clusters. ▪ Research possible careers within a chosen career cluster. ▪ Analyze how interests and skills may relate to a specific career cluster. 	<p>PFL HS.5.2. a. Compare different sources of personal income and compensation. Including but not limited to: earned income, profit income, interest income, dividend income, rental income, capital gains, and royalties.</p>	<p>Essential Skills</p> <p>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits (Professional Skills, Career Awareness)</p> <p>Assess personal strengths and limitations, with a well grounded sense of confidence, optimism, and a ‘growth mindset’ (Personal Skills, Self Awareness)</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Self-Direction)</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>Theme 1 Foundation 2 Net Income</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>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the difference between gross pay and net pay. ▪ Identify the components on an earnings statement (pay stub) that affect net income. ▪ Calculate net monthly income after removing taxes, benefits, and other deductions. 	<p>PFL HS.5.2. b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.</p>	<p>Math 1.2.iv Describe factors affecting take-home pay and calculate the impact (PFL)</p>	<p>Grades 9-10</p> <p>9-10.RV.1</p> <p>9-10.RV.3.2</p> <p>9-10.SL.1</p> <p>Grades 11-12</p> <p>11-12.RV.1</p> <p>11-12.RV.3.2</p> <p>11-12.SL.1</p>

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<p>Theme 2: Employment and Education</p> <p>The Value of Education</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the benefits of postsecondary education, including trade schools and military service. Identify the income projection for a variety of careers. Calculate the return on the educational investment for different occupations using the Occupational Outlook Handbook from the Bureau of Labor Statistics. 	<p>PFL HS 5.2 c. Predict the potential impact of education and skill development choices on future earnings, including salary by field and level of degree or credential.</p> <p>PFL HS.5.2 d. Investigate the total cost, affordability, and payment options associated with postsecondary options, degrees, and credentials, including personal savings, scholarships, grants, employer tuition programs, work study, and public and private loans.</p>	<p>Essential Skills</p> <p>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits (Professional Skills, Career Awareness)</p> <p>Make connections between information gathered and personal experiences to apply and/or test solutions (Entrepreneurship, Problem Solving)</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Self-Direction)</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>Theme 3: Financial Responsibility and Decision Making</p> <p>Financial Decision Making</p> <p>Students learn a process for making decisions and recognize the responsibilities associated with personal financial decisions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Use rational and considered decision-making steps to select financial goals and priorities. Explain how decisions made today can impact the future 	<p>PFL HS.5.1. a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>PFL HS.5.1.b. Use reliable information resources when making financial decisions.</p>	<p>Essential Skills</p> <p>Regulate one’s emotions, thoughts, and behaviors in different situations. (Personal Skills, Responsibility)</p> <p>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making”(Interpersonal Skills, Collaboration)</p> <p>2. Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis. (Entrepreneurial Skills: Inquiry/Analysis)</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>

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<p>Theme 4: Planning and Money Management</p> <p>Next-Level Budgeting</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize some of the reasons why people might spend more than they earn. Identify and use parts of a budget. List the long-term effects of overspending. 	<p>PFL HS 5.3. d. Design a household budget (using gross and net income) that addresses financial obligations and integrates saving for future goals and retirement based on your values and goals.</p>	<p>Math 1.2.iv Describe factors affecting take-home pay and calculate the impact (PFL)</p> <p>Math 1.2 v. Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)</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>Theme 5: Risk Management and Insurance</p> <p>Insurance</p> <p>Students analyze the conditions under which it is appropriate for young adults to have life, health, and disability insurance.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize strategies for managing risk. List the benefits of having insurance for risk management. Identify conditions under which it is appropriate for young adults to have life, health, and disability insurance. Compare insurance policies. 	<p>PFL HS.5. a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.</p> <p>PFL HS.5. b. Identify the cost and benefits of purchasing insurance. For example: Insured profile, number and size of claims, frequency, and costs of natural disasters.</p> <p>PFL HS.5. c. Explain the types and purpose of insurance products. For example: Automotive, identity theft, health, disability, long-term care, life insurance, renters/homeowners' insurance, and professional liability.</p>	<p>Essential Skills</p> <p>Make connections between information gathered and personal experiences to apply and/or test solutions (Entrepreneurship, Problem Solving)</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Initiative)</p> <p>Look for and value in different perspectives expressed by others (Personal Skills, Adaptability)</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>

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<p>Theme 6: Investing</p> <p>Investing for the Future</p> <p>Students learn about different types of investments and collaborate to build a diversified investment portfolio.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize different investment options. Compare the benefits and risks of various investment options. Create a diversified investment portfolio that maximizes profit 	<p>PFL HS.5.4 a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>PFL HS.5.4 b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: The business cycle.</p>	<p>Essential Skills</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Initiative)</p> <p>Look for and value in different perspectives expressed by others (Personal Skills, Adaptability)</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>Theme 7: Simulation and Debrief</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify key learnings from the JA Finance Park simulation. Analyze and apply lessons learned to future career and money management goals. 	<p>PFL HS.5.1. a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>PFL HS.5.1.b. Use reliable information resources when making financial decisions.</p> <p>PFL HS 5.3. d. Design a household budget (using gross and net income) that addresses financial obligations and integrates saving for future goals and retirement based on your values and goals.</p>	<p>Math 1.2.iv Describe factors affecting take-home pay and calculate the impact (PFL)</p> <p>Math 1.2 v. Design and use a budget, including income (net take-home pay) and expenses (mortgage, car loans, and living expenses) to demonstrate how living within your means is essential for a secure financial future (PFL)</p> <p>Essential Skills</p> <p>Demonstrate task management attributes associated with producing high quality products including the abilities to:</p> <ul style="list-style-type: none"> o Work positively and ethically o Manage time and projects effectively o Multi-task o Clearly communicating with others (Professional Skills, Time Management) 	<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 Standards	Other Standards
Theme One: Employment and Income			
<p>Entrepreneurial Strengths and Talents</p> <p>Students are introduced to entrepreneurial characteristics and how they help in business. They take a self-assessment and create a plan to improve their entrepreneurial skills.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Identify the characteristics of a successful entrepreneur. Examine personal entrepreneurial qualifications and characteristics. Develop a plan for building entrepreneurial skills. 	NA	<p>Essential Skills</p> <p>Assess personal strengths and limitations, with a well grounded sense of confidence, optimism, and a 'growth mindset' (Personal Skills, Self Awareness)</p> <p>Make connections between information gathered and personal experiences to apply and/or test solutions (Entrepreneurship, Problem Solving)</p>
<p>Job Loss</p> <p>Students are introduced to factors that can lead to job loss. They learn which professions are likely to be more affected by specific factors and compare two worker scenarios. Students see how being prepared can help minimize job loss stress and they sketch out a plan to prepare for a possible job loss.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize factors that can lead to job loss, including economic downturns (layoffs, natural disasters, foreclosure), globalization, and automation. Develop a plan for preparing for job loss. Identify professional development and job retraining opportunities to help when job loss happens. 	<p>HS.3.3 c. Explore how all policies have costs and benefits that impact participants of an economic system in different ways.</p> <p>PFL 5.2. b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.</p>	
<p>My Work Values and Responsibilities</p> <p>Students compare two employees to see the importance of soft skills and strong work ethic, and then they learn why work ethic is important to employers. They are challenged to make ethical decisions in the workplace, and they also draft answers to mock interview questions addressing their work ethic.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of having a good work ethic and making good choices, including ethical decisions, in the workplace. Explain why certain decisions made at work, such as taking excessive sick days, having unexcused absences, or arriving late, have negative consequences. 	NA	<p>Essential Skills</p> <p>Assess personal strengths and limitations, with a well grounded sense of confidence, optimism, and a 'growth mindset' (Personal Skills, Self Awareness)</p>

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<p>The IRS W-4 Form</p> <p>Students learn about the process of withholding money for taxes on their paychecks. They can use a tax estimator to determine how much income to withhold for taxes, discover where their tax dollars are spent, and are introduced to tax exemptions. Students use the IRS website to locate the W-4 form and answer some specific questions.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain the purpose of the W-4 form. Examine the employee sections of the W-4 form 	<p>HS.3.2.e e. Compare and contrast different types of taxing.</p>	<p>Essential Skills</p> <p>Demonstrate task management attributes associated with producing high quality products including the abilities to:</p> <ul style="list-style-type: none"> Work positively and ethically Manage time and projects effectively Multi-task Clearly communicating with others (Professional Skills, Task Management)
<p>Theme Two: Employment and Education</p>			
<p>Applying for Financial Aid with FAFSA</p> <p>Students learn how to complete the Free Application for Federal Student Aid (FAFSA) form to apply for financial aid for college.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain the rationale for completing the FAFSA form. Identify the resources and information required for the FAFSA form. Develop an action plan for completing the FAFSA form. 	<p>PFL HS 5.2.c Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>PFL HS 5.2. e. Review the purpose and the process of accessing state and federal financial aid. Including but not limited to: the Colorado Application for State Financial Aid (CASFA), the Free Application for Federal Student Aid (FAFSA) application for financial aid.</p>	<p>Essential Skills</p> <p>Demonstrate task management attributes associated with producing high quality products including the abilities to:</p> <ul style="list-style-type: none"> Work positively and ethically Manage time and projects effectively Multi-task Clearly communicating with others (Professional Skills, Task Management)
<p>Career Decisions</p> <p>Students create a plan based on their interests and talents and learn how to set goals to help them achieve that plan.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Use a process to develop a career plan. Identify career choices that match interests and abilities Develop a SMART goal to help achieve a chosen career. 	<p>PFL HS.5.2. a. Compare different sources of personal income and compensation.</p> <p>PFL HS.5.2.C Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>Essential Skills</p> <p>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits (Professional Skills, Career Awareness)</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Self-Direction)</p>

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<p>Grades Count!</p> <p>Students consider the consequence of grades and other factors and their effects on college options and scholarships.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Reflect on their current GPA and course selections in light of key factors that influence college admissions. ▪ Calculate a possible GPA based on potential new courses. ▪ List the positive steps they can take to be successful with potential new courses 	<p>PFL HS.5.2.C Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>Essential Skills</p> <p>Assess personal strengths and limitations, with a well grounded sense of confidence, optimism, and a ‘growth mindset’ (Personal Skills, Self Awareness)</p> <p>Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal Skills, Perseverance)</p>
<p>Interpreting a Financial Aid Award Letter</p> <p>Students learn how to interpret a financial aid award letter and negotiate for more aid</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the options available upon receiving a financial aid award letter. ▪ Analyze the parts of a financial aid award letter. ▪ Identify effective strategies for negotiating additional financial aid. 	<p>PFL HS 5.2. f. Analyze student loan repayment options, terms, requirements, and state and federal repayment programs and their impact on a student’s financial future.</p>	<p>Essential Skills</p> <p>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. (Professional Skills: Career Awareness).</p>

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<p>Paying for Postsecondary Education</p> <p>Students explore how to pay for postsecondary education, a major financial decision that will impact their finances for years to come.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Identify a savings goal and plan. Contrast grants and scholarships with student loans. Explain the responsibilities associated with student loan debt. 	<p>PFL HS 5.2.c. Predict the potential impact of education and skill development choices on future earning capability and financial well-being</p> <p>PFL HS 5.2 d. Investigate the total cost, affordability, and payment options associated with postsecondary options, degrees, and credentials, including personal savings, scholarships, grants, employer tuition programs, work study, and public and private loans</p>	<p>Essential Skills</p> <p>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits (Professional Skills, Career Awareness)</p> <p>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. (Professional Skills: Career Awareness).</p>
<p>Theme Three: Financial Responsibility and Decision Making</p>			
<p>Buying Your First Car</p> <p>Students learn to be smart consumers when purchasing a new or used car</p>	<p>Students will:</p> <ul style="list-style-type: none"> Compare benefits of buying and leasing a car. Identify costs associated with buying and owning a car. Explain benefits of buying new and used cars. Analyze costs and features of several vehicles to identify the best car for one’s needs. 	<p>PFL HS 5.3. g. Summarize the advantages and disadvantages of leasing versus purchasing automobiles, homes, and other large purchases.</p>	<p>Essential Skills</p> <p>Make connections between information gathered and personal experiences to apply and/or test solutions (Entrepreneurship, Problem Solving)</p>
<p>Cost of Living</p> <p>Students consider the differences in cost of living and median wage in different areas of the United States.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Compare cost of living in different states. Discover the different median wage for different states and occupations. Make a four-step plan for the future. 	<p>PFL HS 5.2 b. Analyze the impact of economic conditions and cost of living factors on income and purchasing power.</p> <p>PFL HS 5.3 a. Analyze how inflation and cost of living impact consumer purchasing and saving power.</p>	<p>Essential Skills</p> <p>Make connections between information gathered and personal experiences to apply and/or test solutions (Entrepreneurship, Problem Solving)</p>

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<p>My Financial Future and Debt</p> <p>Students learn how to use credit responsibly, why they should keep debt low, and why credit scores matter.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the effects of late or missed payments. Explain the effect of debts on a person's net worth. Distinguish between good use and misuse of credit cards. 	<p>PFL HS 5.3 c. Explain how an individual's credit history can affect borrowing power.</p> <p>PFL HS 5.3 f. Compare the advantages and disadvantages of various types of credit.</p>	<p>Essential Skills</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Self-Direction)</p> <p>Identify the incentives that influence individuals, families, businesses, and governments, and draw conclusions [based on cost-benefit analysis.] (Critical Thinking)</p>
<p>Philanthropy</p> <p>Students consider the emotional, social, and financial benefits of charitable giving as part of creating a personal financial plan.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain the difference between philanthropy and charity. Express how society benefits when others donate money for worthy causes. Evaluate how philanthropy fits within a personal financial plan. Clarify how charitable giving may have tax benefits. 	<p>NA</p>	<p>Essential Skills</p> <p>Make connections between information gathered and personal experiences to apply and/or test solutions (Entrepreneurship, Problem Solving)</p>
<p>Planning for Financial Success</p> <p>Students use critical thinking skills and design to communicate the benefits of financial goal planning.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the steps for financial goal planning. Identify a financial goal and develop a plan to reach it. 	<p>PFL HS.5.1 a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>b. Use reliable information resources when making financial decisions</p>	<p>Essential Skills</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Self-Direction)</p>
<p>Sales and Property Taxes</p> <p>Students determine the impact taxes have on financial decision making.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain what taxes are used for. Recognize different types of taxes. Analyze the impact of taxes on financial decisions, such as buying a car or a home. 	<p>HS.3.2 e. Compare and contrast different types of taxing.</p>	<p>Disciplinary, Information, and Media Literacy:</p> <p>1. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

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Theme Four: Planning and Money Management			
<p>A World Without Cash</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>Students will:</p> <ul style="list-style-type: none"> Explore different payment types, and classify the pros and cons of using payment apps. Identify potential security issues with using payment apps. Analyze how to use a payment app to manage spending. 	<p>HS. 3.1. b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p>	<p>Essential Skills</p> <p>Make connections between information gathered and personal experiences to apply and/or test solutions (Entrepreneurship, Problem Solving)</p> <p>“Establish goals for communication and plan out steps accordingly” (Interpersonal Skills, Communication)</p>
<p>Extracurricular Expenses</p> <p>Students apply their understanding of budgeting as they explore how to budget for extracurricular activities that are part of many students’ high school experiences.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Outline a short-term financial goal for how to save for extracurricular expenses. Generate a personal budget to achieve the goal 	<p>PFL HS.5.2.h. Simulate a sustainable household based on future personal and career goals.</p> <p>PFL HS 5.3 d. Design a household budget (using gross and net income) that addresses financial obligations and integrates saving for future goals and retirement based on your values and goals.</p>	<p>Essential Skills</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Initiative)</p>
<p>Unexpected Expenses</p> <p>Students understand the impact of unexpected expenses on their budget and the role of an emergency fund in meeting those expenses.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Evaluate if an emergency fund should be used for different emergency scenarios. Create an emergency fund savings plan for an emergency. Analyze how saving for an emergency fund can impact a monthly budget. 	<p>PFL HS.5.2.h. Simulate a sustainable household based on future personal and career goals.</p>	<p>Essential Skills</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Initiative)</p> <p>Look for and value in different perspectives expressed by others (Personal Skills, Adaptability)</p>
Theme Five: Risk Management and Insurance			
<p>Auto Insurance</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>Students will:</p> <ul style="list-style-type: none"> Differentiate among the main types of auto insurance coverage. Identify ways to mitigate risk to help keep auto insurance costs down. 	<p>PFL HS 5.5 b. Identify the cost and benefits of purchasing insurance.</p> <p>c. Explain the types and purpose of insurance products.</p>	<p>Essential Skills</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Initiative)</p>

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<p>Mortgages</p> <p>Students learn the basics about mortgages, including what a mortgage payment consists of and the initial expenses for obtaining a mortgage. They explore different types of mortgages and compare fixed-rate, adjustable-rate, and balloon mortgages.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the expenses associated with taking out a mortgage. ▪ Differentiate among different types of mortgages. 	<p>PFL HS 5.5 b. Identify the cost and benefits of purchasing insurance.</p> <p>c. Explain the types and purpose of insurance products.</p>	<p>Essential Skills</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Initiative)</p> <p>Look for and value in different perspectives expressed by others (Personal Skills, Adaptability)</p>
<p>Theme 6: Investing</p>			
<p>Purchasing Stocks</p> <p>Students learn the basics of stock market investing, compare factors that impact the market, read and respond to scenarios about investing, and are introduced to three investing strategies.</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic principles of investing in stocks. ▪ Identify factors that affect stocks and the stock market. ▪ List strategies for smart investing. 	<p>PFL HS.5.4 a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p>	<p>Essential Skills</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Initiative)</p> <p>Look for and value in different perspectives expressed by others (Personal Skills, Adaptability)</p>
<p>Investing for Retirement</p> <p>Students learn the importance of starting to save for retirement early, the need to save for retirement consistently throughout one’s working life, and the impact of failing to fund one’s retirement. It also explores company-sponsored retirement plans, such as 401(k) accounts, and both traditional and Roth individual retirement accounts (IRAs).</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the benefits of funding retirement early. ▪ Compare features and benefits of retirement plans, including 401(k)s and IRAs. 	<p>PFL HS.5.4 a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p>	<p>Essential Skills</p> <p>Apply knowledge to set goals, make informed decisions and transfer to new contexts (Personal Skills, Initiative)</p> <p>Look for and value in different perspectives expressed by others (Personal Skills, Adaptability)</p>