A Correlation:

NEW JERSEY Academic Standards and Junior Achievement Capstone Programs



Updated September 2022
Common Core State Standards Included
2020 Career Readiness, Life Literacies, and Key Skills standards

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Overview

The following correlation features the knowledge and skills that students are introduced to in JA Capstone Programs and how they correspond to the New Jersey Social Studies Framework. The correlation is not meant to be exhaustive, nor is it intended to infer that any one resource will completely address any given standard. It is designed to show how *JA BizTown*® and *JA Finance Park*® will enhance or complement efforts to meet educational standards. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

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

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

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

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

JA Finance Park Entry Level offers three implementations' options:

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

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

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JA Finance Park

Unit Description	Social Studies Standards	2020 Standards: 9.1 Personal Financial Literacy	English Language Arts	Math
Unit 1: Income 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. **Objectives:** **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	**Concepts**: Career, Goals, Government, Income, Values, Salary, Taxes, Wages **Skills**: Active listening, critical thinking and reasoning, collaboration, employing valid research strategies, information literacy, invention, self-knowledge and self-reflection, math computation, reading, speaking and listening, using technology to enhance productivity	9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income	**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 **Grade 7** RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2
Unit 2: Saving, Investing and Risk Management 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:** **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	**Concepts**: Benefits, Goals, Interest, Saving, Savings, Investment, Opportunity cost, Risk **Skills**: Active listening, brainstorming, comparing, critical thinking and reasoning, collaboration, decision making, following directions, information literacy, math computation, reading for information, self-direction, speaking and listening, teamwork, summary writing	9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance). 9.1.12.PB.1: Explain the difference between saving and investing. 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences. 9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving. 9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.	**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 **Grade 7** RP.7 R2.b NS.7.2 NS.7.3 EE.7.1 EE.7.2 SP.7.5

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JA Finance Park

Unit Description	Social Studies Standards	2020 Standards: 9.1 Personal Financial Literacy	English Language Arts	Math
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:** **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	**Concepts:** Banking, Credit, Credit reports, Credit score, Debit, Debt, Deposit insurance, Financial responsibility, Identity theft, Interest, Loans, Payment methods **Skills:** Comprehension and collaborative learning, critical thinking and reasoning, information literacy, inquiry, speaking and listening, research strategies, self-direction, small group discussion, vocabulary acquisition	9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.	**Grade 6** SL.6.1 SL.6.2 **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	**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
Unit 4: Budget+ Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget. **Objectives:** **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	**Concepts:** Wants and needs, Goal setting, Impulse buying, Budgets, Categorizing spending **Skills:** Active listening, critical thinking, self-knowledge, self-reflection, math computation, reading, working in pairs and teams, and interpreting and working with data	9.1.8.CP.1: Compare prices for the same goods or services. 9.1.8.CP.2: Analyze how spending habits affect one's ability to save. 9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.	**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	**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

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JA Finance Park

Unit Description	Social Studies Standards	2020 Standards: 9.1 Personal Financial Literacy	English Language Arts	Math
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:** **Students will:** ▪ Create a family budget using hypothetical life situations ▪ Make saving and investment decisions ▪ Reflect on their simulation experience	**Concepts**: Budget, Expenses, Income, Needs, Savings, Taxes, Wages, Wants **Skills:** Active listening, critical thinking, interpersonal communication, math computation, self-reflection, teamwork	9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances. 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	**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	**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

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JA Finance Park PBL

Unit Description	Social Studies Standards	Career Readiness, Life Literacies and Key Skills Standards	Common Core ELA
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:** **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	Economics, Innovation and Technology: Exchange and Markets 12 Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.	9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	**Grades 9-10** RI .9–10.4 W. 9-10. 1,4 SL. 9-10. 1 L.9-10. 1,4 **Grades 11-12** RI 11/12.4 W.11/12. 1,4 SL.11/12. 1 L.11/12. 1,4
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:** **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, Innovation and Technology: Exchange and Markets 12 Incentives influence choices which result in policy changes.	9.1.12.PB.1: Explain the difference between saving and investing. 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.	**Grades 9-10** RI .9–10.1 W. 9-10. 1,4,9 SL. 9-10. 1 L.9-10. 1,4 **Grades 11-12** RI .11-12. 1 W.11-12. 1,4,9 SL11-12. 1 L.11-12. 1,4

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JA Finance Park PBL

Unit Description	Social Studies Standards	Career Readiness, Life Literacies and Key Skills Standards	Common Core ELA
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:** **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, Innovation and Technology 12 Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt. 9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement). 9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).	**Grades 9-10** SL. 9-10.1,4 L.9-10. 1,4 **Grades 11-12** SL11-12.1,4 L.11-12.1,4
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 and 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:** **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	Economics, Innovation and Technology 12 Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.	9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences. 9.1.12.PB.3: Design a personal budget that will help you reach your long- term and short-term financial goals. 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances. 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	**Grades 9-10** RI .9–10.1 SL. 9-10.1 L.9-10.1,4 **Grades 11-12** RI .11-12.1 SL11-12.1 L.11-12.1,4

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JA Finance Park PBL

Unit Description	Social Studies Standards	Career Readiness, Life Literacies and Key Skills Standards	Common Core ELA
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:** **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	Economics, Innovation and Technology 12 Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.	9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences. 9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals. 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances. 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	**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

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