



Iowa Academic Standards Correlation

JA Financial Literacy

Session Descriptions	Student Objectives	Social Studies and Employability Skills Standards	CTE Standards for Business, Finance, Marketing and Management
Theme 1: Employment and Income			
<p>Project: My Savings Plan</p> <p>In the project, students look forward 10-15 years and create a financial portfolio to help them achieve their future lifestyle and monetary goals while also learning about the importance of planning for unexpected adversities. They will create a variety of artifacts—physical and digital—and deliver presentations as they explore the steps required for a secure financial future.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Examine anticipated income and costs for each SMART financial goal. Develop a savings plan for each of their SMART financial goals. 	<p>SS.9-12.1 Create compelling questions representing key ideas within the disciplines.</p> <p>SS.9-12.2 Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</p> <p>21.9-12.ES.1 Carry out multiple tasks or projects.</p> <p>21.9-12.ES.1 Continuously monitor the success of a project or task</p> <p>Identify ways to improve project or task.</p> <p>21.9-12.ES.1 Consider multiple perspectives and represents a problem in more than one way.</p>	<p>7.2 Analyze financial needs and goals to determine financial requirements.</p> <p>7.2.1 Explain the need to save and invest.</p> <p>7.2.2 Set financial goals</p>
<p>1.1 The Basics of Earning</p> <p>Income is money that an individual earns by working, making investments, and providing goods and services. Money functions as a medium of exchange, a unit of account, and a store of value. Any item used as money takes on those three essential functions.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe the functions of money. Evaluate personal requirements for income. Analyze how and where to earn money. Design a brochure with possibilities for earning. 	<p>SS-FL.9-12.17 Apply consumer skills to saving and spending decisions. (21st century skills)</p>	<p>7.1 Understand the fundamental principles of money needed to make financial exchanges.</p> <p>7.1.3 Describe functions of money (medium of exchange, unit of measure, store of value).</p> <p>7.1.4 Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.).</p>

Iowa Correlations/JA Financial Literacy

Session Descriptions	Student Objectives	Social Studies and Employability Skills Standards	CTE Standards for Business, Finance, Marketing and Management
<p>1.2 Careers and Pay</p> <p>Individuals who set realistic financial goals are in more control of their money than those who do not. Although goals are set for short- and long-term periods, it is important to regularly track the progress of each goal.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze and prioritize personal financial goals (current, 10-year, 25-year). • Explain the relationship between finances, career choices, and personal financial goals. • Identify career fields or options of interest that will lead to financial goals. 	<p>SS.FL.9-12.13 Develop short- and long-term financial goals. (21st century skills)</p> <p>S.S-FL.9-12.14 Evaluate entrepreneurship, career choices and the effect on the standard of living. (21st century skills)</p>	<p>7.1 Understand the fundamental principles of money needed to make financial exchanges.</p> <p>7.1.3 Describe functions of money (medium of exchange, unit of measure, store of value).</p> <p>7.1.4 Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.).</p>
<p>1.3 Education and Careers</p> <p>An investment in a career requires time, money, and resources that can open doors to opportunities. Studies show that employees with more than a high school education earn significantly more money throughout their lifetime than those without. The emphasis in this session is that the more education you have, the higher quality of life you will have.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Examine the cost of college. • Evaluate the costs and/or benefits of post-secondary education (trade school, apprenticeships, etc.). • Compare and contrast the costs and benefits of various postsecondary educational options. • Evaluate personal decisions relating to career choice and education requirements and plans. • Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development. 	<p>S.S-FL.9-12.14 Evaluate entrepreneurship, career choices and the effect on the standard of living. (21st century skills)</p>	<p>12.5.2 Explain the need for ongoing education as a worker.</p>

Iowa Correlations/JA Financial Literacy

Session Descriptions	Student Objectives	Social Studies and Employability Skills Standards	CTE Standards for Business, Finance, Marketing and Management
<p>1.4 Taxes and Benefits</p> <p>Taxes are collected by governments to pay for many public services such as highways, schools, police, and fire protection. The main goal of taxation is to provide revenue for a government to pay its bills. The two taxes most people pay are federal and state income taxes. Federal income tax goes to the U.S. government, and state income tax is paid to the state government. Income may also be offset by tax-free benefit packages provided by an employer.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Identify the difference between gross pay and net pay. Define taxes and explain their purpose and impact on income. Demonstrate an understanding of various taxes such as FICA and Medicare. Calculate net monthly income. Recognize employee benefits and apply knowledge to job opportunities 	<p>SS-FL.9-12.15. Evaluate the effect of taxes and other factors on income. (21st century skills)</p>	<p>7.3 Manage personal finances to achieve financial goals.</p> <p>7.3.1 Explain the nature of tax liabilities.</p> <p>7.3.2 Interpret a pay stub.</p>
<p>Theme 2: Money Management</p>			
<p>Project: My Budgeting Habit</p> <p>Students review the critical concepts and vocabulary related to budgeting, examine the importance of SMART goals, and then create their own SMART financial goals for the future. They design a visual aid to depict their SMART financial goals.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe a budget and explain the purpose of budgeting. Explain SMART (specific, measurable, achievable, realistic, and time-bound) goals and how the practice can be used for budgeting. Create personal SMART financial goals for the future: short term (1 year), medium term (5 years), and long term (10 years or beyond). Use graphics and multimedia—charts, videos, graphs, and so on to represent each SMART goal and the method by which it will be achieved. 	<p>SS.9-12.1 Create compelling questions representing key ideas within the disciplines.</p> <p>SS.FL.9-12.13 Develop short- and long-term financial goals. (21st century skills)</p> <p>SS.FL-9-12.16 Develop a saving and spending plan using a financial recordkeeping tool. (21st century skills).</p>	<p>7.2.1 Explain the need to save and invest.</p> <p>7.2.2 Set financial goals</p> <p>7.2.3 Develop budgets for personal and business uses.</p>

Iowa Correlations/JA Financial Literacy

Session Descriptions	Student Objectives	Social Studies and Employability Skills Standards	CTE Standards for Business, Finance, Marketing and Management
<p>2.1 Financial Institutions</p> <p>Consumers use financial institutions to help them save and complete transactions safely, quickly, and conveniently and to hold and transfer money in different ways—all while being insured and safe from theft. It is important, therefore, to find a financial institution that meets your needs.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Investigate the use of different payment methods. Compare financial institutions and the types of accounts and services they provide. 	<p>SS.9-12.6 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>SS-FL.9-12.19 Analyze the cost and benefits of different types of credit and debt. (21st century skills)</p>	<p>7.1 Understand the fundamental principles of money needed to make financial exchanges.</p> <p>7.1.1 Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.).</p> <p>7.1.2 Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.).</p>
<p>2.2 Spending and Saving</p> <p>Many competing claims are made on a person's money that impede the ability to save. By prioritizing saving, consumers will be able to achieve short- and long-term goals and set aside money for emergencies and the future.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of paying yourself first. Identify the opportunity costs of savings. Compare simple and compound interest and their impact on savings, including the Rule of 72. 	<p>SS-Econ.9-12.13 Apply the concept of scarcity when making economic decisions.</p> <p>SS-FL.9-12.17 Apply consumer skills to saving and spending decisions. (21st century skills)</p>	<p>7.2 Analyze financial needs and goals to determine financial requirements.</p> <p>7.2.1 Explain the need to save and invest.</p> <p>7.2.2 Set financial goals.</p>
<p>2.3 Think Before You Spend</p> <p>Every individual is responsible for keeping track of his or her own money. Using a transaction register and careful consumer practices and staying informed all help in maintaining a positive cash flow and increasing net worth.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Record purchases in a transaction register. Determine which practices demonstrate careful consumer skills. Apply consumer skills to spending and saving decisions. 	<p>SS-FL.9-12.17 Apply consumer skills to saving and spending decisions. (21st century skills)</p> <p>21.9–12.ES.4 Detail a course of action in writing with sequence of steps.</p> <p>21.9–12.ES.4 Implement a solution and makes adjustments when there is need/opportunity for improvement involved.</p>	<p>7.3.3 Prepare bank account documents (e.g., checks, deposit/withdrawal slips, endorsements, etc.).</p> <p>7.3.4 Maintain financial records.</p> <p>7.3.5 Read and reconcile bank statement.</p> <p>7.3.9 Make responsible financial decisions.</p> <p>7.2.4 Determine personal net</p>

Iowa Correlations/JA Financial Literacy

Session Descriptions	Student Objectives	Social Studies and Employability Skills Standards	CTE Standards for Business, Finance, Marketing and Management
<p>2.4 Budgeting</p> <p>Examining and monitoring cash flow is an ongoing and critical step in the budgeting process. Having and using a budget, and knowing the types of categories in a budget, helps people maintain positive cash flow.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain cash flow. • Follow a step-by-step guide for creating a budget. • Identify a short-term financial goal. • Arrange income, fixed expenses, and variable expenses in appropriate columns to be equal. 	<p>SS.FL-9-12.16 Develop a saving and spending plan using a financial recordkeeping tool. (21st century skills)</p> <p>SS.FL-9-12.17 Apply consumer skills to saving and spending decisions. (21st century skills)</p> <p>21.9–12.ES.2 Engage in the tasks to accomplish goal.</p> <p>21.9–12.ES.4 Detail a course of action in writing with sequence of steps.</p> <p>21.9–12.ES.4 Implement a solution and makes adjustments when there is need/opportunity</p>	<p>7.2 Analyze financial needs and goals to determine financial requirements.</p> <p>7.2.1 Explain the need to save and invest.</p> <p>7.2.2 Set financial goals.</p> <p>7.2.3 Develop budgets for personal and business uses.</p>
<p>Theme 3: Credit, Debt and Keeping Your Finances Safe</p>			
<p>Theme 3 Project: My Credit Score</p> <p>Students learn about the importance of a credit score and how to maintain a healthy score that will allow access to the credit they will need to make major purchases.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Examine anticipated income and costs for each SMART financial goal. • Develop a savings plan for each of their SMART financial goals. • high credit score in the short, medium, and long term. • Create an original reality show concept that demonstrates awareness of concepts related to improving credit scores. 	<p>SS.9-12.1 Create compelling questions representing key ideas within the disciplines.</p> <p>SS.9-12.7 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>SS.9-12.8 Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.</p> <p>21.9–12.ES.3 Communicate effectively.</p> <p>21.9–12.ES.3 Collaborate effectively.</p> <p>21.9–12.ES.4 Understand incremental steps for acquiring goals.</p> <p>21.9–12.ES.4 Create a written plan.</p> <p>21.9–12.ES.4 Set realistic goals that match aptitudes.</p>	<p>7.2 Analyze financial needs and goals to determine financial requirements.</p> <p>7.2.2 Set financial goals.</p> <p>7.3.7 Demonstrate the wise use of credit.</p> <p>7.3.8 Demonstrate procedures to validate credit history.</p> <p>7.3.9 Make responsible financial decisions.</p>

Iowa Correlations/JA Financial Literacy

Session Descriptions	Student Objectives	Social Studies and Employability Skills Standards	CTE Standards for Business, Finance, Marketing and Management
<p>3.1 What Is Credit?</p> <p>Credit is the amount of money a borrower receives and agrees to pay back with interest to the lender. The lender relies on a report of the borrower's credit history to determine whether to extend a loan. The report includes a record of the borrower's ability to repay debt.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the concept of credit. • Distinguish the pros and cons of credit. • Develop techniques for building a strong credit history. • Summarize major consumer credit laws. 	<p>SS-FL.9-12.19 Analyze the cost and benefits of different types of credit and debt. (21st century skills)</p>	<p>7.3.6 Calculate the cost of credit.</p> <p>7.3.7 Demonstrate the wise use of credit.</p>
<p>3.2 Types of Credit</p> <p>Building a strong credit history requires using credit wisely. Credit cards, loans, and nontraditional credit options, such as rent-to-own plans and payday loans, are expensive ways to manage money. Often the results of poor credit choices will require debt management plans and credit counseling.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the types and sources of credit. • Compute interest amounts on a loan. • Develop an action plan for fixing bad credit. 	<p>SS-FL.9-12.19 Analyze the cost and benefits of different types of credit and debt. (21st century skills)</p>	<p>7.3.6 Calculate the cost of credit.</p> <p>7.3.12 Control debt.</p>
<p>3.3 Protect Your Credit</p> <p>Lenders evaluate a person's credit worthiness based on the Five C's—capacity, capital, conditions, collateral, and character—as well as the person's credit report and credit score. Maintaining good credit is pivotal in acquiring future credit. Consumers need to monitor their credit accounts and reports and keep their personal and financial information safe to maintain their good credit.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the impact credit scores and credit reports have on obtaining credit. • Evaluate the process of the Five C's of credit. • Explain what a credit score indicates and how it affects a person's financial history. • Identify strategies for protecting personal financial information and resources. 	<p>SS.9-12.9 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</p> <p>SS-FL.9-12.19 Summarize a borrower's rights and responsibilities.</p> <p>SS-FL.9-12.24. Establish strategies for protection of personal identity and other forms of fraud. (21st century skills)</p>	<p>7.1.6 Explain the purposes and importance of credit.</p> <p>7.1.7 Explain legal responsibilities associated with financial exchange.</p> <p>7.3.6 Calculate the cost of credit.</p> <p>7.3.10 Protect against identity theft.</p> <p>7.3.12 Control debt.</p>

Iowa Correlations/JA Financial Literacy

Session Descriptions	Student Objectives	Social Studies and Employability Skills Standards	CTE Standards for Business, Finance, Marketing and Management
<p>3.4 Debt Management</p> <p>Repaying debt is a legal and ethical matter. People who run into financial trouble can often improve their financial situation with some effort. When consumers are not able to manage debt on their own, they can work with a credit counselor to develop a debt management plan. Bankruptcy is a legal action used to remove the debts of businesses and individuals who are unable to pay their bills, but it has severe credit consequences.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Compare and contrast debt management plans. • Examine two types of bankruptcy: Chapter 7 and Chapter 13. • Explain why bankruptcy might not be the best choice in a given situation. • Interpret complex data and analyze the services of DMP agencies and whether to file bankruptcy in a given situation. 	<p>SS-FL.9-12.20. Investigate strategies to avoid and manage debt effectively. (21st century skills)</p>	<p>7.3.9 Make responsible financial decisions.</p> <p>7.3.12 Control debt.</p> <p>7.1.7 Explain legal responsibilities associated with financial exchange.</p>
Theme 4: Planning for the Future			
<p>Theme 4 Project: My Investment Plan</p> <p>Students review basic information about stocks and the stock market and then conduct research to select at least ten stocks in which to invest for a financial portfolio.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain stock and the stock market. • Describe low-risk, medium-risk, and high-risk investments. • Develop a diversified stock portfolio. • Predict factors that would positively or negatively affect the stock prices within the next 10 years. 	<p>SS.9-12.1 Create compelling questions representing key ideas within the disciplines.</p> <p>SS.9-12.7 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>SS.9-12.8 Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.</p> <p>SS.FL.9-12.13 Develop short- and long-term financial goals. (21st century skills)</p> <p>SS-FL.9-12.22. Apply investment tools to meet financial goals. (21st century skills)</p>	<p>7.3.14 Discuss the nature of retirement planning.</p> <p>7.3.15 Explain the nature of estate planning</p>

Iowa Correlations/JA Financial Literacy

Session Descriptions	Student Objectives	Social Studies and Employability Skills Standards	CTE Standards for Business, Finance, Marketing and Management
<p>4.1 Investing Versus Saving People save to have money to use in the future. People invest to increase the value of their money. Because a savings account is generally insured by the financial institution, it carries less risk but has a lower rate of return. Stocks, bonds, and mutual funds are common investments which involve some risk, but investors are generally willing to accept more risk in exchange for higher returns.</p>	<p>Students will</p> <ul style="list-style-type: none"> • Differentiate between saving and investing. • Describe types of investment vehicles. • Compare the relationship of risks and rewards. • Create a pyramid of investments, placing them in a range from low risk to high risk. • Identify the risk-return tradeoffs for saving and investing. 	<p>SS.FL.9-12.13 Develop short- and long-term financial goals. (21st century skills) SS-FL.9-12.21 Evaluate short-term savings tools. (21st century skills)</p>	<p>7.1.5 Explain the time value of money. 7.5 Use investment strategies to ensure financial well-being. .5.1 Explain types of investments.</p>
<p>4.2 Investing for the Long Term Various types of risk should be considered when making retirement plans and investment decisions. Many types of investment plans, such as 401(k)s and IRAs, should be considered as well. It is never too early to think about financial planning. Planning should begin as soon as a person enters the workforce.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the key elements of financial planning. • Explain the risks associated with long-term financial planning. • Examine investment needs in different financial situations and explore long-term financial investments. • Apply risk criteria when choosing and developing a financial plan. 	<p>SS-Econ-9-12.17 Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies. SS-FL.9-12.22. Apply investment tools to meet financial goals. (21st century skills)</p>	<p>7.3.14 Discuss the nature of retirement planning. 7.3.15 Explain the nature of estate planning. 7.5 Use investment strategies to ensure financial well-being. .5.1 Explain types of investments.</p>
<p>4.3 Risks and Responsibilities Risk is exposure to something potentially dangerous or harmful. It is important to recognize risks and learn how to manage or mitigate them. People purchase insurance to reduce the risk of loss and receive compensation for losses or damage caused by events beyond their control.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify risks in life and how to protect against the consequences of risk. • Investigate categories of specific risks they may face. • Examine ways to mitigate those risks. • Calculate the probability of those risks occurring 	<p>SS-FL.9-12.19 Summarize a borrower's rights and responsibilities. (21st century skills)T</p>	<p>5.3.4 Assess risks of personal decisions. 7.8 Use risk management products to protect personal and business financial well-being. 7.8.1 Analyze the use of insurance for risk management.</p>

Iowa Correlations/JA Financial Literacy

Session Descriptions	Student Objectives	Social Studies and Employability Skills Standards	CTE Standards for Business, Finance, Marketing and Management
<p>4.4 Types of Insurance</p> <p>Insurance coverage is provided in exchange for the payment of a premium. Five common types of insurance are homeowner's (and renter's) insurance, disability insurance, health insurance, life insurance, and automobile insurance. Some coverage, such as auto insurance, is required by law, while other coverage is optional. Consumers need to choose the right kind and amount of insurance during different</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Define basic insurance terms. • Examine five types of insurance and the purpose of each. • Evaluate the coverage for each of the five types. • Create a portfolio with the types of insurance they imagine themselves purchasing within the next 10 years. 	<p>SS.FL.9-12.13 Develop short- and long-term financial goals. (21st century skills)</p> <p>SS-FL.9-12.23 Justify reasons to use various forms of insurance. (21st century skills)</p>	<p>7.8 Use risk management products to protect personal and business financial well-being.</p> <p>7.8.1 Analyze the use of insurance for risk management.</p>
<p>Case Study: Solving Problems and Managing Risk</p> <p>Students examine a process for making decisions and managing risk. They consider a scenario in which a business owner must make a difficult decision. Students use a decision tree to analyze options and consequences and recommend a course of action.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain why ethics are important to uphold when making a decision. • Use a decision tree as part of the decision-making process. • Explain risk management as part of decision making. • Analyze a business crisis and explore options. • Explore the importance of crisis management and crisis communications. 	<p>21.9–12.ES.1 Work independently or as a part of a team.</p> <p>21.9–12.ES.3 Accept ownership for actions.</p> <p>21.9–12.ES.3 Demonstrate trustworthiness and honesty.</p> <p>21.9–12.ES.3 Make decisions based on important core values.</p> <p>21.9–12.ES.5 Demonstrate ethical behavior and works responsibly, reliably, and collaboratively with others.</p>	<p>5.3.4 Assess risks of personal decisions.</p> <p>7.8 Use risk management products to protect personal and business financial well-being.</p> <p>7.8.1 Analyze the use of insurance for risk management.</p>