

A Correlation Between New Jersey Core Curriculum Content Standards and Junior Achievement Programs

Grades 6, 7, 8 – JA Economics for Success

JA Economics for Success explores personal finance and students' education and career options based on their skills, interests, and values. *Program is sponsored by The Allstate Foundation.*

Description	Key Learning Objectives	Social Studies	Language Arts Literacy	Mathematics	Career Ed. & Consumer, Family, and Life Skills
<p>Activity One: Mirror, Mirror Students make choices to understand the concept of self-knowledge—their skills, interests, and values—and the structure of the world of work as they consider education, career, and other life choices.</p>	<p>Objectives: The students will: -explain self-knowledge -identify careers of interest and how they are classified within the world of work Concepts: self-knowledge, world of work, choices, careers, skills, interests, values Skills: working in groups, classifying information, oral and written communication, self-assessment</p>	<p>6.1.A 6.2.B, D 6.5.A, B</p>	<p>3.1.A, C-H 3.2.A-D 3.3.A-C 3.4.A, B</p>	<p>4.1.A</p>	<p>9.1.A, B 9.2.A-E</p>
<p>Activity Two: You Decide Students learn the steps to reflective decision-making, a process important to use when making major decisions. They play the game Choose Your Success, in which reflective decision-making is applied to education and career options.</p>	<p>Objectives: The students will: -identify and explain when it is important to use reflective decision-making -apply reflective decision-making to education and career decisions Concepts: decision-making, world of work, self-knowledge, consequences Skills: critical thinking, oral and written communication, math calculations, working in groups</p>	<p>6.1.A 6.2.B, D 6.5.A, B</p>	<p>3.1.A, C-H 3.2.C, D 3.3.A-C 3.4.A, B</p>	<p>4.1.A</p>	<p>9.1.A, B 9.2.A-E</p>
<p>Activity Three: Choose Your Success Students apply their knowledge of decision-making, self-knowledge, and the world of work by again playing the Choose Your Success game. Students can apply the lessons they learned during the previous activity to learn the importance of the relationship between education, work, and opportunities for success.</p>	<p>Objectives: The students will: -apply decision-making strategies to education and career choices -recognize the importance of staying in school -understand the relationship between education and success in life Concepts: decision-making, self-knowledge, world of work, consequences Skills: critical thinking, oral and written communication, math calculations, working in groups</p>	<p>6.1.A 6.2.B, D 6.5.A, B</p>	<p>3.1.A, C-H 3.2.C, D 3.3.A-C 3.4.A, B</p>	<p>4.1.A</p>	<p>9.1.A, B 9.2.A-E</p>

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<p>Activity Four: Keeping Your Balance Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on these monthly salaries, students evaluate the opportunity costs of decisions to form a budget. They compare their spending decisions to suggested amounts.</p>	<p>Objectives: The students will: -recognize that a balanced budget is important for workers of all income levels -differentiate between gross and net income -name ways to balance a budget Concepts: needs, wants, occupation, salary, gross income, net income, taxes, opportunity cost, budget Skills: critical thinking, interpreting data, decision-making, math calculations</p>	<p>6.1.A 6.2.A, B, D 6.5.A, B</p>	<p>3.1.A, C-H 3.2.C, D 3.3.A-C 3.4.A, B</p>	<p>4.1.A-C 4.4.A 4.5.A-F</p>	<p>9.1.A 9.2.A-E</p>
<p>Activity Five: Savvy Shopper Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using cash and credit, and participate in an activity that reinforces their understanding of the cost of credit.</p>	<p>Objectives: The students will: -identify the opportunity costs associated with using cash and credit -explain the advantages and disadvantages of using credit -identify appropriate situations to use cash and credit Concepts: opportunity cost, credit, interest, debt Skills: problem-solving, working in groups, math calculations</p>	<p>6.1.A 6.2.B, D 6.5.A, B</p>	<p>3.1.A, C-H 3.2.C, D 3.3.A-C 3.4.A, B</p>	<p>4.1.A-C 4.5.A-E</p>	<p>9.2.A-E</p>
<p>Activity Six: Running the Risk Students learn that life involves risks and that insurance helps to reduce the financial consequences of risk. Students examine how insurance premiums vary for different people and different policies. They role-play to demonstrate how insurance can reduce the cost of medical, home, and auto emergencies.</p>	<p>Objectives: The students will: -identify ways people try to avoid risk -explain how insurance provides benefits -identify the opportunity cost of having insurance Concepts: risk, opportunity cost, benefit, insurance Skills: problem-solving, critical thinking, role-playing, oral communication, working in groups</p>	<p>6.1.A 6.2.B, D 6.5.A, B</p>	<p>3.1.A, C-H 3.2.C, D 3.3.A-C 3.4.A, B</p>	<p>4.1.A-C 4.5.C</p>	<p>9.2.A-E</p>