

A Correlation: Tennessee Academic Standards and JA BizTown



Updated February/March 2025
[Tennessee Social Studies Standards](#)
[Tennessee Guidance Standards](#)
[Tennessee Standards for Personal Finance](#)
[TN ELA](#) and [Math](#) Standards
[Tennessee Career Awareness Standards](#)
[Tennessee Career Exploration Standards](#)
[Tennessee Social Health Standards](#)

Junior Achievement USA
12320 Oracle Blvd.
Suite 310
Colorado Springs, CO 80921
<https://jausa.ja.org>

Overview

The following correlation features the knowledge and skills that students are introduced to in JA BizTown and how they correspond to the Tennessee Social Studies and Career & Technical Education Frameworks. 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*® 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 programs, students use critical-thinking skills to learn about key concepts as they explore and enhance their understanding of free enterprise.

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
Unit 1: Financial Literacy			
<p>(Optional) Pre-Program Self-Guided Session JA BizTown Primer</p> <p>The Primer provides students with background information about the founding of the United States and the basic structure of the federal government. It can be used prior to beginning JA BizTown curriculum or in conjunction with the curriculum.</p> <p>Students will:</p> <ul style="list-style-type: none"> Discover key documents such as the Declaration of Independence and the U.S. Constitution and a brief history of their development. Identify civics fundamentals and terms. 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.02. Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability <p>4.06 Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. (T.C.A. § 49-6-1028)</p> <p>4.13 Describe the conflict between the Federalists and Anti-Federalists over ratification of the Constitution, including the need for a Bill of Rights. (T.C.A. § 49-6-1028)</p> <p>4.14 Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> Purposes of government (listed in the Preamble) Separation of powers Branches of government Checks and balances Recognition and protection of individual rights (in the 1st Amendment) 	<p>Student Counseling</p> <p>AA3. Develop high expectations for achievement</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AE1. Experience academic growth and success</p>	<p>NA</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Session 1: Financial Services</p> <p>Students learn about services provided by financial institutions and discover the connection between spending and having money in the bank.</p> <ul style="list-style-type: none"> Identify services offered by financial institutions. Describe financial institutions as the center of JA BizTown’s economy Identify common terms associated with banking and financial institutions. Define private property and its importance in our economy. Recognize the purpose for, and demonstrate how to complete a bank account application. Identify common terms associated with banking and financial institutions. Define private property and its importance in our economy. 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.02. Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy.</p> <p>Personal Finance</p> <p>3.4 Financial Institutions: Research a variety of financial institutions including digital financial services. Compare and contrast services and products such as checking accounts, savings accounts, certificates of deposits, etc. Identify one service that best supports the student’s personal financial goals and craft an argumentative essay supporting the choice. Using a banking transaction scenario, demonstrate an ability to:</p> <ol style="list-style-type: none"> reconcile an account, write a check, and verify account accuracy 	<p>Student Counseling</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p>	<p>4-6. RI.KID.1-3</p> <p>4-6. RI.CS.6</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-3</p> <p>TN Math</p> <p>4. NBT. B.4</p> <p>5.NBT.B.5</p> <p>5.NBT.B.7</p> <p>6.NS.B.3</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>(Optional) Application 1: Banking Bingo</p> <ul style="list-style-type: none"> Identify services offered by financial institutions. Identify common terms associated with banking and financial institutions 	<p>Social Studies SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.02. Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy.</p> <p>Personal Finance 3.4 Financial Institutions: Research a variety of financial institutions including digital financial services. Compare and contrast services and products such as checking accounts, savings accounts, certificates of deposits, etc. Identify one service that best supports the student’s personal financial goals and craft an argumentative essay supporting the choice. Using a banking transaction scenario, demonstrate an ability to:</p> <ol style="list-style-type: none"> reconcile an account, write a check, and verify account accuracy 	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently AS5. Exhibit creativity CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.CS.4 4-6. RI.IKI.7 6.L.KL.3 6.L.AU.4 4-5. FL.VA.7A TN Math 4. NBT. B.4 5.NBT.B.5 5.NBT.B.7 6.NS.B.3</p>
<p>(Optional) Application 2: Choosing a Financial Institution</p> <ul style="list-style-type: none"> Identify services offered by financial institutions. Identify common terms associated with banking and financial institutions. 	<p>Social Studies SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources 	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently AS5. Exhibit creativity CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.CS.4 4-6. RI.IKI.7 4-6. W.PDW.4 4-6. SL.CC.1 4-6. SL.CC.3</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
	<p>SSP.02. Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and reliability <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy.</p> <p>Personal Finance 3.4 Financial Institutions: Research a variety of financial institutions including digital financial services. Compare and contrast services and products such as checking accounts, savings accounts, certificates of deposits, etc. Identify one service that best supports the student’s personal financial goals and craft an argumentative essay supporting the choice. Using a banking transaction scenario, demonstrate an ability to:</p> <ol style="list-style-type: none"> a. reconcile an account, b. write a check, and c. verify account accuracy 		
<p>(Optional) Extension 1: Bank Teller Computations</p> <ul style="list-style-type: none"> ● Identify common terms associated with banking and financial institutions. 	<p>Social Studies SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy.</p> <p>Personal Finance 3.4 Financial Institutions: Research a variety of financial institutions including digital financial services. Compare and contrast services and products such as checking accounts, savings accounts, certificates of deposits, etc. Identify one service that best supports the student’s personal financial goals and craft an argumentative essay supporting the</p>	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently AS5. Exhibit creativity CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.CS.4 TN Math 5.OA.A.1 4. NBT. B.4 5.NBT.B.5 5.NBT.B.7 6.NS.B.3</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
	choice. Using a banking transaction scenario, demonstrate an ability to: <ul style="list-style-type: none"> a. reconcile an account, b. write a check, and c. verify account accuracy 		
<p>(Optional) Extension 2: Private Property</p> <ul style="list-style-type: none"> • Define private property and its importance in our economy. 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> • Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) • Graphic representations (e.g., maps, timelines, charts, artwork) • Artifacts • Media and technology sources <p>4.14 Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> • Purposes of government (listed in the Preamble) • Separation of powers • Branches of government • Checks and balances • Recognition and protection of individual rights (in the 1st Amendment) 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IK1.7</p> <p>4-6. W.PDW.4</p> <p>4-6. W. TTP.1</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.CC.3</p>
<p>Session 2: Earn, Save, and Spend</p> <p>Students learn what a paycheck is, practice endorsing and depositing a paycheck, and play a game to make saving and spending decisions. Students also learn that they have a right to be paid for work they do</p> <ul style="list-style-type: none"> • for an employer, as well as a responsibility to manage their money wisely • Express the purpose of a paycheck. • State how the U.S. 	<p>Social Studies</p> <p>SSP.02. Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> • Summarize significant ideas and relevant information • Distinguish between fact and opinion • Draw inferences and conclusions • Recognize author’s purpose, point of view, and reliability <p>4.14 Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> • Purposes of government (listed in the Preamble) • Separation of powers • Branches of government • Checks and balances • Recognition and protection of individual rights (in the 1st Amendment) <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Social Health</p> <p>5.2 Money Management: Describe money management concepts and their relationship to achieving age-appropriate goals.</p> <p>Career Awareness</p> <p>11. Evaluate the impact of positive and negative personal choices, including the use of electronic communication and engagement on social media platforms,</p>	<p>4-6. RI.KID.1-3</p> <p>4-6. RI.CS.6</p> <p>4-6. RI.IK1.7</p> <p>4-6. SL.CC.1-3</p> <p>TN Math</p> <p>4. NBT. B.4</p> <p>5.NBT.B.7</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Constitution provides the right to keep private property.</p> <ul style="list-style-type: none"> • Demonstrate the ability to endorse a paycheck. • Demonstrate how to complete a deposit and record it in a money tracker. • Recognize the need to make responsible choices regarding your money. • State the benefit of an interest-earning savings account. • Explain how money grows in a savings account. 	<p><u>Personal Finance</u> 2.5 Take Home Pay: Describe factors affecting take-home pay such as tax withholdings, benefits (e.g., insurance, 401k), and plan payroll deductions. Complete a 1040 and a W-4 Employee’s Withholding Allowance paperwork and analyze the W-2 Wage and Tax Statement for federal income tax purposes.</p> <p>6.1 Saving and Investing: Explain how saving and investing contribute to financial well-being, building wealth, and helping meet personal financial goals. Compare and contrast saving and investment strategies, such as savings accounts, [certificates of deposit, stocks, bonds, mutual funds, employer sponsored savings plans, physical assets, and commodities.]</p>	<p>and how it affects a positive self-concept.</p>	
<p>Session 2: Earn, Save, and Spend (Optional): Application 1: Transaction Actions</p> <ul style="list-style-type: none"> • Demonstrate how to complete a deposit and record it in a money tracker. • Recognize the need to make responsible choices regarding your money. 	<p><u>Social Studies</u> E.04 Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account. E.42 Explain the role of banks and other financial institutions in the U.S. economy</p> <p><u>Personal Finance</u> 3.4 Financial Institutions: Research a variety of financial institutions including digital financial services. Compare and contrast services and products such as checking accounts, savings accounts, certificates of deposits, etc. Identify one service that best supports the student’s personal financial goals and craft an argumentative essay supporting the choice. Using a banking transaction scenario, demonstrate an ability to:</p> <ol style="list-style-type: none"> reconcile an account, write a check, and verify account accuracy 	<p><u>Student Counseling</u> AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communication skills SS1. Make ethical decisions and practice social responsibility</p> <p><u>Career Awareness</u> 11. Evaluate the impact of positive and negative personal choices, including the use of electronic communication and engagement on social media platforms, and how it affects a positive self-concept.</p>	<p>4-6. RI.KID.1-2 4-6. RI.CS.4 4-6. RI.IKI.7 4-6. SL.CC.1 TN Math 4. NBT. B.4</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Session 2: Earn, Save, and Spend (Optional) Application 2: Direct Deposit</p> <ul style="list-style-type: none"> Express the purpose of a paycheck. Demonstrate how to complete a deposit and record it in a money tracker. 	<p>Social Studies E.04 Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account. E.42 Explain the role of banks and other financial institutions in the U.S. economy</p> <p>Personal Finance 2.5 Take Home Pay: Describe factors affecting take-home pay such as tax withholdings, benefits (e.g., insurance, 401k), and plan payroll deductions. Complete a 1040 and a W-4 Employee’s Withholding Allowance paperwork and analyze the W-2 Wage and Tax Statement for federal income tax purposes</p>	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communication skills SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2 4-6. RI.CS.4 4-6. RI.IKI.7 4-6. SL.CC.1</p> <p>TN Math 4. NBT. B.4 5.NBT.B.5 5.NBT.B.7 6.NS.B.3</p>
<p>Session 2: Earn, Save, and Spend (Optional) Extension 1: Gordon’s Bounced Check</p> <ul style="list-style-type: none"> Describe the consequences of insufficient funds. Demonstrate how to complete a deposit and record it in a money tracker. 	<p>Social Studies E.04 Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account. E.42 Explain the role of banks and other financial institutions in the U.S. economy</p> <p>Personal Finance 3.4 Financial Institutions: R. Using a banking transaction scenario, demonstrate an ability to: a. reconcile an account, b. write a check, and c. verify account accuracy</p>	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communication skills SS1. Make ethical decisions and practice social responsibility</p> <p>Social Health 3.2 Crisis and Conflict Management: Examine methods of coping with personal and family change or crisis. Evaluate positive parent-child and sibling communication. Explore conflict management, negotiation, problem-solving and anger-control strategies. Research and compile a list of resources (e.g., counseling, hotlines, support groups, etc.) for help in challenging circumstances. 5.2 Money Management: Describe money management concepts and their relationship to achieving age-appropriate goals.</p>	<p>4-6. RI.KID.1-2 4-6. SL.CC.1 6.L.KL.3 4-5. FL.PWR.3</p> <p>TN Math 5.OA.A.1 4. NBT. B.4 5.NBT.B.5 5.NBT.B.7 6.NS.B.3</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Session 2: Earn, Save, and Spend (Optional) Extension 2: Using Deposit Tickets</p> <ul style="list-style-type: none"> Express the purpose of a paycheck. Demonstrate the ability to endorse a paycheck. 	<p>Social Studies E.04 Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account. E.42 Explain the role of banks and other financial institutions in the U.S. economy</p> <p>3.4 Financial Institutions: Using a banking transaction scenario, demonstrate an ability to:</p> <ol style="list-style-type: none"> reconcile an account, write a check, and verify account accuracy 	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communication skills SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2 4-6. RI.CS.4 4-6. RI.IKI.7 4-6. SL.CC.1 4-5. FL.SC.6 6. L.C.SE.1-2 4-5. FL.VA.7a, c</p>
<p>Session 3: Banks and Saving</p> <p>Students learn the advantages of saving: to grow money for later through interest, to protect their financial future, to have on hand for emergencies, and to be able to afford bigger-ticket items without having to go into debt.</p> <p>They identify the rule of law as the reason we can trust banks and other institutions keep our personal property, including money, safe.</p> <ul style="list-style-type: none"> Make and record electronic payments. Recognize how the rule of law and right to own private property allow people to save. Identify services offered by financial institutions. 	<p>Social Studies 4.14 Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> Purposes of government (listed in the Preamble) Separation of powers Branches of government Checks and balances Recognition and protection of individual rights (in the 1st Amendment) <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy</p> <p>Personal Finance 3.4 Financial Institutions: Research a variety of financial institutions including digital financial services. Compare and contrast services and products such as checking accounts, savings accounts, certificates of deposits, etc. Identify one service that best supports the student’s personal financial goals and craft an argumentative essay supporting the choice. Using a banking transaction scenario, demonstrate an ability to:</p> <ol style="list-style-type: none"> reconcile an account, write a check, and verify account accuracy <p>6.1 Saving and Investing: Explain how saving and investing contribute to financial well-being, building wealth, and helping meet personal financial goals.</p>	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communication skills SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-3 4-6. RI.CS.6 4-6. RI.IKI.7 4-6. SL.CC.1-3 4-6. W.TTP.2 4-6. W.PDW.4 4-5. FL.SC.6 6. L.C.SE.1-2 6. L.C.SE.1-2 4-5. FL.VA.7a, c</p> <p>TN Math 5.NBT.B.7</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Session 3: Banks and Saving (Optional) Application 1: Damian’s Shopping Day</p> <ul style="list-style-type: none"> Make and record electronic payments. 	<p>Social Studies E.42 Explain the role of banks and other financial institutions in the U.S. economy</p>	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communication skills SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2 4-6. RI.IK1.7 4-6. SL.CC.1-2 TN Math 5.NBT.B.5</p>
<p>Session 3: Banks and Saving (Optional) Application 2: Savings Plan, Inquiry-Based Lesson</p> <ul style="list-style-type: none"> Explain how money grows in a savings account. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>Personal Finance 3.2 Monthly Budget: Using research from local sources (such as cost of living calculators, newspapers, chambers of commerce, local government, and company websites), create a monthly personal budget that reflects household living expenses, taxes, potential savings, and an emergency fund. Develop a saving/spending plan for a week and track actual spending for comparison.</p> <p>6.1 Saving and Investing: Explain how saving and investing contribute to financial well-being, building wealth, and helping meet personal financial goals.. Include time value of money and compound interest calculations in analysis.</p>	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.IK1.7 4-6. SL.CC.1-2 4-6. W.RBPK.7-8</p>
<p>Session 3: Banks and Saving (Optional) Extension 1: A Million Dollars or Double the Pennies?</p> <ul style="list-style-type: none"> Explain how money grows in a savings account. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.IK1.7 4-6. SL.CC.1-2 TN Math 5.NBT.B.7</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
	<p>6.1 Saving and Investing: Explain how saving and investing contribute to financial well-being, building wealth, and helping meet personal financial goals. Include time value of money and compound interest calculations in analysis.</p>		
<p>Session 3: Banks and Saving (Optional) Extension 2: Compound Interest</p> <ul style="list-style-type: none"> State the benefit of an interest-earning savings account. Explain how money grows in a savings account 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>Personal Finance 3.2 Monthly Budget: Using research from local sources (such as cost of living calculators, newspapers, chambers of commerce, local government, and company websites), create a monthly personal budget that reflects household living expenses, taxes, potential savings, and an emergency fund. Develop a saving/spending plan for a week and track actual spending for comparison.</p> <p>6.1 Saving and Investing: Explain how saving and investing contribute to financial well-being, building wealth, and helping meet personal financial goals. Include time value of money and compound interest calculations in analysis.</p>	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communications skills</p>	<p>4-6. RI.IK1.7 4-6. SL.CC.1-2</p>
<p>Session 4: Types of Payments</p> <p>Students explore the differences among various forms of payments including cash, checks, debit cards, and credit cards and other forms of electronic payments. They discuss ways to use credit responsibly. They are introduced to the concept of scarcity. Students learn how</p>	<p>Social Studies SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation <p>E.01 Explain how consumers and producers confront the condition of</p>	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communication skills SS1. Make ethical decisions and practice social responsibility</p>	<p>4-6. RI.KID.1-2 4-6. RI.IK1.7 4-6. SL.CC.1-2</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>to make electronic payments and make decisions about the best types of payments to make given specific scenarios.</p> <ul style="list-style-type: none"> • Explain how money changes hands when a payment occurs. • Recognize the impact of scarcity and the need to make responsible choices regarding your money. • Demonstrate use of a money tracker to record a purchase. • Demonstrate how to make an electronic payment. 	<p>scarcity by making choices that involve opportunity costs and tradeoffs.</p> <p>E.04 Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account.</p> <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy</p> <p>Personal Finance</p> <p>4.1 Consumer Credit: Evaluate the various sources and types of consumer credit,. Explain how taking on debt early in life may affect financial stability and security later in life</p> <p>4.3 Cost of Borrowing: compare and contrast various types of credit and calculate the real cost of borrowing.</p>	<p>Social Health</p> <p>5.2 Money Management: Describe money management concepts and their relationship to achieving age-appropriate goals.</p> <p>Career Awareness</p> <p>11. Evaluate the impact of positive and negative personal choices, including the use of electronic communication and engagement on social media platforms, and how it affects a positive self-concept.</p>	
<p>Session 4: Types of Payments (Optional) Application 1: Let's Go to the Bank</p> <ul style="list-style-type: none"> • Explain how money changes hands when a payment occurs. • Demonstrate use of a money tracker to record a purchase. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions <p>E.04 Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account.</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1-2</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-2</p>
<p>Session 4: Types of Payments (Optional) Application 2: The Debit Card Transaction</p> <ul style="list-style-type: none"> • Explain how money changes hands when a payment occurs. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions <p>E.04 Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account.</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1-2</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1-2</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Session 4: Types of Payments</p> <p>(Optional) Extension 1: Interest in Your Favor</p> <ul style="list-style-type: none"> Recognize the impact of scarcity and the need to make responsible choices regarding your money. 	<p>Social Studies</p> <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation <p>E.01 Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Awareness</p> <p>11. Evaluate the impact of positive and negative personal choices, including the use of electronic communication and engagement on social media platforms, and how it affects a positive self-concept</p>	<p>4-6. RI.KID.1-2</p> <p>4-6. RI.IK1.7</p> <p>4-6. SL.CC.1-2</p> <p>4-6. W.RBPK.7-8</p> <p>TN Math</p> <p>5.NBT.B.7</p>
<p>Session 4: Types of Payments</p> <p>(Optional) Extension 2: Personal Checks</p> <ul style="list-style-type: none"> Demonstrate use of a money tracker to record a purchase. 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>E.04 Describe the basic characteristics and explain the functions of money, including its role as a medium of exchange, store of value, and unit of account.</p> <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy</p> <p>Personal Finance</p> <p>3.4 Financial Institutions: Using a banking transaction scenario, demonstrate an ability to:</p> <ol style="list-style-type: none"> reconcile an account, write a check, and verify account accuracy 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.IK1.7</p> <p>4-6. SL.CC.1-2</p>

Unit 2: Community and Economy

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 2: Session 1: Citizenship</p> <p>. Students learn about the building blocks of strong communities and the role of government in communities. They revisit the theme of rights and responsibilities in relation to citizenship</p> <ul style="list-style-type: none"> • Identify the rights and responsibilities of citizenship. • Define philanthropy. • Identify the role of government in community. • Explain the relationship between taxes and responsible citizenship. 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> • Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) • Graphic representations (e.g., maps, timelines, charts, artwork) • Artifacts • Media and technology sources <p>SSP.04 Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions <p>CI.13 Compare and contrast American civil liberties and protections, as defined by the Bill of Rights, to those of other nations.</p> <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> • Being informed on civic issues • Serving in the military or alternative • Obeying the law service • Paying taxes • Volunteering and performing public • Respecting the rights of others service • Serving as a juror • Voting 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>SS1. Make ethical decisions and practice social responsibility</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.IK1.7</p> <p>4-6. SL.CC.1-2</p> <p>4-6. W.PDW.4</p>
<p>Unit 2: Session 1: Citizenship</p> <p>(Optional) Application 1: Benjamin Franklin’s List of Virtues</p> <ul style="list-style-type: none"> • Identify the rights and responsibilities of citizenship. 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources,</p> <p>SSP.04 Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision-making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.IK1.7</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 2: Session 1: Citizenship</p> <p>(Optional) Application 2: I Am a Citizen – Circles of Citizenship</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. Define philanthropy. 	<p><u>Social Studies</u></p> <p>CI.13 Compare and contrast American civil liberties and protections, as defined by the Bill of Rights, to those of other nations.</p> <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> Being informed on civic issues Serving in the military or alternative Obeying the law service Paying taxes Volunteering and performing public Respecting the rights of others service Serving as a juror Voting 	<p><u>Student Counseling</u></p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p><u>Social Health</u></p> <p>3.1 Relationships: Analyze the different types of relationships and the characteristics of each..</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.IKI.7</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>
<p>Unit 2: Session 1: Citizenship</p> <p>(Optional) Extension 1: My Impact Challenge</p> <ul style="list-style-type: none"> Identify the role of government in community. Identify the rights and responsibilities of citizenship. 	<p><u>Social Studies</u></p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>6.04 Identify and explain the importance of the following key characteristics of civilizations:</p> <ul style="list-style-type: none"> Culture Stable food supply Government Technology Religion Writing Social structure <p>CI.13 Compare and contrast American civil liberties and protections, as defined by the Bill of Rights, to those of other nations.</p>	<p><u>Student Counseling</u></p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.IKI.7</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 2: Session 1: Citizenship</p> <p>(Optional) Extension 2: iCivics Game</p> <ul style="list-style-type: none"> Identify the rights and responsibilities of citizenship. 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>CI.13 Compare and contrast American civil liberties and protections, as defined by the Bill of Rights, to those of other nations.</p> <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> Being informed on civic issues Serving in the military or alternative Obeying the law service Paying taxes Volunteering and performing public Respecting the rights of others service Serving as a juror Voting 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.IK1.7</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 2: Session 2: Circular Flow of an Economy</p> <p>Students learn how a simple economy works and how the various parts function. They will build on their knowledge of rights and responsibilities and learn their place in an economy.</p> <ul style="list-style-type: none"> Identify and distinguish among goods, services, and resources (human, natural, and capital). Describe how government impacts the circular flow. Explain why government involvement in the economy is sometimes necessary Demonstrate the circular flow of an economy. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>6.04 Identify and explain the importance of the following key characteristics of civilizations:</p> <ul style="list-style-type: none"> Culture Stable food supply Government Technology Religion Writing Social structure <p>E.02 Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services.</p> <p>WG.45 Describe how goods and services are exchanged on local, national, and global levels, including: bartering, monetary exchange, and transportation.</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.IKI.7 4-6.W.TP.2 4-6. W.PDW.4 6. L.C.SE.1 6. L.CSE.2 4-5. FL.SC.6 4-6. SL.CC.1-2</p>
<p>Unit 2: Session 2: Circular Flow of an Economy</p> <p>(Optional) Application 2: My Business</p> <ul style="list-style-type: none"> Identify and distinguish among goods, services, and resources (human, natural, and capital). Demonstrate the circular flow of an economy. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>WG.45 Describe how goods and services are exchanged on local, national, and global levels, including: bartering, monetary exchange, and transportation</p>	<p>Student Counseling</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.IKI.7 4-6.W.TP.2 4-6. W.PDW.4 4-6. SL.CC.1-2 6. L.C.SE.1 6. L.CSE.2 4-5. FL.SC.6 4-5. FL.VA.7a 6. LAU.4</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 2: Session 2: Circular Flow of an Economy</p> <p>(Optional) Extension 1: The Fishpond Problem</p> <ul style="list-style-type: none"> Describe how government impacts the circular flow. Explain why government involvement in the economy is sometimes necessary. 	<p>Social Studies</p> <p>4.14 Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> Purposes of government (listed in the Preamble) Separation of powers Branches of government Checks and balances Recognition and protection of individual rights (in the 1st Amendment) <p>WG.45 Describe how goods and services are exchanged on local, national, and global levels, including: bartering, monetary exchange, and transportation</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.IK1.7 4-6.W.TP.2 4-6. W.PDW.4 4-6. SL.CC.1-2 6. L.C.SE.1 6. L.CSE.2 4-5. FL.SC.6 4-5. FL.VA.7a 6. LAU.4</p> <p>Math</p> <p>5.OA.B.3</p>
<p>Unit 2: Session 2: Circular Flow of an Economy</p> <p>(Optional) Extension 2: Government Steps In</p> <ul style="list-style-type: none"> Explain why government involvement in the economy is sometimes necessary. 	<p>Social Studies</p> <p>4.14 Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> Purposes of government (listed in the Preamble) Separation of powers Branches of government Checks and balances Recognition and protection of individual rights (in the 1st Amendment) <p>WG.45 Describe how goods and services are exchanged on local, national, and global levels, including: bartering, monetary exchange, and transportation</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.IK1.7 4-6. SL.CC.1-2</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 2: Session 3: Free Enterprise</p> <p>Students experience the free enterprise system by working together in teams to make a prototype product with a limited number of resources. Students observe how transactions occur freely, with minimal intrusion by government, and continue to work with the three basic economic questions: what to produce, how to produce it, and who it should be produced for.</p> <ul style="list-style-type: none"> Identify the function of businesses in producing goods and services. Identify the three basic economic questions (what, how, and for whom to produce). Define scarcity, and explain ways to resolve scarcity. Compare free enterprise with other types of economies. 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>E.01 Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.</p> <p>E.05 Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom?</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6.W.TP.2</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>
<p>Unit 2: Session 3: Free Enterprise</p> <p>(Optional) Application 1:</p> <p>What are Our Economic Freedoms? What is Free Enterprise?</p> <ul style="list-style-type: none"> List and describe the Economic Freedoms we enjoy in our country. 	<p>Social Studies</p> <p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6.W.TTP.1</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
	<ul style="list-style-type: none"> • Frame appropriate questions for further investigation <p>4.14 Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> • Purposes of government (listed in the Preamble) • Separation of powers • Branches of government • Checks and balances • Recognition and protection of individual rights (in the 1st Amendment) <p>E.08 Identify and explain the following broad goals of economic policy:</p> <ul style="list-style-type: none"> • Efficiency • Full employment • Price stability • Equity • Growth • Security 		
<p>Unit 2: Session 3: Free Enterprise</p> <p>(Optional) Application 2: Economic Freedoms Poster</p> <ul style="list-style-type: none"> • Illustrate the Economic Freedoms we enjoy in our country. 	<p><u>Social Studies</u></p> <p>SSP.03. Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> • Compare and contrast multiple sources • Recognize differences between multiple accounts • Frame appropriate questions for further investigation <p>4.14 Describe the principles embedded in the Constitution, including (T.C.A. § 49-6-1028):</p> <ul style="list-style-type: none"> • Purposes of government (listed in the Preamble) • Separation of powers • Branches of government • Checks and balances • Recognition and protection of individual rights (in the 1st Amendment) <p>E.08 Identify and explain the following broad goals of economic policy:</p> <ul style="list-style-type: none"> • Efficiency • Full employment • Price stability • Equity • Growth • Security 	<p><u>Student Counseling</u></p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.IKI.7 4-6.W.TTP.1 4-6. W.PDW.4 4-6. SL.CC.1 4-6. SL.PKI.5</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 2: Session 3: Free Enterprise</p> <p>(Optional) Extension 1: Family Resources-Do You Have Enough</p> <ul style="list-style-type: none"> Define scarcity and explain ways to resolve scarcity. 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>E.01 Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p>
<p>Unit 2: Session 3: Free Enterprise</p> <p>(Optional) Extension 2: Economic Systems-Comparing Economies</p> <ul style="list-style-type: none"> Explain why government involvement in the economy is sometimes necessary. Compare free enterprise with other types of economies Create posters which demonstrate different economic systems 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>E.05 Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom?</p>	<p>Student Counseling</p> <p>AS2. Work Independently</p> <p>AS5. Exhibit creativity</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6.W.TTP.1</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.5</p>
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>Students discover that both businesses and individuals pay taxes to provide for things like libraries, schools, and other</p>	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p>	<p>4-6. SL.CC.1</p> <p>4-6. W.PDW.4</p> <p>4-5. FL.VA.7a</p> <p>4-6. RI.IKI.7</p> <p>6. LAU.4</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>public services. Individuals, like the government and businesses, work to increase the well-being of others.</p> <ul style="list-style-type: none"> • Explain why people pay taxes. • Identify or explain why philanthropy is important in a community. • Differentiate between public goods and services and private goods and services. • Define gross pay and net pay. • Calculate tax by multiplying with decimals 	<ul style="list-style-type: none"> • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions <p>E..29 Describe methods of revenue (e.g., taxes and bonds) for governments, and explain ways that they allocate funds.</p> <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> • Being informed on civic issues • Serving in the military or alternative • Obeying the law service • Paying taxes • Volunteering and performing public • Respecting the rights of others service • Serving as a juror • Voting <p>Personal Finance 2.5 Take Home Pay: Describe factors affecting take-home pay such as tax withholdings, benefits (e.g., insurance, 401k), and plan payroll deductions.</p>	<p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Social Health 3.1 Relationships: Analyze the different types of relationships and the characteristics of each. Compare and contrast healthy and unhealthy relationships by addressing issues including but not limited to the need for trust, respect and emotional support vs. bullying (cyberbullying), and verbal, physical, and emotional abuse</p>	
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>(Optional) Application 1: Comparing Goods and Services</p> <ul style="list-style-type: none"> • Explain why people pay taxes. • Differentiate between public goods and services and private goods and services. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> • Being informed on civic issues • Serving in the military or alternative • Obeying the law service • Paying taxes • Volunteering and performing public • Respecting the rights of others service • Serving as a juror • Voting <p>Personal Finance 2.5 Take Home Pay: Describe factors affecting take-home pay such as tax withholdings, benefits (e.g., insurance,</p>	<p>Student Counseling AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. W.PDW.4</p> <p>4-5. FL.VA.7a</p> <p>6. LAU.4</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
	<p>401k), and plan payroll deductions. Complete a 1040 and a W-4 Employee’s Withholding Allowance paperwork and analyze the W-2 Wage and Tax Statement for federal income tax purposes</p>		
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>(Optional) Application 2: Calculating Sales Tax</p> <ul style="list-style-type: none"> Explain why people pay taxes. Calculate tax by multiplying with decimals. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>E..29 Describe methods of revenue (e.g., taxes and bonds) for governments, and explain ways that they allocate funds.</p> <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> Being informed on civic issues Serving in the military or alternative Obeying the law service Paying taxes Volunteering and performing public Respecting the rights of others service Serving as a juror Voting <p>Personal Finance</p> <p>2.5 Take Home Pay: Describe factors affecting take-home pay such as tax withholdings, benefits (e.g., insurance, 401k), and plan payroll deductions. Complete a 1040 and a W-4 Employee’s Withholding Allowance paperwork and analyze the W-2 Wage and Tax Statement for federal income tax purposes</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. SL.CC.1-2</p> <p>TN Math</p> <p>5.NF.A.2</p> <p>5.NBT.B.5</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>(Optional) Extension 1: Philanthropy</p> <ul style="list-style-type: none"> State examples of philanthropy. Identify or explain why philanthropy is important in a community. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> Being informed on civic issues Serving in the military or alternative Obedying the law service Paying taxes Volunteering and performing public Respecting the rights of others service Serving as a juror Voting 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.5</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. LAU.4</p> <p>6. LVAU.6</p>
<p>Unit 2: Session 4: Where Does Your Money Go?</p> <p>(Optional) Extension 2: Be a Philanthropist</p> <ul style="list-style-type: none"> State examples of philanthropy. Identify or explain why philanthropy is important in a community. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> Being informed on civic issues Serving in the military or alternative Obedying the law service Paying taxes Volunteering and performing public Respecting the rights of others service Serving as a juror Voting 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.5</p> <p>4-6.W.TTP.1</p> <p>4-6. W.PDW.4</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. LAU.4</p> <p>6. LVAU.6</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
Unit 3: Work and Career Readiness			
<p>Unit 3: Work and Career Readiness</p> <p>Session 1: Interests and Skills</p> <p>Students assess their own interests and skills and to find out what kinds of jobs are available at JA BizTown and later in life. They learn about STEM and high demand careers and about four interest-based career types: people, ideas, data, and things. Students match careers to career types while exploring careers and fill out their own job application. Identify their interests and skills.</p> <ul style="list-style-type: none"> • Explain the relevance of interests and skills to career exploration and planning. • Distinguish the differences among the four primary career types: people, ideas, data, and things • Categorize STEM careers into different types.. • Discuss how investing in human capital increases an employee’s worth to a business • Reflect on the contributions of three education advocates 	<p>Social Studies</p> <p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> • Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) • Graphic representations (e.g., maps, timelines, charts, artwork) • Artifacts • Media and technology sources <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> • Compare and contrast multiple sources • Recognize differences between multiple accounts • Frame appropriate questions for further investigation <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions <p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> • Recognizing how and why historical accounts change over time • Recognizing how past events and issues might have been experienced by the people of that time, with historical context and empathy rather than present-mindedness • Identify patterns of continuity and change over time, making connections to the present <p>Personal Finance</p> <p>2.1 Aptitudes, Strengths, and Interests: Complete one or more career aptitude surveys, analyze the results, and relate how the identified career aptitudes align with the student’s strengths and interests. Evaluate education and training path options to prepare for identified jobs or careers of interest</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>Social Health</p> <p>4.1 Career Survey: Complete one or more career-choice survey instruments. Evaluate personal interests, traits, abilities, and goals to maximize future educational and career opportunities.</p> <p>Career Awareness</p> <p>20. Explore available occupations and career fields using a variety of available sources, such as print, online, interviews with business representatives, job shadowing, tours, guest speakers, career fairs, videos, and simulated work activities/products. Compare results of research to available career opportunities in the local community or region using job sourcing and career exploration websites</p> <p>21. Develop a chart, table, or graphic to compare characteristics of interesting careers, such as alignment to personal interest and aptitude, education requirements, available positions, salaries, potential lifetime earnings, typical duties, working conditions, and employer benefits</p> <p>25. Identify multiple major employers at the local and state level. Create a list of interesting careers you may find with</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.IK1.7 4-6. SL.CC.1-2 4-6. W.PDW.4 4-6. RI.CS.4 4-5. FL.VA.7a 4-5. FL.VA.7c 6. LAU.4 6. L.VAU.6</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
	<p>2.2 Career Research: Using the career focus identified, create an annotated chart, table, or graphic to evaluate:</p> <ul style="list-style-type: none"> a. education and training including admission requirements and tuition requirements, b. available positions, c. salaries, d. cost vs. benefits of educational/training, e. potential lifetime earning, f. employer benefits, and g. possible need for relocation to advance 	<p>each company. Compare these skills to your results from a career assessment tool.</p>	
<p>Unit 3: Session 1: Interests and Skills</p> <p>(Optional) Application 1: My Career Interests</p> <ul style="list-style-type: none"> • Identify their interests and skills. • Explain the relevance of interests and skills to career exploration and planning 	<p><u>Social Studies</u></p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions <p><u>Personal Finance</u></p> <p>2.1 Aptitudes, Strengths, and Interests: Complete one or more career aptitude surveys, analyze the results, and relate how the identified career aptitudes align with the student’s strengths and interests. Evaluate education and training path options to prepare for identified jobs or careers of interest</p> <p>2.2 Career Research: Using the career focus identified, create an annotated chart, table, or graphic to evaluate:</p> <ul style="list-style-type: none"> a. education and training including admission requirements and tuition requirements, b. available positions, c. salaries, d. cost vs. benefits of educational/training, e. potential lifetime earning, f. employer benefits, and g. possible need for relocation to advance 	<p><u>Student Counseling</u></p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communications skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p><u>Social Health</u></p> <p>4.1 Career Survey: Complete one or more career-choice survey instruments. Evaluate personal interests, traits, abilities, and goals to maximize future educational and career opportunities.</p> <p><u>Career Awareness</u></p> <p>20. Explore available occupations and career fields using a variety of available sources, such as print, online, interviews with business representatives, job shadowing, tours, guest speakers, career fairs, videos, and simulated work activities/products. Compare results of research to available career opportunities in the local community or region using job sourcing and career exploration websites</p>	<p>4-6. RI.KID.1</p> <p>4-6. RI.CS.4</p> <p>4-6. W.PDW.4</p> <p>4-5.FL.SC.6</p> <p>6. LCSE.2</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. LAU.4</p> <p>6. L.VAU.6</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 3: Session 1: Interests and Skills</p> <p>(Optional) Application 2: Education Pays Off</p> <p>Explain the relevance of interests and skills to career exploration and planning.</p>	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions 	<p>Student Counseling CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CA2. Articulate that career development occurs across the lifespan</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.CS.5 4-5. FL.VA.7a 4-5. FL.VA.7c 6. LAU.4 6. LVAU.6</p> <p>TN Math 5.MD.C.4</p>
<p>Unit 3: Session 1: Interests and Skills</p> <p>(Optional) Extension 1: Writing a Resume</p> <ul style="list-style-type: none"> ● Explain the relevance of interests and skills to career exploration and planning. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions <p>Personal Finance 2.2 Career Research: Using the career focus identified, create an annotated chart, table, or graphic to evaluate:</p> <ol style="list-style-type: none"> a. education and training including admission requirements and tuition requirements, b. available positions, c. salaries, d. cost vs. benefits of educational/training, e. potential lifetime earning, f. employer benefits, and g. possible need for relocation to advance 	<p>Student Counseling SA1. Develop positive attitudes toward self as a unique and worthy person</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CA2. Articulate that career development occurs across the lifespan</p> <p>Social Health 4.1 Career Survey: Complete one or more career-choice survey instruments. Evaluate personal interests, traits, abilities, and goals to maximize future educational and career opportunities.</p> <p>Career Awareness 25. Identify multiple major employers at the local and state level. Create a list of interesting careers you may find with each company. Compare these skills to your results from a career assessment tool.</p>	<p>4-6. RI.KID.1 4-6. RI.CS.5 4-6. SL.CC.1 4-6.W.TTP.2 4-6. W.PDW.4 4-6. W.RBPK.8 4-5. FL.VA.7a 4-5. FL.VA.7c 6. LAU.4 6. LVAU.6</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 3: Session 1: Interests and Skills</p> <p>(Optional) Extension 2: Career STEM Lesson</p> <ul style="list-style-type: none"> Categorize STEM careers into different types. Discuss challenges engineers face and skills they possess to do their jobs well. 	<p>Social Studies</p> <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> Compare and contrast multiple sources Recognize differences between multiple accounts Frame appropriate questions for further investigation 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.2</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6.W.TTP.2</p> <p>4-6. W.PDW.4</p> <p>4-5. FL.VA.7a</p> <p>4-5. FL.VA.7c</p> <p>6. LAU.4</p> <p>6. L.VAU.6</p>
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>Students learn about appropriate workplace behavior and practice an important part of getting a job: interviewing.</p> <ul style="list-style-type: none"> Contribute to group success by demonstrating appropriate workplace behaviors. Define resume, job interview, and applicant Model appropriate business greetings. Demonstrate proper interview skills. Distinguish the difference between technical and soft skills. 	<p>Social Studies</p> <p>SSP.01. Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>Student Counseling</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS1. Develop skills to locate, evaluate and interpret career information</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p> <p>Social Health</p> <p>4.3 Employability Skills: Research and demonstrate employability skills such as working in a group, problem-solving, and organizational skills. Differentiate between hard and soft skills and describe the importance of soft skills in the workplace and the classroom.</p> <p>Career Awareness</p> <p>4. Understand, respect, and demonstrate appreciation for alternate points of view, individual differences, cultural diversity, and differences in various family configurations.</p> <p>7. Demonstrate the following communication skills appropriate to task and audience:</p> <ol style="list-style-type: none"> Active listening skills Oral communication Written communication 	<p>4-6. SL.CC.1-2</p> <p>4-6. SL. CC.3</p> <p>4-6. SL.PKI.4</p> <p>4-6. SL.PKI.6</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>(Optional) Application 1: Job Interviews</p> <ul style="list-style-type: none"> • Model appropriate business greetings. • Contribute to group success by demonstrating appropriate workplace behaviors. • Demonstrate proper interview skills. • Define resume, job interview, and applicant. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions 	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS2. Work Independently CS4. Communicate effectively using oral, written, and listening communication skills CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p> <p>Career Awareness 4. Understand, respect, and demonstrate appreciation for alternate points of view, individual differences, cultural diversity, and differences in various family configurations. 7. Demonstrate the following communication skills appropriate to task and audience: a. Active listening skills b. Oral communication c. Written communication</p>	<p>4-6. SL.CC.1 4-6. SL. CC.3 4-6. SL.PKI.4 4-6. SL.PKI.6</p>
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>(Optional) Application 2: Customer Service</p> <ul style="list-style-type: none"> • Contribute to group success by demonstrating appropriate workplace behaviors. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions 	<p>Student Counseling AS7. Demonstrate critical thinking and decision making skills to make informed decisions CE1. Participate in career and postsecondary institution exploration activities CS4. Communicate effectively using oral, written, and listening communication skills CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the</p>	<p>4-6. RI.KID.2 4-6. SL.CC.1 4-6. SL.PKI.4 4-6.W.TTP.2 4-6. W.PDW.4 4-5. FL.VA.7a 4-5. FL.VA.7c 6. LAU.4 6. L.VAU.6 TN Math 5.MD.C.4</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
		<p>workplace</p> <p>Career Awareness</p> <p>4. Understand, respect, and demonstrate appreciation for alternate points of view, individual differences, cultural diversity, and differences in various family configurations.</p> <p>7. Demonstrate the following communication skills appropriate to task and audience:</p> <ul style="list-style-type: none"> a. Active listening skills b. Oral communication c. Written communication 	
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>(Optional) Extension 1: Teamwork: Build a Robot</p> <ul style="list-style-type: none"> • Contribute to group success by demonstrating appropriate workplace behaviors. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions 	<p>Student Counseling</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Awareness</p> <p>4. Understand, respect, and demonstrate appreciation for alternate points of view, individual differences, cultural diversity, and differences in various family configurations.</p> <p>7. Demonstrate the following communication skills appropriate to task and audience:</p> <ul style="list-style-type: none"> a. Active listening skills b. Oral communication c. Written communication 	<p>4-6. RI.KID.2</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6.W.TTP.2</p> <p>4-6. W.PDW.4</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 3: Session 2: Job Skills and Behaviors</p> <p>(Optional) Extension 2: Soft Skills</p> <ul style="list-style-type: none"> Contribute to group success by demonstrating appropriate workplace behaviors. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p> <p>Social Health</p> <p>4.3 Employability Skills: Research and demonstrate employability skills such as working in a group, problem-solving, and organizational skills. Differentiate between hard and soft skills and describe the importance of soft skills in the workplace and the classroom.</p>	<p>4-6. RI.KID.1-2</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6.W.TTP.2</p> <p>4-6. W.PDW.4</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 3 Session 3: Elections, Yesterday and Today</p> <p>Students understand why the right to vote, as a means to make a change in the community, is so important</p> <ul style="list-style-type: none"> Describe the importance of elections in a representative democracy. Describe how groups make changes. Identify the steps of the election process. Explain the importance of being an informed voter 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>6.42 Explain the basic concepts of direct democracy and oligarchy.</p> <p>CI.14 Examine factors that influence elections, such as political ideologies, media technologies, social media, societal movements, and other factors.</p> <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> Being informed on civic issues Serving in the military or alternative Obeying the law service Paying taxes Volunteering and performing public Respecting the rights of others service Serving as a juror <ul style="list-style-type: none"> Voting 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.3</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. SL.CC.1</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.PKI.4</p> <p>4-6. SL.PKI.6</p>
<p>Unit 3: Session 3: Elections, Yesterday and Today</p> <p>(Optional) Application 1: Who Gets My Vote?</p> <ul style="list-style-type: none"> Describe the importance of elections in a representative democracy. Explain the importance of being an informed voter. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>6.42 Explain the basic concepts of direct democracy and oligarchy.</p> <p>CI.14 Examine factors that influence elections, such as political ideologies, media technologies, social media, societal movements, and other factors.</p> <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> Being informed on civic issues 	<p>Student Counseling</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1-3</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IKI.7</p> <p>4-6. W.RW.10</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6. SL.PKI.6</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
	<ul style="list-style-type: none"> • Serving in the military or alternative • Obeying the law service • Paying taxes • Volunteering and performing public • Respecting the rights of others service • Serving as a juror • Voting 		
<p>Unit 3: Session 3: Elections, Yesterday and Today</p> <p>(Optional) Application 2: Do You Have an Issue?</p> <ul style="list-style-type: none"> • Describe how groups make changes. • Explain the importance of being an informed voter. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions <p>6.42 Explain the basic concepts of direct democracy and oligarchy.</p> <p>CI.14 Examine factors that influence elections, such as political ideologies, media technologies, social media, societal movements, and other factors.</p> <p>GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> • Being informed on civic issues • Serving in the military or alternative • Obeying the law service • Paying taxes • Volunteering and performing public • Respecting the rights of others service • Serving as a juror • Voting 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.3</p> <p>4-6. RI.CS.4</p> <p>4-6. RI.IK1.7</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1</p> <p>4-6. SL.PKI.4</p> <p>4-6. SL.PKI.6</p>
<p>Unit 3: Session 3: Elections, Yesterday and Today</p> <p>(Optional) Extension 1: Voting Rights Timeline</p> <ul style="list-style-type: none"> • Describe the importance of elections in a representative democracy. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions <p>6.42 Explain the basic concepts of direct democracy and oligarchy.</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.2-3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.RW.10</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 3: Session 3: Elections, Yesterday and Today</p> <p>(Optional) Extension 2: JA My Way</p> <ul style="list-style-type: none"> • Explore careers and career paths • Create a draft resume or business plan 	<p>Social Studies</p> <p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> • Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) • Graphic representations (e.g., maps, timelines, charts, artwork) • Artifacts • Media and technology sources <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> • Compare and contrast multiple sources • Recognize differences between multiple accounts • Frame appropriate questions for further investigation <p>2.2 Career Research: Using the career focus identified, create an annotated chart, table, or graphic to evaluate:</p> <ol style="list-style-type: none"> a. education and training including admission requirements and tuition requirements, b. available positions, c. salaries, d. cost vs. benefits of educational/training, e. potential lifetime earning, f. employer benefits, and g. possible need for relocation to advance 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Social Health</p> <p>4.1 Career Survey: Complete one or more career-choice survey instruments. Evaluate personal interests, traits, abilities, and goals to maximize future educational and career opportunities.</p> <p>Career Awareness</p> <p>20. Explore available occupations and career fields using a variety of available sources, such as print, online, interviews with business representatives, job shadowing, tours, guest speakers, career fairs, videos, and simulated work activities/products. Compare results of research to available career opportunities in the local community or region using job sourcing and career exploration websites</p> <p>25. Identify multiple major employers at the local and state level. Create a list of interesting careers you may find with each company. Compare these skills to your results from a career assessment tool.</p>	<p>4-6. RI.KID.2-3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.RW.10</p>

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
Unit 4 Business Management			
<p>Unit 4: Business Management</p> <p>Session 1: Business Costs</p> <p>Students describe what makes a quality business. They meet their coworkers in their assigned businesses and begin to operate as teams led by their CEOs. Students examine business costs after reviewing the importance of teamwork and begin their preparatory work.</p> <ul style="list-style-type: none"> Calculate business expenses. Describe costs associated with operating a business. Use descriptive language to describe what makes a quality business. 	<p>Social Studies</p> <p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) Graphic representations (e.g., maps, timelines, charts, artwork) Artifacts Media and technology sources <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>Student Counseling</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.2-3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.PDW.4</p> <p>TN Math</p> <p>5.NBT.B.5</p>
<p>Unit 4: Session 1: Business Costs</p> <p>(Optional) Application 1: Business Budget</p> <ul style="list-style-type: none"> Describe costs associated with operating a business. Calculate business expenses. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1-3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p> <p>TN Math</p> <p>5.NBT.B.5</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 4: Session 1: Business Costs</p> <p>(Optional) Application 2: Quality Task Committee</p> <ul style="list-style-type: none"> Use descriptive language to describe what makes a quality business. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1-3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p>
<p>Unit 4: Session 1: Business Costs</p> <p>(Optional) Extension 1: Personal Budget</p> <ul style="list-style-type: none"> Describe the importance of keeping track of personal expenses. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>Personal Finance</p> <p>3.1 Net Worth: Using money management tools such as online computer-based budgeting tools or hardcopy forms, create a personal balance sheet, determine assets and liabilities, and calculate net worth for an identified career.</p> <p>3.2 Monthly Budget: Using research from local sources (such as cost of living calculators, newspapers, chambers of commerce, local government, and company websites), create a monthly personal budget that reflects household living expenses, taxes, potential savings, and an emergency fund. Develop a saving/spending plan for a week and track actual spending for comparison.</p>	<p>Student Counseling</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Awareness</p> <p>6. Apply time management skills to your SMART goals or projects and evaluate how your actions contributed to achieving your timely results through demonstration of the following skills:</p> <ol style="list-style-type: none"> Personal organization Prioritizing work Creating schedules Setting deadlines 	<p>4-6. RI.KID.1</p> <p>4-6. RI.KID.3</p> <p>4-6. RI.CS.4</p> <p>4-6. W.PDW.4</p> <p>4-6. SL.CC.1-2</p> <p>TN Math</p> <p>5.NBT.B.5</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 4: Session 1: Business Costs</p> <p>(Optional) Extension 2: BizBriefs</p> <ul style="list-style-type: none"> Use descriptive language to describe what makes a quality business. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>Student Counseling AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.KID.3 4-6. RI.CS.4 4-6. W.PDW.4 4-6. SL.CC.1-2 4-6. SL.PKI.4</p>
<p>Unit 4. Session 2: Setting Prices</p> <p>This lesson enables students to take on the role of a business owner to discover that businesses must price their goods and services appropriately to achieve a balance between profit and revenue.</p> <ul style="list-style-type: none"> Describe factors that affect selling price. Explain the relationship between revenue, costs, and profit. . Define selling price, revenue, profit, and inventory 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>E.17 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>	<p>Student Counseling AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.CS.4</p> <p>TN Math 5.NBT.B.5</p>
<p>Unit 4: Session 2: Setting Prices</p> <p>(Optional) Application 1: The Right Price</p> <ul style="list-style-type: none"> Describe factors that affect selling price. Explain the relationship between revenue, costs, and profit. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>E.17 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>	<p>Student Counseling AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.CS.4 4-6. SL.CC.1-2</p> <p>TN Math 5.NBT.B.5</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 4: Session 2: Setting Prices</p> <p>(Optional) Application 2: Business Costs and Profit</p> <ul style="list-style-type: none"> Define selling price, revenue, profit, and inventory. Describe factors that affect selling price. Explain the relationship between revenue, costs, and profit. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>E.17 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>	<p>Student Counseling</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.CS.4 4-6. SL.CC.1-2</p> <p>TN Math 5.NBT.B.5</p>
<p>Unit 4: Session 2: Setting Prices</p> <p>(Optional) Extension 1: History of Product Pricing</p> <ul style="list-style-type: none"> Explain the relationship between revenue, costs, and profit. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>E.17 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. RI.KID.1 4-6. RI.CS.4 4-6. SL.CC.1-2 4-6. K.PDW.4 4-6. W.RBPK.7-8</p>
<p>Unit 4: Session 2: Setting Prices</p> <p>(Optional) Extension 2: Friendly Letter</p> <ul style="list-style-type: none"> Create a friendly letter using a template. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS2. Work Independently</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CE1. Participate in career and postsecondary institution exploration activities</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. K.PDW.4 6.LC SE.1 6.L.CSE.2</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 4: Session 3: Visit Preparation</p> <p>Students learn the importance of advertising to attract customers and create advertising for their JA BizTown businesses that will be used on simulation day. They also prepare their money trackers and first deposits in preparation for their visit to JA BizTown</p> <ul style="list-style-type: none"> Define advertising. Describe characteristics of effective advertising. Acknowledge how effective teamwork and cooperation enhance business. Appreciate how careful completion of details ensures a more successful JA BizTown visit. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>Personal Finance 1.1 Personal Finance: Define the concept of personal finance. Consider how personal finance concepts fit into key life events or stages and explain the importance of personal financial planning using information sources such as instructional materials, news articles, blogs from reputable sources, personal narratives, and industry publications.</p>	<p>Student Counseling AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Exploration 24. Participate in a career exploration experience via a career fair, guest speaker, industry tour, or similar experiential activity. Compare new learnings with previously held notions on interest aligned careers.</p>	<p>4-6. SL.CC.1-2 4-6. K.PDW.4 6.L.VAU.5</p>
<p>Unit 4: Session 3: Visit Preparation</p> <p>(Optional) Application 1: Business Ethics</p> <ul style="list-style-type: none"> Recognize that the primary goal of an ethical entrepreneur should be to provide excellent customer service, and profit will follow. 	<p>Social Studies SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author's purpose, point of view, and reliability 	<p>Student Counseling AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Awareness 10. Distinguish between values, beliefs, and strengths and understand how they foster success in life. Understand how respect for others' values, beliefs, and strengths leads to success in group settings</p> <p>22. Research the backgrounds of successful entrepreneurs. Compare and contrast various skills, experiences, and academic strengths associated with</p>	<p>4-6. SL.CC.1-2 4-6. K.PDW.4 6.L.VAU.5 4-6. RI.CS.4-5</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
		entrepreneurship.	
<p>Unit 4: Session 3: Visit Preparation</p> <p>(Optional) Application 2: Slogans, Logos, and Jingles</p> <ul style="list-style-type: none"> Describe characteristics of effective advertising. 	<p>Social Studies</p> <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. K.PDW.4</p> <p>6.L.VAU.5</p> <p>4-6. RI.CS.4-5</p>
<p>Unit 4: Session 3: Visit Preparation</p> <p>(Optional) Extension 1: Identity Theft</p> <ul style="list-style-type: none"> Identify the meaning of identity theft and learn how to prevent it. 	<p>Social Studies</p> <p>SSP.02. Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> Summarize significant ideas and relevant information Distinguish between fact and opinion Draw inferences and conclusions Recognize author’s purpose, point of view, and reliability 	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. SL.CC.1-2</p> <p>4-6. K.PDW.4</p> <p>6.L.VAU.5</p> <p>4-6. RI.CS.4-5</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 4: Session 3: Visit Preparation</p> <p>(Optional) Extension 2: Letters to the Editor</p> <ul style="list-style-type: none"> Appreciate how careful completion of details ensures a more successful JA BizTown visit. 	N/A	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Exploration</p> <p>24. Participate in a career exploration experience via a career fair, guest speaker, industry tour, or similar experiential activity. Compare new learnings with previously held notions on interest aligned careers.</p>	<p>6.L.C SE. 1</p> <p>6.L.CSE.2</p> <p>4-6. W.TTP.1</p> <p>4-6. K.PDW.4-5</p> <p>4-6. SL.CC.1-2</p>
Unit 5: The Visit			
<p>Unit 5: Visit and Debrief</p> <p>Activity: Schedule and Citizen Checklist</p> <ul style="list-style-type: none"> Appreciate how careful completion of details ensures a more successful JA BizTown visit. Manage their personal finances and time. 	N/A	<p>Student Counseling</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. W.TTP.1</p> <p>4.6. SL.CC.1</p> <p>4-6.SL.PKI.4</p> <p>6.L.C SE. 1</p> <p>6.L.VAU.6</p> <p>TN Math 5.NBT.B.5</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 5: The Visit</p> <ul style="list-style-type: none"> Function in their job capacity at JA BizTown. Manage their personal finances and time. Carry out responsibilities of citizenship, such as voting and job responsibilities. 	<p>Social Studies GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including:</p> <ul style="list-style-type: none"> Being informed on civic issues Serving in the military or alternative Obedying the law service Paying taxes Volunteering and performing public Respecting the rights of others service Serving as a juror Voting <p>Personal Finance 1.1 Personal Finance: Define the concept of personal finance. Consider how personal finance concepts fit into key life events or stages and explain the importance of personal financial planning using information sources such as instructional materials, news articles, blogs from reputable sources, personal narratives, and industry publications.</p>	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS7. Demonstrate critical thinking and decision making skills to make informed decisions CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Exploration 24. Participate in a career exploration experience via a career fair, guest speaker, industry tour, or similar experiential activity. Compare new learnings with previously held notions on interest aligned careers.</p>	<p>4-6. W.TTP.1 4.6. SL.CC.1 4-6.SL.PK1.4 6.L.C SE. 1 6.L.VAU.6 TN Math 5.NBT.B.5</p>
<p>Unit 5: Debriefing</p> <p>Warm-Up: Reflect</p> <ul style="list-style-type: none"> Evaluate team performance at JA BizTown. 	<p>N/A</p>	<p>Student Counseling AA1. Improve academic self-concept AA2. Display positive attitude toward work and learning AS7. Demonstrate critical thinking and decision making skills to make informed decisions CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Exploration 24. Participate in a career exploration experience via a career fair, guest speaker, industry tour, or similar experiential activity. Compare new learnings with previously held notions on interest aligned careers.</p>	<p>4-6. W.TTP.1 4.6. SL.CC.1 4-6.SL.PK1.4 6.L.C SE. 1 6.L.VAU.6</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 5: Instruction: Team Meeting</p> <ul style="list-style-type: none"> Evaluate team performance at JA BizTown. Describe how citizens work within a quality business. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions 	<p>Student Counseling AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Exploration 10. Using job sourcing and career exploration websites, research various jobs and career sectors. Identify which occupations/industries are in high demand and/or are emerging in their fields. Compare and contrast the information presented, including salary differences, education requirements, and potential challenges to overcome to enter the field</p> <p>24. Participate in a career exploration experience via a career fair, guest speaker, industry tour, or similar experiential activity. Compare new learnings with previously held notions on interest aligned careers.</p>	<p>4-6. W.TTP.1 4.6. SL.CC.1 4-6.SL.PKI.4 6.L.C SE. 1 6.L. AU.4 6.L.VAU.5 6.L.VAU.6</p>
<p>Unit 5: Activity: Bringing It Home</p> <p>Explain circular flow.</p> <ul style="list-style-type: none"> Describe how citizens use financial institutions. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> Demonstrate and defend an understanding of ideas Compare and contrast viewpoints Illustrate cause and effect Predict likely outcomes Devise new outcomes or solutions <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy.</p> <p>Personal Finance 3.4 Financial Institutions: Research a variety of financial institutions including digital financial services. Compare and contrast services and products such as checking accounts, savings accounts, certificates of deposits, etc. Identify one service that best supports the student’s personal financial goals and craft an argumentative essay supporting the choice. Using a banking transaction</p>	<p>Student Counseling AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision-making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. W.TTP.1 4.6. SL.CC.1 4-6.SL.PKI.4 6.L.C SE. 1 6.L. AU.4 6.L.VAU.5 6.L.VAU.6</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
	scenario, demonstrate an ability to: <ul style="list-style-type: none"> a. reconcile an account, b. write a check, and c. verify account accuracy 		
<p>Unit 5: (Optional) Application 1: Rank Your Business Performance</p> <ul style="list-style-type: none"> • Evaluate team performance at JA BizTown. • Describe how citizens work within a quality business. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions 	<p>Student Counseling AE4. Participate in enrichment or extracurricular activities</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Exploration 10. Using job sourcing and career exploration websites, research various jobs and career sectors. Identify which occupations/industries are in high demand and/or are emerging in their fields. Compare and contrast the information presented, including salary differences, education requirements, and potential challenges to overcome to enter the field</p> <p>24. Participate in a career exploration experience via a career fair, guest speaker, industry tour, or similar experiential activity. Compare new learnings with previously held notions on interest aligned careers.</p>	4-6. W.TTP.1 4.6. SL.CC.1 4-6.SL.PKI.4 6.LC SE. 1 6.L. AU.4 6.L.VAU.5 6.L.VAU.6

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
<p>Unit 5: (Optional) Application 2: BizQuiz</p> <ul style="list-style-type: none"> • Explain circular flow. • Describe how citizens use financial institutions. • Describe how citizens work within a quality business. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy.</p> <p>WG.45 Describe how goods and services are exchanged on local, national, and global levels, including: bartering, monetary exchange, and transportation</p> <p>Personal Finance 3.4 Financial Institutions: Research a variety of financial institutions including digital financial services. Compare and contrast services and products such as checking accounts, savings accounts, certificates of deposits, etc. Identify one service that best supports the student’s personal financial goals and craft an argumentative essay supporting the choice. Using a banking transaction scenario, demonstrate an ability to:</p> <ol style="list-style-type: none"> reconcile an account, write a check, and verify account accuracy 	<p>Student Counseling AE4. Participate in enrichment or extracurricular activities</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p>	<p>4-6. W.TTP.1 4.6. SL.CC.1 4-6.SL.PKI.4 6.L.C SE. 1 6.L. AU.4 6.L.VAU.5 6.L.VAU.6</p>
<p>Unit 5: (Optional) Extension: Business Letter</p> <ul style="list-style-type: none"> • Evaluate team performance at JA BizTown. • Describe how citizens work within a quality business. 	<p>Social Studies SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> • Demonstrate and defend an understanding of ideas • Compare and contrast viewpoints • Illustrate cause and effect • Predict likely outcomes • Devise new outcomes or solutions 	<p>Student Counseling AE4. Participate in enrichment or extracurricular activities</p> <p>AA1. Improve academic self-concept</p> <p>AA2. Display positive attitude toward work and learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>CS4. Communicate effectively using oral, written, and listening communication skills</p> <p>Career Exploration 10. Using job sourcing and career exploration websites, research various jobs and career sectors. Identify which</p>	<p>4-6. W.TTP.1 4.6. SL.CC.1 4-6.SL.PKI.4 6.L.C SE. 1 6.L. AU.4 6.L.VAU.5 6.L.VAU.6</p>

JA BizTown

Unit Description and Learning Objectives	Social Studies and Personal Finance Standards	School Counseling, Social Health, Career Awareness, and Career Exploration Standards	TN ELA TN Math
		<p>occupations/industries are in high demand and/or are emerging in their fields. Compare and contrast the information presented, including salary differences, education requirements, and potential challenges to overcome to enter the field</p> <p>24. Participate in a career exploration experience via a career fair, guest speaker, industry tour, or similar experiential activity. Compare new learnings with previously held notions on interest aligned careers.</p>	

JA BizTown Adventures

Session Details	Social Studies and Personal Finance Standards	School Counseling and Social Health Standards	TN ELA TN Math
<p>Adventure One: CEO</p> <p>AS CEO students discover some of the responsibilities of running a business. They match their interests and skills to choose a corporation to lead, use the company’s mission statement to make a strategic decision, explore market analysis to identify a target market, compare applicant resumes to make a hiring decision while considering the company budget, and compile a letter to encourage customers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Compare potential customers ▪ Identify target market ▪ Make a strategic decision ▪ Identify points in a mission statement ▪ Compare applicant resumes ▪ Make a budget-based decision ▪ Create a letter by making appropriate word choices 	<p>Social Studies</p> <p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation 	<p>Student Counseling</p> <p>AA6. Build aspirations for postsecondary education and training.</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>K2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans</p> <p>K3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</p>	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.TTP.2</p> <p>4-6. W. RBPK.8</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p> <p>TN Math</p> <p>4.OA.A.1</p> <p>4.NBT.B.4</p>

JA BizTown Adventures

Session Details	Social Studies and Personal Finance Standards	School Counseling and Social Health Standards	TN ELA TN Math
<p>Adventure Two CFO</p> <p>As CFO students make budget decisions following a decision-making process and mathematical formula. They determine how much to charge for their services and which companies' services offer the best value. They explore the need for cyber insurance to prevent online security breaches and review the company's mission statement.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Deduct taxes to calculate net pay ▪ Determine price of items to make a profit using a formula ▪ Compare costs to make budget decisions ▪ Read terms and conditions to compare offers ▪ Evaluate proposals as part of a decision-making process 	<p><u>Social Studies</u></p> <p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources <p>SSP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation <p><u>Personal Finance</u></p> <p>2.5 Take Home Pay: Describe factors affecting take-home pay such as tax withholdings, benefits (e.g., insurance, 401k), and plan payroll deductions. Complete a 1040 and a W-4 Employee's Withholding Allowance paperwork and analyze the W-2 Wage and Tax Statement for federal income tax purposes.</p> <p>5.2 Identity Theft: Conduct assessments of various types of identity theft situations and scams, then determine strategies and present a plan to safeguard and protect against identity theft. Design and present a plan to significantly lower and protect against risks. Determine steps that should be taken by a victim of identity theft to report the incident and re-establish identity.</p>	<p><u>Student Counseling</u></p> <p>AA6. Build aspirations for postsecondary education and training.</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p><u>Career Awareness</u></p> <p>6. Apply time management skills to your SMART goals or projects and evaluate how your actions contributed to achieving your timely results through demonstration of the following skills:</p> <ol style="list-style-type: none"> a. Personal organization b. Prioritizing work c. Creating schedules d. Setting deadlines 	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.TTP.2</p> <p>4-6. W. RBPK.8</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p> <p>TN Math</p> <p>4.OA.A.1</p> <p>4.NBT.A.1-2</p> <p>4.NBT.B.5-6</p> <p>5.NBT.A.1</p> <p>5.NBT.B.5</p>

JA BizTown Adventures

Session Details	Social Studies and Personal Finance Standards	School Counseling and Social Health Standards	TN ELA TN Math
<p>Adventure Three: Marketing Director</p> <p>As Marketing Director, students use their knowledge of skills and interests to choose a company to work for. They identify an idea for a new product or service and use a decision-making strategy to refine their idea, identify a target market, and plan an advertising campaign that is consistent with the business mission statement.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Identify an idea for a new product or service ▪ Attempt to resolve solutions to customer pain points ▪ Identify characteristics of target markets ▪ Explore advertising avenues and marketing tools ▪ Plan a marketing campaign ▪ Compare cost effectiveness of different advertisements ▪ Examine fine print on contracts 	<p>Social Studies</p> <p>SPP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources <p>SPP.03 Organize data from a variety of sources in order to:</p> <ul style="list-style-type: none"> ● Compare and contrast multiple sources ● Recognize differences between multiple accounts ● Frame appropriate questions for further investigation 	<p>Student Counseling</p> <p>AA6. Build aspirations for postsecondary education and training.</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p>	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.RBPK.7-8</p> <p>4-6. W.RW.10</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p> <p>TN Math</p> <p>4.OA.A.1</p> <p>4.NBT.B.4</p> <p>5.NBT.A.1-2</p>

JA BizTown Adventures

Session Details	Social Studies and Personal Finance Standards	School Counseling and Social Health Standards	TN ELA TN Math
<p>Adventure Four: Sales Manager</p> <p>Once the Sales manager chooses which company he or she will represent, they will be lead through decision making and problem-solving processes to make hiring and customer service decisions based on budget and work ethic parameters.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use knowledge of skills and interests to select a company ▪ Explore traits that convey good work ethic ▪ Compare resumes ▪ Use a decision-making process to make hiring decisions ▪ Use a problem-solving process to improve customer service 	<p>Social Studies</p> <p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources <p>SSP.02. Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and reliability 	<p>Student Counseling</p> <p>AA6. Build aspirations for postsecondary education and training.</p> <p>AA4. Apply self-motivation and self-direction to learning</p> <p>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</p> <p>Career Awareness</p> <p>10. Distinguish between values, beliefs, and strengths and understand how they foster success in life. Understand how respect for others’ values, beliefs, and strengths leads to success in group settings</p>	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.TTP.2</p> <p>4-6. W. RBPk.8</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p> <p>TN Math</p> <p>4.OA.A.1</p> <p>4.NBT.A.1-2</p> <p>4.NBT.B.4-6</p> <p>5.NBT.A.1-2</p> <p>5.NBT.B.4-5</p>

JA BizTown Adventures

Session Details	Social Studies and Personal Finance Standards	School Counseling and Social Health Standards	TN ELA TN Math
<p>Adventure Five: Consumer</p> <p>As consumer, students make financial decisions and choices having to do with bank accounts and types of payments. They learn to keep a transaction register, calculate net pay, choose needs over wants, and set and re-evaluate a budget.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define gross pay and net pay and calculate net pay ▪ Identify services offered by financial institutions. ▪ Explore a bank account application ▪ Identify parts of a transaction register ▪ Explain the importance of a savings account ▪ Explore the differences between checks, debit cards, and credit cards and other forms of electronic payments. ▪ Explain how money changes hands when a debit card or electronic payment form is used. ▪ Demonstrate use of a transaction register to record a debit purchase. ▪ Distinguish between needs and wants ▪ Create a budget based on monthly income ▪ Use fixed costs and needs to make budget decisions ▪ Make shopping decisions based on budget and opportunity cost 	<p><u>Social Studies</u></p> <p>E.42 Explain the role of banks and other financial institutions in the U.S. economy.</p> <p><u>Personal Finance</u></p> <p>2.5 Take Home Pay: Describe factors affecting take-home pay such as tax withholdings, benefits (e.g., insurance, 401k), and plan payroll deductions. Complete a 1040 and a W-4 Employee’s Withholding Allowance paperwork and analyze the W-2 Wage and Tax Statement for federal income tax purposes.</p> <p>3.2 Monthly Budget: Using research from local sources (such as cost of living calculators, newspapers, chambers of commerce, local government, and company websites), create a monthly personal budget that reflects household living expenses, taxes, potential savings, and an emergency fund. Develop a saving/spending plan for a week and track actual spending for comparison.</p> <p>3.4 Financial Institutions: Research a variety of financial institutions including digital financial services. Compare and contrast services and products such as checking accounts, savings accounts, certificates of deposits, etc. Identify one service that best supports the student’s personal financial goals and craft an argumentative essay supporting the choice. Using a banking transaction scenario, demonstrate an ability to:</p> <ol style="list-style-type: none"> a. reconcile an account, b. write a check, and c. verify account accuracy 	<p><u>Student Counseling</u></p> <p>CS2. Balance school, home, and community activities effectively</p> <p>AA4. Apply self-motivation and self-direction to learning.</p> <p>AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction</p> <p><u>Career Awareness</u></p> <p>6. Apply time management skills to your SMART goals or projects and evaluate how your actions contributed to achieving your timely results through demonstration of the following skills:</p> <ol style="list-style-type: none"> a. Personal organization b. Prioritizing work c. Creating schedules d. Setting deadlines <p>11. Evaluate the impact of positive and negative personal choices, including the use of electronic communication and engagement on social media platforms, and how it affects a positive self-concept.</p>	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.TTP.2</p> <p>4-6. W. RBPK.7</p> <p>4-6. W.RW.10</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p> <p>TN Math</p> <p>4.OA.A.1</p> <p>4.NBT.A.1-2</p> <p>4.NBT.B.4</p> <p>5.NBT.A.1-2</p>

JA BizTown Adventures

Session Details	Social Studies and Personal Finance Standards	School Counseling and Social Health Standards	TN ELA TN Math
<p>Improving the JA BizTown Community Scenario</p> <p>Students assume a community role to navigate through multiple civics-related decisions that are commonly encountered in a community. The scenario introduces a community-based problem from the views of different community members with opposing perspectives and allows students to weigh the good of the individual over the good of the community.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Make decisions based on their understanding of personal freedoms ▪ Determine appropriate allocation of tax funds ▪ Create policy based on public safety ▪ Base voting decisions on candidate policies and promises. 	<p>Social Studies</p> <p>SSP.01 Gather information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources <p>SSP.02. Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Summarize significant ideas and relevant information ● Distinguish between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and reliability <p>SSP.04 Construct and communicate arguments supported by evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions 	<p>Student Counseling</p> <p>CS2. Balance school, home, and community activities effectively</p> <p>AA4. Apply self-motivation and self-direction to learning.</p> <p>AK2. Describe the benefits of education for career, life management, and personal and professional satisfaction</p> <p>Social Health</p> <p>3.3 Communication: Practice giving and receiving instructions to accomplish a complex task. Articulate and convey situations related to school, relationships, and family. Practice active listening and appropriate “I” statements</p>	<p>4-6. RI.KID.1-3</p> <p>4-6.RI.CS.4-5</p> <p>4-6. W.TTP.2</p> <p>4-6. W. RBPK.7</p> <p>4-6. W.RW.10</p> <p>4-6. SL.CC.3</p> <p>6.L. AU.4</p> <p>6.L.VAU.6</p> <p>TN Math</p> <p>4.OA.A.1</p> <p>4.NBT.A.1-2</p> <p>4.NBT.B.4</p> <p>5.NBT.A.1-2</p>