

WELCOME

to the

JA BizTown®

Experience

Soon, you will spend the day at *JA BizTown*. First, though, you will learn what it takes to run a business and manage your money. You will learn how people like you, and businesses like those you will help manage, form a community. After all, that's what *JA BizTown* is—It's a community where people live, work, trade, and share. In a community, citizens work together to make their lives better.

Liberty Speaks

“ At *JA BizTown* and in the United States, citizens propose, debate, and agree on actions and policies to improve their communities. ”



In the coming weeks, you will apply for and be assigned a job in one of the *JA BizTown* businesses. You will practice several skills to help make you a valuable member of your business team and community. You will learn how to write checks, make deposits, maintain a money tracker, use a debit card, and spend money—just like adults do in the real world!

When you arrive at *JA BizTown*, you will earn a paycheck for your job. You also will have the opportunity to spend those earnings on real products for sale. You and your fellow citizens will work to create a thriving community that enjoys a healthy exchange of goods, services, resources, and money.

Study hard. Prepare well. Enjoy the activities. We will see you soon—at *JA BizTown*.

JA BizTown Citizen Guide – Elementary and Middle School students

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Colorado Springs, Colorado

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Financial Services

Private Property

Rights and Responsibilities

You have a right to own property. Property includes money. Because you personally own it, it is private and not public property. It is your responsibility to make wise choices about managing your money.

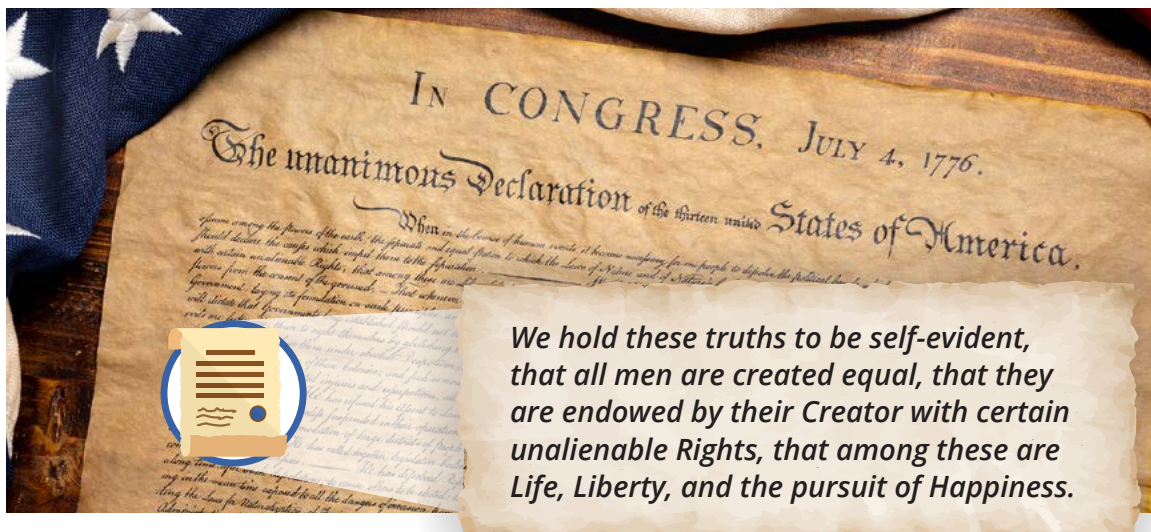


Declaration of Independence

- A foundational concept of our country is equality.
- In the Declaration of Independence, the founders stated that all people are created equal and have equal rights. This means one job of the government is to equally protect everyone.

Liberty Speaks

“ In the declaration the founders chose the words Life, Liberty and Pursuit of Happiness. Another choice was Life, Liberty and Property. The right to own property, including your own person, possessions, wealth, thoughts, and opinions was considered part of a person’s natural, or unalienable, rights. ”



NAME: _____ DATE: _____

Financial Services Scavenger Hunt

Directions: Read the ads and list the services that financial institutions provide. After you have finished, brainstorm as a team any additional services they offer.

Name of Financial Institution	Services

Bank Account Application

Application Type (Check all that apply.)

- ☐ Checking account
- ☐ Savings account
- ☐ Debit card
- ☐ Please have someone contact me about a loan.

Applicant's Name _____

School Street Address _____

City, State _____ Zip Code _____

Teacher's Name _____

Social Security Number: 123-45-6789

Marital Status: ☐ married ☐ single

Please sign here and present proof of identity.

(A library card, lunch pass, or graded paper with your name will be adequate.)

Applicant's Signature _____

Please note that this signature will be used as an example to be verified against future account activity.

- ☐ I hereby confirm that all information provided is accurate and truthful to the best of my ability.

Do not write below this line.

Application Official Action

☐ Accepted

☐ Denied

Account Number _____

Choosing a Financial Institution

Financial institutions are businesses that provide money-related services. They receive money from citizens and businesses and use that money to make investments, give loans, and provide other financial resources.

Read the descriptions of the various kinds of financial institutions and then help the customers in the questions decide which financial institution would best suit their needs.



Bank

Provides financial services for profit.

- Receives deposits.
- Pays interest.
- Offers online banking.
- Makes loans.
- Invests money.
- Is owned by private investors.



Credit Union

Provides the same financial services as a bank, but members own and control it as a nonprofit business.

- Needs of members are more important than profits.
- Members usually share something in common, such as where they live or work.



Savings and Loan

Often focuses on real estate financing, but also provides savings and checking account services.

- Is run by a board of directors.
- Can be a corporation in which making a deposit is like investing in the company.



Internet Bank

Allows access to money through mobile apps, cell phones, websites, and ATMs.

- Has no physical building(s).
- Has no walk-up tellers.
- Charges low fees.
- Pays higher interest rates.

NAME: _____ DATE: _____

Questions About Choosing a Financial Institution

1. Joe works at a company where he designs shoes. He needs to have bank services but wants to become a member at a local, not-for-profit financial institution that would support his company. Where should Joe do his banking?

2. Jose and Juanita are buying a new home. They want a bank that understands loans and can also manage their deposits and checking account. Where should Jose and Juanita do their banking?

3. Jemma has never used a bank before and wants to open a student account. She wants a student account to be able to write checks, make deposits, and have a debit card. Jemma wants a financial institution that will be the same no matter where she lives or works. Where should Jemma do her banking?

4. Jordan is a businessman and often on the go. He wants to be able to bank anytime, anyplace, without having to go to a building. Where should Jordan do his banking?

NAME: _____ DATE: _____

Bank Teller Computations

1. A teller at City Savings and Loan counted 15 quarters, 10 dimes, 5 nickels, and 25 pennies.

	×	.25	=	
	×	.10	=	
	×	.05	=	
	×	.01	=	
Total				

How much money was there? _____

2. A teller at United City Bank counted 5 \$20 bills, 10 \$10 bills, 10 \$5 bills, and 45 \$1 bills.

	×	\$20	=	
	×	\$10	=	
	×	\$5	=	
	×	\$1	=	
Total				

How much money was there? _____

3. A customer at Hometown Credit Union deposited 4 \$20 bills, 12 \$10 bills, 25 \$5 bills, 22 \$1 bills, 3 quarters, 4 dimes, and 12 nickels.

	×	\$20	=	
	×	\$10	=	
	×	\$5	=	
	×	\$1	=	
	×	.25	=	
	×	.10	=	
	×	.05	=	
	×	.01	=	
Total				

How much did she deposit? _____

4. A teller at Financial Savings and Loan counted customer cash deposits at the end of her shift. There were 4 \$100 bills, 3 \$50 bills, 12 \$20 bills, 60 \$10 bills, 32 \$5 bills, and 450 \$1 bills.

	×	\$100	=	
	×	\$50	=	
	×	\$20	=	
	×	\$10	=	
	×	\$5	=	
	×	\$1	=	
Total				

How much money was there? _____

5. Susan counted her money to deposit in her savings account at First Federal Bank. 31 \$10 bills, 14 \$5 bills, 4 \$2 bills, 62 \$1 bills, 13 quarters, 3 nickels, and 93 pennies.

	×	\$20	=	
	×	\$10	=	
	×	\$5	=	
	×	\$2	=	
	×	\$1	=	
	×	.25	=	
	×	.05	=	
	×	.01	=	
Total				

How much money would she deposit in her savings? _____

6. A clerk at Founders Financial Services counted the days deposits. There were 6 \$100 bills, 5 \$20 bills, 60 \$10 bills, 32 \$5 bills, 55 dimes, and 34 nickels.

	×	\$100	=	
	×	\$50	=	
	×	\$20	=	
	×	\$10	=	
	×	\$5	=	
	×	\$1	=	
	×	.25	=	
	×	.10	=	
	×	.05	=	
Total				

How much money was there? _____

7. The manager at Country Credit Union counted the daily withdrawals. She noted 56 \$100 bills, 5 \$50 bills, 19 \$20 bills, 33 \$10 bills, 55 \$1 bills, 13 quarters, 12 dimes, and 1 penny.

	×	\$100	=	
	×	\$50	=	
	×	\$20	=	
	×	\$10	=	
	×	\$5	=	
	×	\$1	=	
	×	.25	=	
	×	.10	=	
	×	.05	=	
	×	.01	=	
Total				

How much money was withdrawn?

8. Victor, a customer at Friendly Financial, counted his money to make a deposit. He had 3 \$20 bills, 34 \$10 bills, 9 \$5 bills, 15 \$1 bills, 16 quarters, 55 dimes, and 44 nickels.

	×	\$100	=	
	×	\$50	=	
	×	\$20	=	
	×	\$10	=	
	×	\$5	=	
	×	\$1	=	
	×	.25	=	
	×	.10	=	
	×	.05	=	
Total				

How much money was there for his deposit? _____

9. A teller at Star Savings and Loan counted 8 of all the following: \$100 bills, \$50 bills, \$20 bills, \$10 bills, \$5 bills, \$1 bills, quarters, dimes, nickels, and pennies.

	×	\$100	=	
	×	\$50	=	
	×	\$20	=	
	×	\$10	=	
	×	\$5	=	
	×	\$1	=	
	×	.25	=	
	×	.10	=	
	×	.05	=	
	×	.01	=	
Total				

How much money was there? _____

10. A teller at Village Bank and Trust counted 9 \$100 bills, 18 \$50 bills, 13 \$20 bills, 14 \$10 bills, 5 \$5 bills, 11 \$1 bills, 13 quarters, 2 dimes, and 1 nickel in deposits.

	×	\$100	=	
	×	\$50	=	
	×	\$20	=	
	×	\$10	=	
	×	\$5	=	
	×	\$1	=	
	×	.25	=	
	×	.10	=	
	×	.05	=	
Total				

How much money was deposited?


NAME: _____ DATE: _____

Private Property – Money

Imagine that you have \$100 in your bank account. Work together to come up with as many different things that you could do with your money.

[illegible]

Comparing Economies

- Private property protections allow you the freedom to make your own decisions about what to do with your money.
 - In communities where no private property is allowed, decisions are made for you, and you may or may not like what is done with the cookies you've made.
- 



NAME: _____ DATE: _____

Practicing Deposits


Directions: Work with a partner to practice writing and endorsing paychecks. Fill out the deposit ticket after you have completed endorsing the paycheck.

FRONT

NAME _____ Check No. 2503

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS  Security Features Detailed on Back.

MEMO _____

JA BizTown® Bank

⑆000012345000 123456789⑈ 2503

BACK

ENDORSE HERE

DO NOT WRITE OR STAMP BELOW THIS LINE
RESERVED FOR FINANCIAL INSTITUTION USE

DEPOSIT TICKET

DEPOSIT TICKET

NAME _____

DATE _____ 20 _____
DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE FOR CASH RECEIVED (IF REQUIRED)

JA BizTown® Bank

⑆000012345000⑆ 123456789⑈

CASH ▶

COIN ▶

▶

▶

▶

SUBTOTAL ▶

LESS CASH RECEIVED ▶

NET
DEPOSIT \$

NAME: _____ DATE: _____

Endorsing Paychecks

Directions: Before depositing a check, it must be endorsed. To endorse a check, sign your name on the back of the check at the same end as “endorse here.”

FRONT

NAME	JA BizTown News	Check No.	2503
		DATE	Jan. 5 2024
PAY TO THE ORDER OF:		\$	8.33
	Eight and 33/100		DOLLARS
MEMO	Payroll	<i>Scott Montgomery</i>	
	JA BizTown® Bank		
	⑆0000 12345000	ACCT.#	234

BACK

ENDORSE HERE	DO NOT WRITE OR STAMP BELOW THIS LINE RESERVED FOR FINANCIAL INSTITUTION USE
--------------	---

Imagine you have earned your first paycheck at *JA BizTown* and are ready to make a deposit.

1. Which business wrote the check? _____
2. Where did you endorse the check? _____
3. Why did you sign your name on the back of the check? _____
4. What do you need with the check to make the deposit? _____

NAME: _____ DATE: _____

Saving and Spending Game

SCORE SHEET

	Round 1	Round 2	Round 3
Balance	\$10.00		
Money Earned			
Money Spent			
Money Saved			
Interest $\times 0.30$			
Total*			

(*Transfer this amount to the balance line in the next column.)

Items Purchased

_____	_____	_____
_____	_____	_____
_____	_____	_____

NAME: _____ DATE: _____

Saving and Spending Game Register

Directions: Write a check or complete the electronic payment receipt for the total amount you owe the *JA BizTown* General Store.

If you did not make any purchases, write an amount to transfer to your savings account.

NAME _____ Check No. 2 5 0 3

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS  Security Features Detailed on Back

MEMO _____

JA BizTown® Bank

⑆0000 1 2 3 4 5 0 0 0 1 2 3 4 5 6 7 8 9 ⑈ 2 5 0 3

JA General Store receipt

DATE _____

PAYMENT TYPE Debit Card

PAYMENT AMOUNT _____

AUTHORIZATION CODE 12369

MONEY TRACKER

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
		-	+	
				=
		-	+	
				=
		-	+	
				=
Ending Balance				=

Check It Out!

DEPOSIT TICKET

NAME Jennifer Smith

DATE July 1 2024
DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

Jennifer Smith
SIGN HERE FOR CASH RECEIVED (IF REQUIRED)

JA BizTown® Bank

⑆0000 1234 5000⑆ ACCT.# 234

CASH ▶		
COIN ▶		
▶	8	.82
▶		
▶		
SUBTOTAL ▶	8	.82
LESS CASH RECEIVED ▶	-2	.00
NET DEPOSIT \$	6	.82

NAME Jennifer Smith

DATE July 1 2024

PAY TO THE ORDER OF: JA BizTown Delivery \$ 1.50

One and 50/100 DOLLARS

MEMO candygram

JA BizTown® Bank

⑆0000 1234 5000 ACCT.# 234

Check No. 2503

Jennifer Smith

Security Features Detailed on Back

MONEY TRACKER

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
				\$0.00
7/1	Deposit	-	+ 6.82	+ 6.82
				= 6.82
7/1	JA BizTown Delivery	- 1.50	+	- 1.50
				= 5.32
7/1	Electronic Payment: Jack's Hardware	- 2.00	+	- 2.00
				= 3.32
Ending Balance				= 3.32

Money Tracker

Directions: Use a money tracker to keep track of your spending and saving.

EXAMPLE

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
				\$250.00
2/17	Allowance	-	+ \$5.00	\$5.00
				= \$255.00

MONEY TRACKER

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
		-	+	
				=
		-	+	
				=
		-	+	
				=
		-	+	
				=
		-	+	
				=
		-	+	
				=
		-	+	
				=
Ending Balance				=

NAME: _____ DATE: _____

Transaction Actions

Directions: Use the money tracker to record the transactions in this activity.

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
		-	+	
				=
		-	+	
				=
		-	+	
				=
Ending Balance				=

Rights and Responsibilities

Responsible citizens keep careful track of where their money is spent and how much money is deposited.



1. You received a \$15.00 check from Uncle Joe. You want to deposit all of it. Complete the deposit ticket. Your account number is 125.

DEPOSIT TICKET					
NAME _____	CASH ► <table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
DATE _____ 20 _____	COIN ► <table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
<small>DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL</small>	► <table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
_____	► <table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
SIGN HERE FOR CASH RECEIVED (IF REQUIRED)	SUBTOTAL ► <table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
JA BizTown® Bank	LESS CASH RECEIVED ► <table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
	NET DEPOSIT \$ <table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
⑆0000 12345000⑆ ACCT.# _____					

How much money do you have in your checking account now? \$ _____

2. You received a check for \$18.50 for babysitting. You want to deposit the check and withdraw \$10.00 cash. Complete the deposit ticket, being sure to fill in the "less cash received" blank, and make entries on your money tracker.

DEPOSIT TICKET		CASH ▶	
NAME _____		COIN ▶	
		_____ ▶	
DATE _____ 20 _____		_____ ▶	
<small>DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL</small>		_____ ▶	
_____		SUBTOTAL ▶	
SIGN HERE FOR CASH RECEIVED (IF REQUIRED)		LESS CASH RECEIVED ▶	
JA BizTown® Bank		NET DEPOSIT \$	
⑆0000 1234 5000⑆	ACCT.# _____		

3. You received a \$25.00 check for your birthday. You deposit it into your account. Complete the deposit ticket, and make entries on your money tracker.

DEPOSIT TICKET		CASH ▶	
NAME _____		COIN ▶	
		_____ ▶	
DATE _____ 20 _____		_____ ▶	
<small>DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL</small>		_____ ▶	
_____		SUBTOTAL ▶	
SIGN HERE FOR CASH RECEIVED (IF REQUIRED)		LESS CASH RECEIVED ▶	
JA BizTown® Bank		NET DEPOSIT \$	
⑆0000 1234 5000⑆	ACCT.# _____		

4. What is the final balance in your money tracker? _____

Direct Deposit

1

Direct Deposit Enrollment Form

If you wish to enroll in Direct Deposit, you must fill out this form.


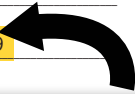
Required information for enrolling in Direct Deposit


☒ Yes, I would like to enroll in Direct Deposit.

Smith Jennifer
Last Name First Name

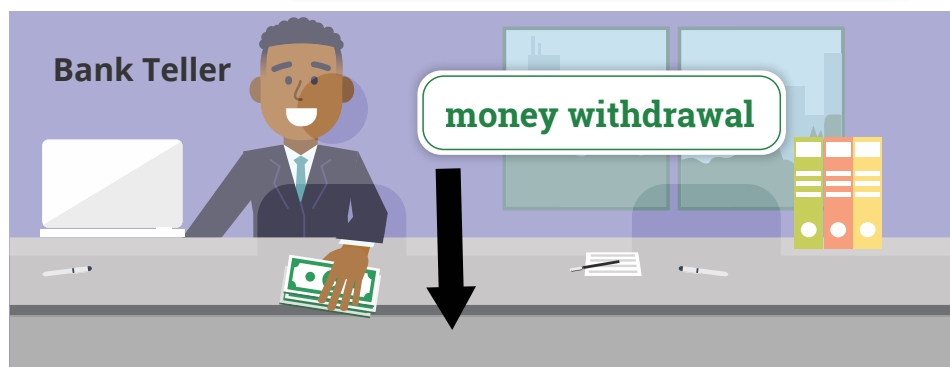
234 0123456789
Account number Routing number

JA BizTown News
JA BizTown Business

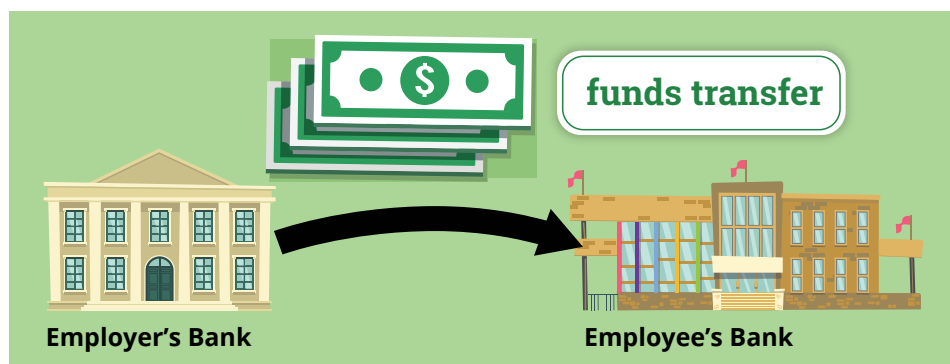
 

 **This number identifies your bank.**

2




3



4

Money Tracker

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
				\$0.00
2/7	paycheck	-	+ \$10.00	+ \$10.00
				= \$10.00
2/9	withdrawal	- \$2.00	+	- \$2.00
				= \$8.00
		Ending Balance		\$8.00



bank balance

NAME: _____ DATE: _____

Direct Deposit Enrollment Form

If you wish to enroll in Direct Deposit, you must fill out this form.

Required information for enrolling in Direct Deposit

_____ Yes, I would like to enroll in Direct Deposit.

Your Name:

Last Name

First Name

Routing number

Account number

JA BizTown Business

NAME: _____ DATE: _____

Gordon's Bounced Check

Gordon wants to buy either a/an (a) _____ or a/an (b) _____ for (c) _____. He doesn't have any money saved, but he has a checking account. His transaction register balance shows \$4.56. He even checked the amount online.

Gordon decided to go to Larry's Store. He didn't find a/an (a) _____, but he got a great (b) _____ at a price of \$24.98, including tax. He completed the check perfectly. He even wrote (b) _____ on the memo line, adding his signature in flowery cursive.

1. Did the clerk at Larry's Store know that Gordon only had \$4.56 in his checking account?

2. Do retail stores ask how much money is in your account when they take your check?

3. Let's think about the rest of Gordon's story. Did (c) _____ receive the (b) _____ that Gordon bought? _____

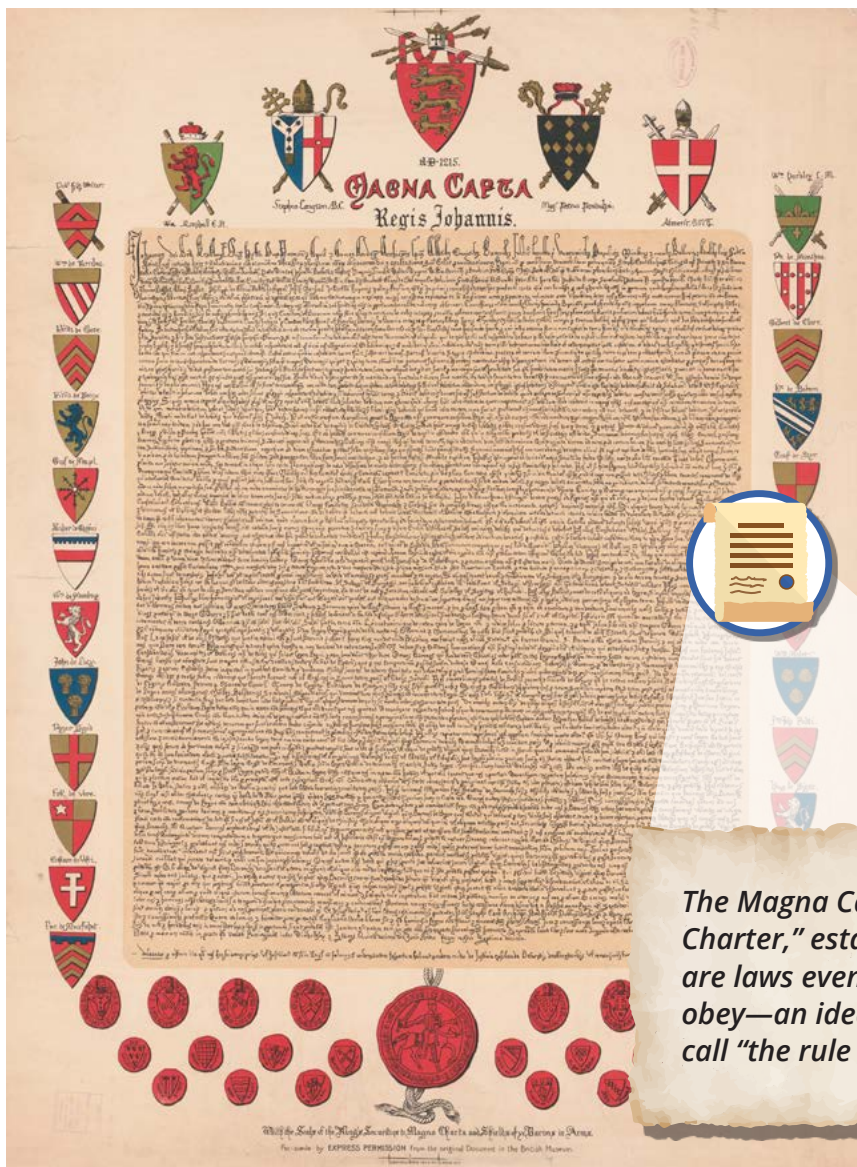
4. Did the store owner get the cash when she took Gordon's check for \$24.98 to the bank? Why or why not?

5. What is the lesson of the story?

Banks and Saving

Rule of Law

- In England over 800 years ago, way back in the year 1215 A.D., the king agreed in the Magna Carta that even rulers have to obey the laws of the country.
- The founders of the United States built on this idea and said that everyone was equal under the law.
- The rule of law protects our rights and ensures everyone knows and lives by the same rules.



The Magna Carta, or "Great Charter," established that there are laws even the king must obey—an idea we've come to call "the rule of law."

NAME: _____ DATE: _____

JA BizTown Payments

People can take money out of their account and pay for goods and services using a check, a debit card, or other electronic payments.

Directions: Using today's date and account number 083, write a personal check for the first purchase. Then use a debit card for the second purchase. Enter the information in the money tracker.

- a gift from the Main Street Gift Shop for \$5.50
- a box of envelopes from the Business Supplies Store for \$2.00

NAME _____ Check No. 2503

DATE _____ 20____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS

MEMO _____

JA BizTown® Bank

000012345000 ACCT.# _____

JA Business Supplies Store

DATE _____

PAYMENT TYPE Debit Card _____

PAYMENT AMOUNT _____

AUTHORIZATION CODE 12369 _____

MONEY TRACKER

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
				\$10.00
		-	+	
				=
		-	+	
				=
		-	+	
				=
Ending Balance				=

NAME: _____ DATE: _____

Why Go to the Bank?

1. Why do people go to banks?

2. Match the banking service with the correct arrow number.



- ___ a. Becky made a deposit into her checking account.
- ___ b. The *JA BizTown* newspaper made the last payment on its start-up loan.
- ___ c. Carmen took money out of her savings account to buy a new computer.
- ___ d. The utilities company deposited customer checks.
- ___ e. Rick made a payment on his home loan.
- ___ f. The *JA BizTown* grocery store received a loan to buy new shopping carts.

NAME: _____ DATE: _____

Damian's Shopping Day

- a. Pick a weather description (cloudy, sunny, etc.). _____
- b. Pick a color. _____
- c. Pick a girl's first name. _____

It was a (a) _____ day on April 3 as Damian Boachie shopped in *JA BizTown*. Damian had many things on his shopping list, but he only had a balance of \$12.00 in his checking account. He wanted to buy a snack, but he decided to save some of his money instead.

First, Damian visited an interesting shop called Baubles and bought a

(b) _____ necklace for his grandma. It was \$3.00, and Damian used the MoneyFriend app for his purchase. The sales clerk thanked him for his purchase and offered to wrap the gift in colorful paper.

Then Damian visited several other stores, hoping to find his friend

(c) _____ a gift for her birthday. He was sure she would love some huge animal stickers, so he gladly wrote a check for \$2.50 to Stuck-on-You! when he saw that store's display.

Pleased with his two purchases, Damian decided to go home. He still had many checks in his checkbook, but he knew that what was more important was that he still had money left in his account.

What was Damian's final register balance? _____

Damian can use MoneyFriend again or he can write checks since he has many. Can he write more than the balance amount? _____

NAME: _____ DATE: _____

Damian's Transactions

MONEY TRACKER

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
		-	+	
				=
		-	+	
				=
		-	+	
				=
Ending Balance				=

NAME _____

Check No. 163

DATE _____ 20____

PAY TO THE ORDER OF: _____

\$

_____ DOLLARS


 Security Features Detailed on Back

MEMO _____

JA BizTown® Bank

ROUTING # _____ 12345678910 163

Non-Negotiable

Directions: Complete the fields according to Damian's story.

Receipt – Baubles Jewelry Store
Date:
Item Description:
Purchase Price:
Payment Form:
Authorization Signature:
Total Spent:

Types of Payments

Payment Methods

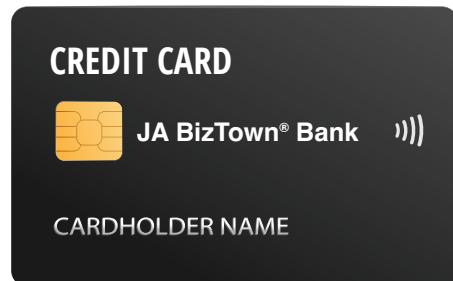
check



cash



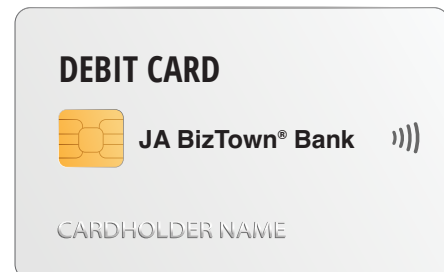
gift card



credit card



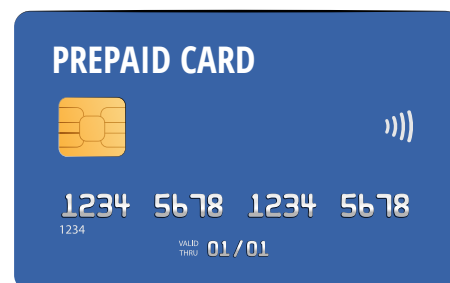
electronic
payment



debit card



EBT (Electronic Benefits
Transfer) card



prepaid card

Comparing Payments Infographic

cash

Bills and coins created by the government

- Advantages: easy to use, accepted nearly everywhere, fits nicely in a pocket, can only spend what you have
- Disadvantages: cannot be replaced if lost or stolen, not easy to track spending



check

Written order to a bank to pay money from a bank account to a person or business

- Advantages: easy to track spending, can safely be mailed
- Disadvantages: slow to write, a lot to carry (a pen and register), money not always taken out of bank right away not accepted everywhere



credit card

Card that allows the holder to buy goods and services by taking out a bank loan for the purchases

- Advantages: items can be purchased without having the money to pay for them, handy for emergency purchases, convenient
- Disadvantages: possible yearly fee, interest charged on unpaid balances, can lead to financial difficulties if misused

CREDIT CARD



JA BizTown® Bank



CARDHOLDER NAME

debit card

Card that provides electronic access to a personal bank account; along with the similar ATM (automated teller machine) card, can be used to complete bank transactions much like a check

- Advantages: quick and easy to use, funds immediately deducted, money straight from your account, no bill in the future, don't have to carry cash, relatively safe because only you know your PIN (personal identification number)
- Disadvantages: harder to keep track of spending, easy to lose, possibility of identity theft, must remember your PIN

DEBIT CARD



JA BizTown® Bank



CARDHOLDER NAME

EBT (Electronic Benefits Transfer) card

Card used to buy food by people who are eligible for government benefits

- Advantages: easy to use at grocery stores and other stores with food
- Disadvantages: limited amount of money to spend, rules about what types of foods are allowable



electronic payment

Payment made using an app that allows the user to automatically debit a bank account or charge a credit card without using a card

- Advantages: doesn't require cash, checks, or cards
- Disadvantages: hard to keep track of, danger of identity theft, not accepted everywhere



gift card

Card purchased in a specific monetary value to be used like cash to purchase goods and services

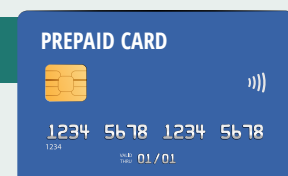
- Advantages: like cash can only spend what you have
- Disadvantages: must be loaded with funds from bank (extra step), cannot be replaced if lost or stolen, store-specific cards can only be used in one place



prepaid card

Card that allows you to spend only the amount you have pre-deposited into that account

- Advantages: like cash can only spend what you have, can be used to pay bills online or by phone, can be attached to a specific bank account and loaded automatically with direct deposit, can be canceled if lost or stolen
- Disadvantages: extra bank fees and charges, not accepted everywhere



NAME: _____ DATE: _____

Rights and Responsibilities

You have a right to spend your money on what you want using the types of payments that you like. Because of scarcity, you need to be responsible with your money and your private property.



Pros and Cons Chart

Directions: Think about the various types of payments you have discussed in class. Compare and contrast them by thinking about the criteria, or reasons, for each payment method. Write *Yes*, *No*, or *Usually* in each box, based on whether the payment type meets the criteria.

Alternatives	Pros			Cons			
Payment Method	Easy to Use	Safe to Use	Accepted Everywhere	Can Be Replaced If Lost	Fees Charged for Use	Interest Charges on Purchases	Hard to Track Spending
cash							
check							
debit card							
credit card							
gift card							
EBT card							
electronic payment							
prepaid card							

NAME: _____ DATE: _____

Directions: List any additional pros or cons of each payment type.

Payment Method	Pros	Cons
cash		
check		
debit card		
credit card		
gift card		
EBT card		
electronic payment		
prepaid card		

NAME: _____ DATE: _____

Let's Go to the Bank

Directions: As you visit each station, write a letter on each blank line to reveal your memory word!

NAME JA BizTown News Check No. 2503
DATE Jan. 5 2024
PAY TO THE ORDER OF: \$ 8.33
Eight and 33/100 DOLLARS
MEMO Payroll Scott Montgomery
JA BizTown® Bank
ACCT.# 234

ENDORSE HERE

DO NOT WRITE OR STAMP BELOW THIS LINE
RESERVED FOR FINANCIAL INSTITUTION USE

DEPOSIT TICKET
NAME Jennifer Smith
DATE Today's date 2023
DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL
SIGN HERE FOR CASH RECEIVED (IF REQUIRED)
JA BizTown® Bank
ACCT.# 234

CASH	
COIN	
	8.33
SUBTOTAL	
LESS CASH RECEIVED	
NET DEPOSIT \$	8.33

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT							
NUMBER	DATE	TRANSACTION DESCRIPTION	PAYMENT/DEBIT (-)	✓	FEE	DEPOSIT/CREDIT (+)	\$ BALANCE (=)
							\$8.33

NAME _____ Check No. 2503
DATE _____ 20_____
PAY TO THE ORDER OF: \$ _____
DOLLARS
MEMO _____
JA BizTown® Bank
ROUTING # _____

The Debit Card Transaction



Once the customer's bank is alerted, the money is subtracted from the cardholder's account.



Once the card is swiped at the store or logged in on the website, the transaction is sent to the cardholder's bank for verification.



The merchant is notified that the transaction has taken place and there are sufficient funds for the purchase.



The cardholder begins a transaction on the merchant's website or in a store.



The cardholder's payment is complete.

NAME: _____ DATE: _____

Interest in Your Favor

You want a new mountain bike that costs \$400.00. You need to decide whether you want to buy the bike now using credit, or wait and save the money to buy the bike while earning interest on your savings. You know that you can afford about \$16.00 per month from your allowance and lawn jobs.



EARNING INTEREST

You decide to save \$16.00 per month to buy the bike. Every month you put \$16.00 into a savings account, you earn 0.9% interest, compounded monthly.

1. How many months will it take to save \$400.00? _____
2. What will the balance be at the end of the savings period? _____
3. How much will you earn in interest? _____

Compound Interest Calculator	
current principal	\$16.00
annual addition	\$192.00
years to grow	2
interest rate	0.9%
Results	
balance	\$403.62

PAYING INTEREST

You decide to buy the bike now using a credit card. You will pay \$16.00 per month to the credit card company. The company will charge 18% interest to borrow the \$400.00.

1. How many months will it take to pay off the loan? _____
2. How much will you pay in interest? _____

Credit Card Calculator	
current debt	\$400.00
interest rate	18%
your monthly payments	\$16.00
Results	
months to pay	32
total payments	\$505.12

NAME: _____ DATE: _____

Personal Checks

Directions: Answer the questions using the check.

NAME Carly Smith Check No. 1 5 6 3

DATE March 25 2024

PAY TO THE ORDER OF: Fantastic Cards \$ 3.25

Three Dollars and 25/100 DOLLARS

MEMO birthday card Carly Smith

JA BizTown® Bank

000012345000 ACCT.# 083

1. Whose name is on this checking account? _____
2. Who wrote and signed this check? _____
3. From what bank was the check written? _____
4. To whom was the check written? _____
5. What is the check amount? _____
6. What is the account number? _____
7. Why was the check written? _____
8. What is the check number? _____

Use the check information to complete the money tracker.

MONEY TRACKER

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
		-	+	
				=
		-	+	
				=
		-	+	
				=
Ending Balance				=

NAME: _____ DATE: _____

Citizenship

Voluntary or Required?

1. How should we raise the money for the new building?

2. What should we do if we don't have enough money to build it?

3. Do you think this is a good way to fund town buildings?

Rights and Responsibilities of Citizenship

People in communities work together to help each other and to better their community. They also pay taxes that pay for government services. In return, the government is responsible for using the money appropriately and providing proper representation for their people. These actions are important parts of being a responsible citizen.



NAME: _____ DATE: _____

JA BizTown Citizen Contract

As a citizen of *JA BizTown*, I promise to:

- Respect all citizens.
- Be responsible and honest.
- Tell the truth.
- Work and take breaks at assigned times.
- Help other citizens.
- Stay informed and vote.
- Obey the rules and laws of *JA BizTown*.
- Pay taxes to *JA BizTown*.
- Other _____
- _____

I promise to fulfill my duties as a citizen of *JA BizTown*.

Signature

Date

JA BizTown Voter Registration Card

First Name

Last Name

School Address

Are you a citizen of *JA BizTown*? ____ Yes ____ No

Date

Signature

NAME: _____ DATE: _____

Key Takeaways

What does it mean to be a responsible citizen?

A responsible citizen takes _____ **a** _____ when it is expected of them.

They also pay _____ **b** _____ for government services. Other good characteristics of responsible citizens include being _____ **c** _____, _____ **d** _____, and _____ **e** _____.

Some community groups have a _____ **f** _____ that guides their behavior. It is a _____ **g** _____ that people follow and hold each other _____ **h** _____ for following. They may also do acts of _____ **i** _____ to help people and improve the community. *JA BizTown* is a place where _____ **j** _____ are expected to act _____ **k** _____.

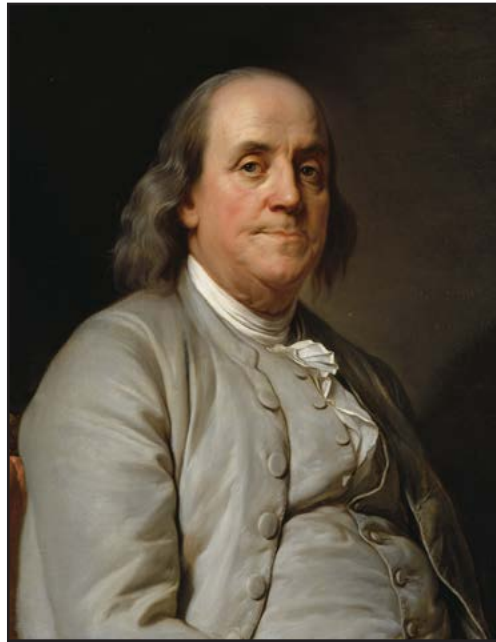
Write the corresponding letters in the spaces:

____ responsibly
____ trustworthy
____ contract
____ honest
____ loyal
____ code of ethics

____ citizens
____ action
____ philanthropy
____ taxes
____ accountable

Benjamin Franklin

Benjamin Franklin was born in Boston in 1706. When he was young, he liked to argue with people and question common beliefs. Later, he learned that his behavior was leaving him with few friends. So, Franklin decided to make some personal changes. His first goal was to stop being so argumentative. He decided that he did not need to win every debate. Franklin learned to save his arguments for only important matters. He also committed to improving himself through the practice of good habits, or virtues. Later, he would use these habits to help his community.



Civic Responsibilities

Benjamin Franklin is a good example for behaving responsibly in community with others.



When Franklin moved to Philadelphia as a young man, the idea of improving his community became very important to him. He started a plan to practice virtue, or good behaviors. He also took part in community life in Philadelphia by creating a private library. Over the next few decades, Franklin created a number of civic institutions, including a volunteer fire department, a system of night guards, and educational academies, most notably the University of Pennsylvania. Because of the time he spent developing his character, people trusted him, so he later was elected to serve in several public offices: a member of the Continental Congress, a diplomat to France, President of Pennsylvania, President of the Pennsylvania Abolition Society, and a delegate to the Constitutional Convention.

NAME: _____ DATE: _____

Benjamin Franklin's List of Virtues

In the late 1720s, Benjamin Franklin began to plan a "bold and arduous Project of arriving at moral Perfection." He had a list of twelve virtues that he would try to follow. Franklin shared the list with a friend. He became upset when he found out that people thought he was too proud. So, he added humility to the list. Here is his list:

- | | |
|--|---|
| 1. Temperance, being in control of your actions and feelings | 7. Sincerity, showing your true (not fake) feelings |
| 2. Silence | 8. Justice |
| 3. Order | 9. Moderation, acting in a way that avoids extremes |
| 4. Resolution, having strong feeling to get something done | 10. Cleanliness |
| 5. Frugality, being careful about spending money | 11. Tranquility, being in a state of peacefulness |
| 6. Industry, working hard at something | 12. Chastity, staying pure |
| | 13. Humility |

Franklin knew that representative government only works with responsible citizens. He would spend a week practicing each virtue. After thirteen weeks, he would start again at the beginning of the list. He believed cycling through this list would improve his character. He thought practicing these virtues would lead to good habits, and then the good habits would lead to self-mastery. This self-mastery went well with a self-governing society.

1. Which virtues would you like to work on for yourself?

2. How would these virtues help your community?

NAME: _____ DATE: _____

I Am a Citizen – Circles of Citizenship

1. My name is _____. My best character trait is _____.

2. My favorite place is _____. My responsibilities there are _____.

3. My school is _____. At school I can show good citizenship by _____.

4. My city /town is _____. I can show good citizenship by _____.

5. My state is _____. I can do _____ as a citizen of my state.

6. My nation is _____. I have rights and responsibilities in my nation. Two of them are _____ and _____.

7. My continent is _____. My responsibility to my continent is _____.

8. I live on planet earth. One of my responsibilities to the earth is _____.

NAME: _____ DATE: _____

My Impact Challenge

1. What does the student in the red shirt say about all of the problems that they put on the sticky notes?

2. What problems do you have in your community?

3. What solutions could you work on or help with?

Call to Action

We can all make an impact by the choices and actions we take.



NAME: _____ DATE: _____

Circular Flow of an Economy

My Business

The name of my business: _____

The good or service I want to provide: _____

Natural resources I need:

- _____
- _____

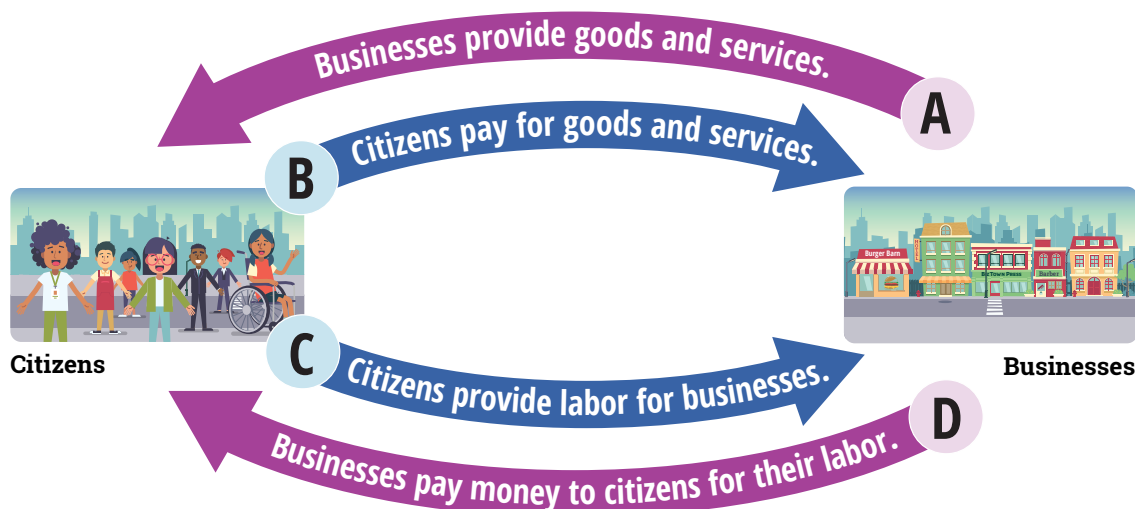
Capital resources I need:

- _____
- _____

Human resources I need:

- _____
- _____

Using a circular flow chart, show how your business would demonstrate the circular flow of an economy.



NAME: _____ DATE: _____

The Fishpond Problem

Directions: Imagine you live in a village community. Outside the village is a big pond that is fully stocked with fish. Each person in the village catches fish for their food each day. Each night one new fish is produced for every two fish in the village pond. Draw in the number of fish your group was given at the start of the activity.



1. In your imaginary village, how many fish do you think you and the other people in the village should take each day to make sure that you will have enough food to last all year? Why?

2. How can the people in the village make sure that there will be enough fish in the pond to provide food for everyone into the future?

3. Explain why it is necessary for a government to make rules for how common resources can be used, and other rules for the common good.

Government Steps In

GOVERNMENT REGULATIONS

FOR CITIZENS ASSIGNED AS GOVERNMENT OFFICIALS

LICENSES

State and local governments have rules about business licenses.

- Small businesses with employees need a license to operate.
- Construction and manufacturing are highly regulated.
- Small farms and craft businesses selling through a farmers market or craft fair are usually covered under the co-op license, or “cottage” laws.

BUSINESS TAXES

The government requires all small businesses to pay taxes.

- Income Tax: You must pay a percentage of your profits.
- Payroll Tax: You must pay a percentage of insurance taxes for your employees.
- Sales Tax: Most states collect sales tax and have businesses collect the tax on their behalf. If you sell in a state that does not have sales tax, you do not have to charge the tax.

WAGE LAWS

The government has a say in how you pay your employees.

- You need to pay the minimum wage set by the government.
- You must pay employees overtime if they work holidays and more than 40 hours.
- Children under 12 cannot be hired to work.

LABOR LAWS

The government has rules about who you can hire and how you take care of your employees.

- Your place of business must be safe for your employees and customers.
- You must make sure your employees are legally allowed to work.
- You cannot refuse to hire someone or treat them unfairly based on their race, gender, or age (based on the Civil Rights Act of 1964 and subsequent Supreme Court decisions).
- You need to inform your employees of their rights.

ENVIRONMENTAL REGULATIONS

The government has a responsibility to protect the environment.

- You must dispose of waste in a safe way.
- You must take care not to use up public resources.
- You must not sell dangerous or harmful substances.
- Rules about how to package a product limit the amount of packaging that ends up in landfill.

ADVERTISING

The government does not allow businesses to make false or purposely misleading ads.

- Information about your products and services must be truthful and accurate.
- You have to allow people to opt out of some types of advertising.

NAME: _____ DATE: _____

Government Steps In

OPTIONAL SCRIPTED QUESTIONS

FOR CITIZENS ASSIGNED AS BUSINESS OWNERS

Directions: Check Yes or No after speaking with a government official.

Yes **No**

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I charge 10 times what it costs to produce my product? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I employ small children in my factory? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I refuse to hire someone because I don't like the way they dress? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I fire someone if they are missing work because they are sick? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I hire people from many races and religions? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I pay my employees whatever I want? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I treat my employees fairly and give them bonuses for good work? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I require my employees to work overtime, every weekend, and holidays? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I make my employees wear a uniform to work? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I charge a fair price for a good product? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I dump waste into the river? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I set up a processing plant to handle our factory's wastewater? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I donate our leftover food to the animal shelter? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I dig minerals out of the earth and leave a mess? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I dig minerals out of the earth and process the dirt to be used by farmers? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I sell dangerous substances? |
| <input type="checkbox"/> | <input type="checkbox"/> | Government, may I sell dangerous substances if I put a label on my package? |

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I say my product does something good that it doesn't really do?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I package my products in recyclable materials?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I package my products using a lot of plastic that will go to waste?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I sell my materials without packaging?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I open my business any day of the week?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I open my business on holidays?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I sell handmade crafts at the farmers market without a business license?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I use some of my profits to create a foundation for people with disabilities?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I use some of my profits to support schools?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I apply for a business license when I open my business?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I choose to not pay my taxes?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I skip paying my taxes if my business needs the money?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I collect the right amount of sales tax and keep good records?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I make sure my place of business is safe and not harmful?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I keep secrets about labor laws from my employees?
<input type="checkbox"/>	<input type="checkbox"/>	Government, may I use phone advertising campaigns?

List other self-created questions here:

NAME: _____ DATE: _____

Free Enterprise

Becoming Producers

Directions: Answer these questions with your group.

1. What is the name of your product? (what to produce)

2. How did you organize your resources? (how to produce)

3. Who will buy your product? (who to produce for)

4. How many did you produce in 10 minutes?

5. How many do people want?

NAME: _____ DATE: _____

Different Types of Economies

Directions: Fill in the blanks with the correct type of economy.

1. In a _____ economy, businesses and consumers decide how resources are distributed, with limited involvement of the government.
2. In a _____ economy, the government, usually one person or a small group of people, decides what to produce, how to produce it, and who to produce it for.
3. In a _____ economy, goods are produced by people in the community who have passed down knowledge and traditions. The society's customs determine who will produce the goods. People often trade their products to another who has things they can use.
4. In a _____ economy, economic decisions are mostly made by the consumers and producers, with some input from the government.

Liberty Speaks

“JA BizTown is a free market economy because there is limited government involvement in the way businesses sell or market their goods.”



NAME: _____ DATE: _____

What Is Free Enterprise?

In a free enterprise system, businesses have the freedom to make decisions about what to produce, how much to produce, and for whom to produce. Likewise, consumers are free to buy property and goods and invest their money as they see fit.

A free enterprise system provides various economic freedoms to Americans:

- People have the freedom to own property, such as land, houses, and cars.
- People have the freedom to buy and sell goods and services.
- People have the freedom to invest in a business to earn a profit.
- People have the freedom to choose where and how to work.

Directions: Write a sentence about how your family might use each economic freedom to:

1. Own property: _____

2. Buy and sell goods and services: _____

3. Invest in a business to earn a profit: _____

4. Choose where and how to work: _____

NAME: _____ DATE: _____

Do You Have Enough?

Directions: Listen to the stories of the eight families. Record the number of people in the family, its resource units, and how those units were allotted for food, clothing, and shelter.

1. The Trevino family has _____ family member with _____ resource units.
The family bought _____ food, _____ clothing, and _____ shelter units.
2. The Smithson family has _____ family members with _____ resource units.
The family bought _____ food, _____ clothing, and _____ shelter units.
3. The Rodriguez family has _____ family members with _____ resource units.
The family bought _____ food, _____ clothing, and _____ shelter units.
4. The Ford family has _____ family members with _____ resource units.
The family bought _____ food, _____ clothing, and _____ shelter units.
5. The Zhao family has _____ family members with _____ resource units.
The family bought _____ food, _____ clothing, and _____ shelter units.
6. The Davila family has _____ family members with _____ resource units.
The family bought _____ food, _____ clothing, and _____ shelter units.
7. The Kovac family has _____ family members with _____ resource units.
The family bought _____ food, _____ clothing, and _____ shelter units.
8. The Johnson family has _____ family members with _____ resource units.
The family bought _____ food, _____ clothing, and _____ shelter units.

Economic Systems

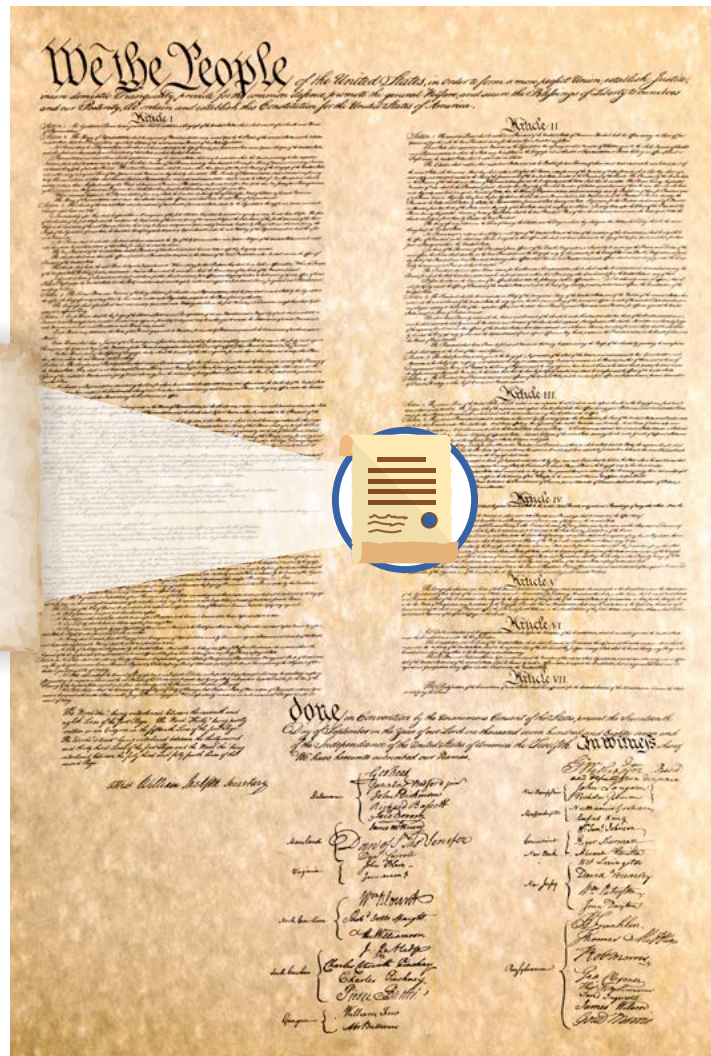
Liberty Speaks

“ Congress needed to have some authority over the economy, especially the power to collect taxes and regulate trade. But the rest of the buying and selling was up to us!



16th Amendment to the U.S. Constitution

16th Amendment: The Congress shall have power to lay and collect taxes on incomes, from whatever source derived...



Production Instructions

GROUP 1: NAME YOUR PRINTING BUSINESS

You are to create posters about plants or animals in your area. You decide what to produce and how to produce it based on your role in the group.

Divide your group into different workers:

- One person or set of people will get paper from the teacher and get their own markers or pencils for the group to use.
- One person or set of people will do the artwork.
- One person or set of people will do the lettering.
- One set of people will develop the idea(s) by working with the other team members.

Posters can be shown to anyone in the community.

GROUP 2: NAME YOUR PRINTING BUSINESS

You will create some posters. Materials will be provided by anyone in the group. Your teacher can provide paper, possibly for a fee. You may also trade or borrow supplies from other groups.

Group can create as many different posters as they like.

You may ask other students what you should draw or decide within the group.

You and your consumers decide what to make and how to make them. Display the posters in the classroom as desired.

GROUP 3: YOUR PRINTING BUSINESS IS NAMED: STATE PRINTING BUSINESS

Your group will create 6 posters using only classroom-provided materials:

- 6 sheets of paper
- 5 markers

Each student or pair of students is to work on one poster:

- Make 3 exact copies of a bicycle safety poster that includes helmets and traffic lights.
- Make 3 exact copies showing the benefits of good dental hygiene, including dental floss, toothpaste, and the proper way to brush your teeth.

All lettering needs to be 1" high and all caps. You may not use the color red.

Posters are to be displayed by teacher for benefit of classroom.

GROUP 4: NAME YOUR PRINTING BUSINESS

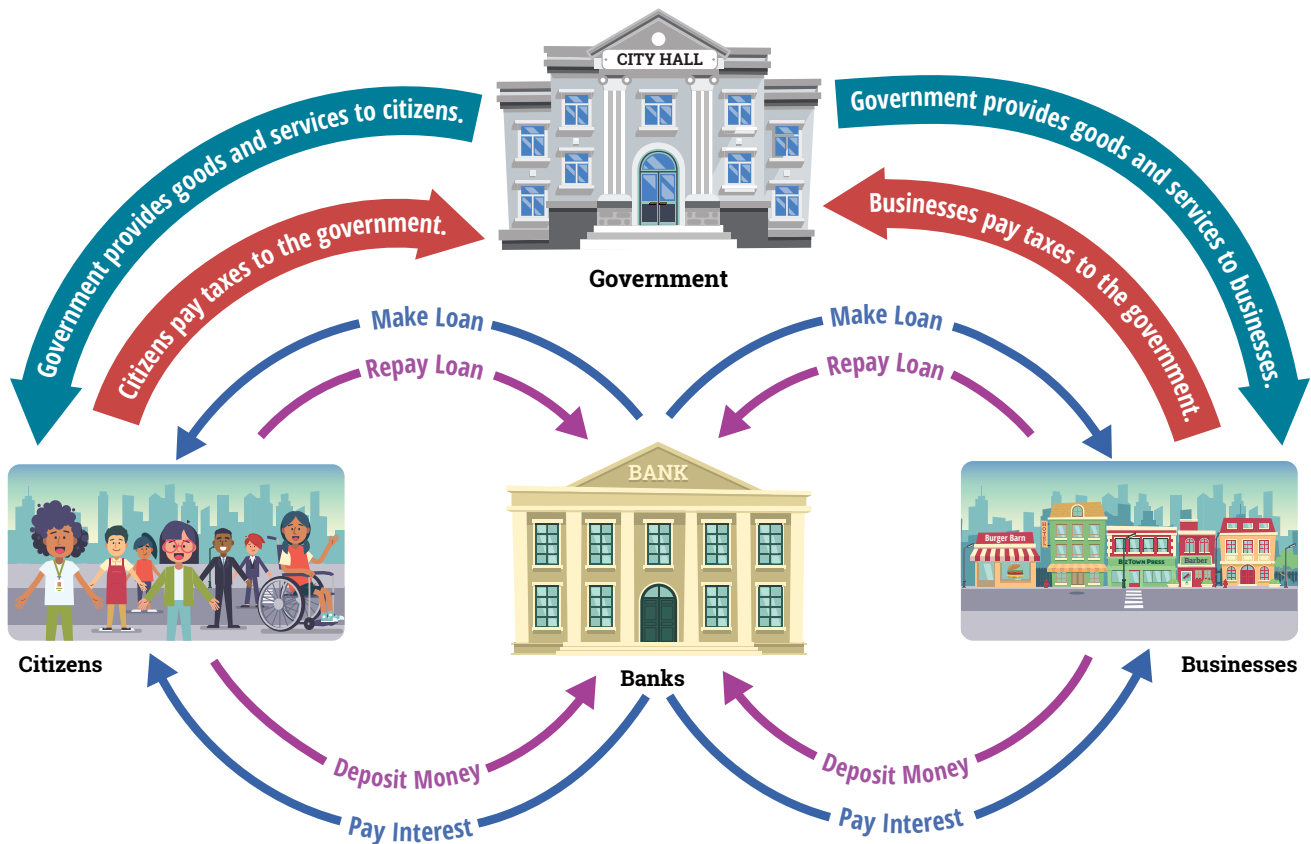
Your group will create at least 2 posters about a topic from this course: Civics, Economics, or Personal Finance. All posters should include the title *JA BizTown*.

You will be given 5 sheets of paper and some markers, but you can also use your own materials or trade with other groups.

All writing should be done by someone who is left-handed or can use their left hand. You decide where and how to display the posters.

Where Does Your Money Go?

Public and Private Goods and Services



NAME: _____ DATE: _____

Directions: Use the table with provided examples to take an inventory of items in your classroom. List the items that have attributes of Public Goods and Services or Private Goods and Services in the appropriate columns.

Public goods and services are:

- Shared by everyone, often at the same time.
- Allowed to be used by anyone.
- Usually paid for by the government.

Private goods and services are:

- Owned by a specific person or group.
- Paid for by a consumer.

Public Goods and Services	Private Goods and Services
example: <i>public school classroom</i>	example: <i>backpack</i>

Payday

Directions: Do the math to find the gross value of your paycheck.



NAME: _____ DATE: _____

Comparing Goods and Services – Venn Diagram

Directions: Think of and list as many goods and services as you can in 5 minutes. Write the public and private goods and services in separate circles of the Venn diagram. Any goods or services that can be both public or private should go in the middle where the circles overlap.

Public goods and services are:

- Shared by everyone, often at the same time.
- Allowed to be used by anyone.
- Usually paid for by the government.

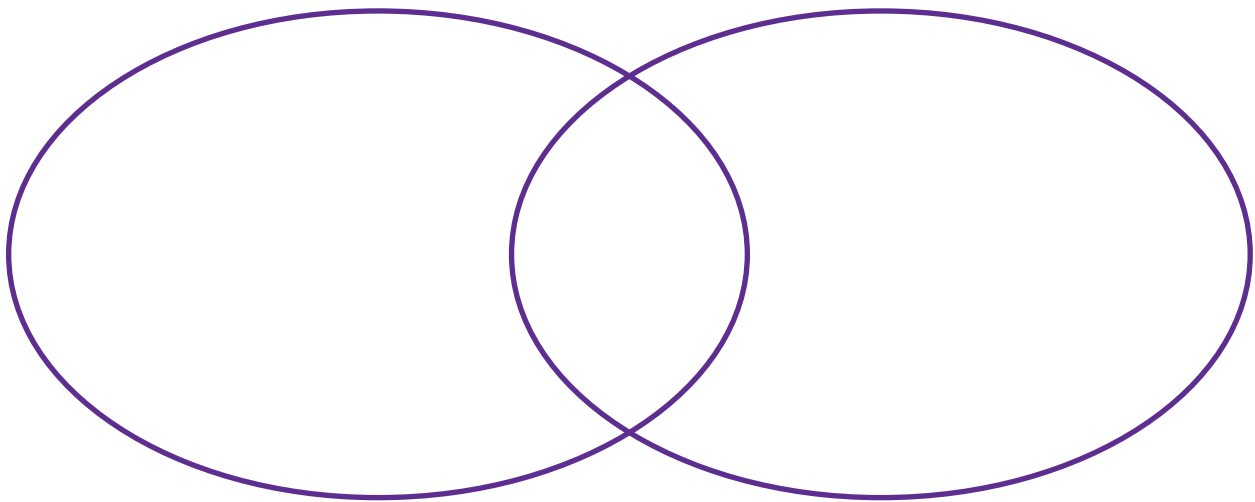
Private goods and services are:

- Owned by a specific person or group.
- Paid for by a consumer.

**Public Goods
and Services**

**Both Public and Private
Goods and Services**

**Private Goods
and Services**



Liberty Speaks

“ In a representative democracy, like the United States, citizens elect the leaders of government. One of the jobs of elected leaders is to decide how much and on what to spend on public goods and services. Citizens can have a say in taxes and public spending by contacting government officials through calling or writing, voting, and lobbying. ”



NAME: _____ DATE: _____

Calculating Sales Tax

Directions: Multiply the 5% sales tax to the cost of the item, and then add the tax amount to the item price.

	Bug Notebook	Nature Poster	Rock Candy	Glitter Pencils (set of 4)	Dinosaur Stickers
A	\$1.00	\$2.00	\$3.00	\$4.00	\$5.00
B	5% sales tax 0.05×1.00 = _____	5% sales tax 0.05×2.00 = _____	5% sales tax 0.05×3.00 = _____	5% sales tax 0.05×4.00 = _____	5% sales tax 0.05×5.00 = _____
C	cost plus tax = _____	cost plus tax = _____	cost plus tax = _____	cost plus tax = _____	cost plus tax = _____

Philanthropists

Directions: Draw or write the name of the corresponding icon next to the names of the philanthropists you read about.



Time



Treasure



Talent

Liberty Speaks

“Someone who contributes to society by donating their time, their treasure (their money), or their talent, is called a philanthropist. Philanthropists often contribute things like parks, hospital wings, and libraries for public use. Philanthropists pay taxes, too!”



Andrew Carnegie—Libraries

Between 1875 and 1901, Andrew Carnegie earned a lot of money in the steel industry. He used some of that money to fund the building of nearly 3,000 libraries around the world. Before he would build a library for a town, though, he required the residents to show the need for one. They also had to provide the building site and show they could afford to keep the library open. Many women’s groups across the nation and in other countries led book drives and fundraising efforts to bring libraries to their communities.

Alicia Keys—Keep a Child Alive

In September 2014, entertainer Alicia Keys launched We Are Here, a movement that empowers the global community concerning issues and initiatives to build a better world where all people are heard, respected, and treated with dignity. Alicia Keys is cofounder of Keep a Child Alive (KCA), a nonprofit organization that partners with grassroots organizations to combat the physical, social, and economic impact of HIV on children, their families, and communities in Africa and India.

Oprah Winfrey—Leadership Academy Foundation

Through her private charity, talk show pioneer, actress, and entrepreneur Oprah Winfrey has awarded hundreds of grants to organizations that support the education and empowerment of women, children, and families in the United States and around the world. Among her various philanthropic contributions, she has donated millions of dollars toward providing a better education to children with merit but no means. The Oprah Winfrey Leadership Academy Foundation provides support for a leadership academy for girls in South Africa. Oprah’s vision is to help develop the future women leaders of South Africa.

Milton S. Hershey—The Hershey Company

Milton Hershey founded The Hershey Chocolate Company in 1894. With little formal education, Hershey used his wits and instincts to become a successful entrepreneur, mass-producing a unique recipe for milk chocolate to create Hershey chocolate bars and “kisses” at affordable prices. To extend his legacy beyond the company he founded, Hershey created financial trusts to help fund civic centers, cultural activities, a school for underprivileged boys and girls, and a sports arena in his company’s hometown, now known as Hershey, Pennsylvania. Another institution initially funded by the Hershey legacy is the Penn State Health Milton S. Hershey Medical Center. The center offers advanced medical services and trains students to become doctors, nurses, and medical professionals.

Walt Disney—California Institute of the Arts

Walt Disney founded the California Institute of the Arts in the early 1960s. Disney, a cartoonist and theme park builder, contributed the money to build the school. It was the first college in the United States to grant degrees in both visual and performing arts. Disney’s dream was to provide a school where artists and musicians could come together to share a wide range of artistic expression. To be accepted into the school, students must show creative talent and motivation to succeed.

Mother Teresa—Missionaries of Charity

Mother Teresa, also known as Saint Teresa of Calcutta, was born in 1910 in Macedonia. Later in life, she became a Catholic nun and taught others to give “wholehearted and free service to the poorest of the poor.” She started soup kitchens, counseling programs, orphanages, and schools in the poorest neighborhoods of India. Mother Teresa started the Missionaries of Charity, a foundation that continues to run homes and hospices for people who are sick and dying. Mother Teresa received the Nobel Peace Prize in 1979.

Paul Rusesabagina—Rwanda

In 1994, in Rwanda, Africa, a rebel group began to kill members of an opposing tribe. Paul Rusesabagina, a hotel manager, helped hide and house 1,268 refugees who would otherwise have been killed. Rusesabagina used his position within the hotel to protect his neighbors and their families during rebel attacks and get them to safety outside the country. He was an ordinary man who showed great courage and did what was right during a terrifying time when at least 800,000 people were killed.

John Muir—Sierra Club

John Muir sailed to San Francisco in 1868 as a young man looking for work. He began traveling throughout the state of California and fell in love with the beauty of the mountains. He wrote about the splendor of the Sierra Nevada and encouraged Congress to protect the mountain range. In 1892, he and some friends founded the Sierra Club, which has become one of the most important conservation groups in the United States. Muir wrote essays and books and encouraged others to preserve wilderness areas.

Henry and Edsel Ford—Ford Foundation

Henry Ford founded the Ford Motor Company in 1903. He created the first mass-produced car in 1908; invented the first moving assembly line in 1913; and in 1914 more than doubled the wages of his workers to \$5 a day. Some experts have said he helped create America's middle class by paying his workers a fair wage. His son Edsel started the Ford Foundation in 1936 to make sure some funds from the company were set aside for public welfare. The Ford Foundation contributed to public broadcasting to help produce the popular children's TV show Sesame Street.

Maya Angelou—Poet

Maya Angelou was an African American poet and author who performed in dance, theater, movies, and television. The books and poetry she wrote have helped people understand each other. She encouraged people to look past race and other divisions. She traveled around the world spreading her gift of writing and her message of civil rights for all.

Irena Sendler—Zegota

During World War II in Poland, the Nazis forced Jewish families into a small area called the Warsaw Ghetto. There, the families either starved to death or were killed. Irena Sendler, 34, was a social worker whose heart went out to the Jewish children. Knowing that they would die if nothing was done, Sendler and other members of a group called Zegota rescued the children and snuck them out of the city. They found families to adopt the Jewish children. Sendler kept the names of all the children's new families buried in jars under an apple tree so that if any of their families survived, the children could be reunited with them.

Sir Timothy Berners-Lee—Computer Scientist

Scientist Sir Timothy John Berners-Lee is an English computer scientist. He is best known as the inventor of the World Wide Web, opening up the Internet to everyone. Using HTML (hypertext markup language) people could now share information, inspire each other, and work together. Sir Timothy Lee promoted the Web as "a basic right and public good." He wanted to make sure scientists could work together and share knowledge without a high price.

William Wilberforce—Abolitionist

William Wilberforce was an English politician. He believed that slavery was wrong and led a movement to end the slave trade. For 26 years, he proposed bills and wrote essays against slavery. Finally, the British Parliament passed the Slave Trade Act of 1807. This law ended the selling of slaves in the British Empire. Wilberforce continued to work to make sure the laws were enforced and that the practice of slavery ended in his country.

Michael and Susan Dell—Micheal and Susan Dell Foundation

Michael Dell founded the computer company, Dell Inc., in 1984. Michael and Susan Dell created their foundation in 1999. The Michael and Susan Dell Foundation has committed to the Giving Pledge. The Giving Pledge is a promise to donate a large part of their wealth to worthy causes. To date, they have donated over \$1 billion. Some examples of their work include supporting quality schools, improving access to health care, and providing career counseling.

Nelson Mandela—Anti-Apartheid Activist

Nelson Mandela was born in South Africa in 1918. As he grew up and became educated, he began to speak out for the rights of South African blacks, who were mistreated in their own country. Mandela was imprisoned for 27 years for his beliefs and actions. He earned a law degree while in prison, and when he was finally released, he became the first black president of South Africa. The laws he passed helped the poor, sick, and abused in his country. When Mandela retired as president, he began to write books about freedom. Mandela also brought together world leaders to discuss common problems among nations and promote democracy and peace. He was awarded the Nobel Peace Prize in 1993.

Jane Addams—Hull House

The first settlement house in the United States was opened by Jane Addams in Chicago, Illinois, in 1889. The purpose of the house was to improve the lives of poor families in the inner city. This was accomplished by inviting wealthy people to live among them and help them. The Hull House provided services such as day care, education, and health care. Addams and other volunteers lived in the house and helped the women who lived there. Addams was the first female president of the National Conference of Social Work. She also served as president of the Women's International League for Peace and Freedom.

George Washington Carver—Botanist

George Washington Carver was born enslaved in 1864. Despite the hardships he endured, Carver was determined to earn a college degree. Eventually he became a scientist, botanist, educator, and inventor and went on to teach at a college for African Americans. Carver did research with soil and plants. He used his knowledge to show southern farmers how to put nutrients back into their overworked soil. The farmers were so successful growing peanuts and sweet potatoes that Carver spent the next few years working in the lab to find uses for all the food. He invented hundreds of products that used the peanut, including peanut butter and a form of plastic.

NAME: _____ DATE: _____

Be a Philanthropist

Problem: _____

How will your group help with this problem?

Call to Action



1. What causes are important to you?

2. How would you like to make a change in your community or the environment?

3. What can you personally do to make a change?

JA Family Newsletter – Unit 2

Hello, JA Families!

This week in class we learned about communities and economies. We learned how citizens have rights and responsibilities, and how goods, services, and resources move in a circular flow between businesses and people, and between banks and government and people too. Can you think of a way your family is part of the circular flow?

One thing we talked about was how our taxes go to pay for things that all citizens use and need, such as fire departments and libraries and schools. We learned how citizens have the responsibility to take care of each other, too. Everybody can help the community and environment. It's our civic responsibility!

Family Activity: Create a Word Web

As a family, think about the kinds of helpful organizations and foundations you admire. On paper, write the words that you associate with giving to a particular cause.

Now, collect some supplies so you can create your own family giving plan! You will want to gather crayons or markers and some paper to write on. Everyone will help create the family giving plan. Let's start with the youngest and end with the oldest. First, the youngest person draws a big circle in the middle of the paper and writes a name or draws a picture in the middle that shows something the family cares about, like the Ocean! The next person will write a word connected to the ocean that tells us how we can help the ocean, like Save the Starfish. Continue to take turns thinking of words or phrases to write in bubbles around the center circle. The next might be Clean Water or Happy Dolphins. See how easy it is to think about your community or environment!

How about you? One easy way to help is by collecting change. You can make a Change for a Change donation can. It's easy!

1. Cut a slot in the plastic lid of a can or box, such as an oatmeal box, formula can, or margarine tub.
2. Decorate the outside of your can by wrapping a piece of paper around it and taping it in place. You could use your word web page or draw a picture of the people or thing to which you would like to donate.
3. Set your can in a place where all the family can see it.
4. Slip your loose change into the slot and listen as the money builds up. You might want to look for pennies and dimes on the sidewalk or ask others if they want to contribute.
5. Once your can is full, take it to the local foundation and let them know you are supporting their work. Or, take it to the bank or a coin counter machine, and then mail the check to your favorite foundation.

NAME: _____ DATE: _____

Interests and Skills

Interests and Skills Survey





Part 1

1. List up to eight things you like to do. These are interests. Examples of interests include playing sports, writing, acting, singing, helping others, working with numbers, fixing things, reading, researching, baking, sewing, making crafts, teaching, coding, drawing, or playing a musical instrument.

2. Review your list of interests. Circle the interests for which you also have a high level of skill.
3. Look at the interests that are circled. Which one of these activities is your favorite among those that are circled? (If none are circled, write down the interest you like the most.)

Part 2

My career interest category is _____.

people	ideas	data	things
			

I am interested in _____.

List the titles of the **five** jobs that most interest you from the job description sheets and from class discussions.

Example: Election Coordinator

1. _____
2. _____
3. _____
4. _____
5. _____

Write **two** job responsibilities from those jobs that you think you would like to do most.

Example Job: Election Coordinator	Example Responsibility: Create a brochure about the pros and cons of an issue.	Example Responsibility: Help people create campaign buttons.
1		
2		

A future career that may be good for me is _____
_____.

Liberty Speaks

“ In a free enterprise economy, citizens are free to pursue whichever job role they wish. They will need to build the required skills needed for the role. They will either apply for the job with an employer or build their own business as an entrepreneur. ”





The Right to Education

Linda Carol Brown

A team of lawyers wanted to make it possible for all children, no matter their skin color, to go to good schools. They helped the Brown family by suing a Kansas school district to give their daughter Linda the right to attend the local all-white elementary school. While her white neighbors walked just 6 or 8 blocks to school, Linda had to take the public bus 21 blocks to a school just for Black students. The family complained that the school had fewer and less qualified teachers. The classrooms were crowded. The few books they had were outdated copies handed down from the white schools. The family won the case, which went to the Supreme Court in 1954. *Brown v. Board of Education of Topeka* struck down the “separate-but-equal” standard and ended racially segregated schools. Throughout her life, Linda Brown continued to advocate for equal access to education in Kansas and beyond.



Amanda Gorman

Amanda became the first ever National Youth Poet Laureate of the United States in April 2017. She read one of her poems at President Joe Biden’s 2021 inauguration. Amanda has an auditory processing disorder. It has not stopped her from being an activist for education, learning to speak well, and writing poems about equality and education. She says, “Literacy is really the gateway to activating democracy. We become better activists, better engaged citizens; better community members when we can use language, knowledge, and education to communicate and actualize social change.”



Angélique Kidjo

Angélique is a popular singer and songwriter. She has used her fame to improve education for women in her home country of Benin. She helped create the Batonga Foundation. Many girls in Benin were not getting an education. The Batonga Foundation reaches some of the most defenseless and hard-to-reach young women. They provide the knowledge and skills girls need to improve their own lives and communities.



Directions: Reflect on the contributions of these people and answer the question.

Do you think education should be a right? Why or why not?

JA BizTown Job Application

PERSONAL INFORMATION

Last Name _____ First Name _____ Middle Initial _____

School Street _____

City _____ State _____ Zip _____

Email address _____

EDUCATION

Name of School _____ Grade Level _____ Favorite Subject _____

HOBBIES (Favorite Activities)

Things you like to do in your spare time: _____

Favorite after-school activity: _____

EMPLOYMENT OBJECTIVE

FIRST CHOICE of a *JA BizTown* job: _____

What interests and skills do you have that would make this job a good fit for you?

SECOND CHOICE of a *JA BizTown* job: _____

What interests and skills do you have that would make this job a good fit for you?

THIRD CHOICE of a *JA BizTown* job: _____

What interests and skills do you have that would make this job a good fit for you?

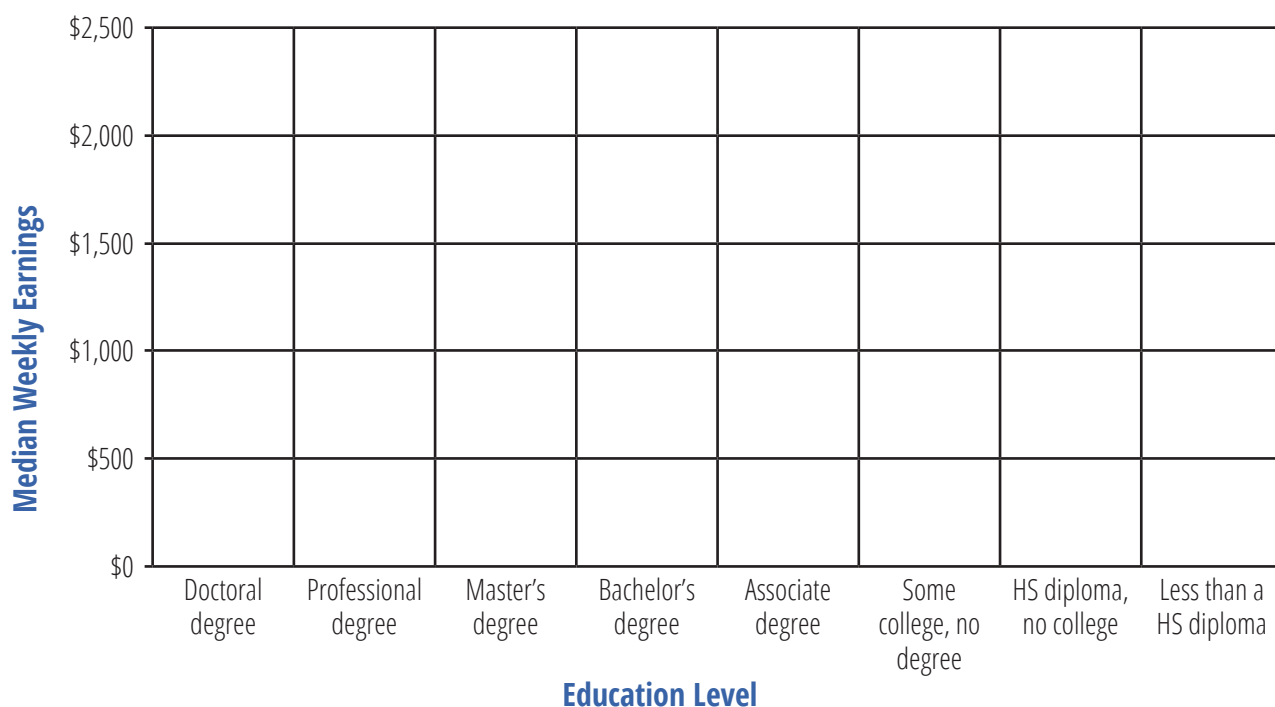
Date: _____ Signature: _____

Education Pays Off

Directions: Using the information in the chart, create a bar graph that shows the average weekly earnings based on education level.

Education Level	Median Weekly Earnings	Unemployment Rate
Doctoral degree	\$1,885	2.5%
Professional degree	1,893	3.1
Master's degree	1,545	4.1
Bachelor's degree	1,305	5.5
Associate degree	938	7.1
Some college, no degree	877	8.3
High school diploma, no college	781	9.0
Less than a high school diploma	619	11.7
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers. Source: U.S. Bureau of Labor Statistics, Current Population Survey.		

COMPARING EARNINGS BASED ON EDUCATION LEVEL



NAME: _____ DATE: _____

Writing a Resume

Name _____

5678 College Ave.
JA, USA 95400 • Phone Number: (101) 234-5678

Position Sought

Abilities and Talents

- _____
- _____
- _____
- _____

Achievements and Awards

- _____
- _____
- _____
- _____

Work Experience

Education and Training

NAME: _____ DATE: _____

Job Skills and Behaviors

How to Put Your Best Out There

Directions: Review the interview questions, and write the answers you would give during a job interview.

1. What activities do you like to do at school?

2. What skills do you have that would make you a good employee?

3. Do you like working alone or with other people?

4. How would your friends describe you?

5. What out-of-school activities do you participate in? Any volunteer work?



Intent to Run for Office Form

Part A: To be completed by teacher

This form must be completed and duly filed by this date:

_____ .

Part B: To be completed by the candidate

I, _____ (print your name),

hereby declare my intention to run for the following *JA BizTown* position:

_____ .

- I understand that my name will appear on the *JA BizTown* ballot for this position and an election will be held.
- I understand that if elected I will do the best job I can at *JA BizTown*.
- I am a citizen of *JA BizTown*.

I agree with the above statements.

(Candidate's signature)

(Date)

NAME: _____ DATE: _____

The Customer Comes First

Directions: Read through the list of good customer service skills. For each skill, give an example or write a sentence explaining why that skill is important to the job.

1. Give an example of how a childcare worker shows *patience*.

2. Why is it important that a bus driver pay close *attention* to the road?

3. How does a teacher demonstrate *clear communication*?

4. Why does a video game designer need *expert knowledge* of game design?

5. Is it important for a toy company CEO to have a *positive attitude*? Why?

6. Give an example of how a chef or baker shows good *time management* skills to prepare food for a party.

7. Name one way a soccer coach demonstrates *self-control* during a championship game.

Civic Virtues

Directions: How are soft skills related to civic virtues? In each box, write the civic virtue that matches the workplace behavior description.

Civic Virtues
integrity
honesty
responsibility
loyalty
initiative
communication
teamwork

Workplace Behavior Descriptions
When I feel like I am not productive, I ask my boss if there is something else they need me to work on. _____
I work well with my coworkers to get the tasks done. _____
It feels good to do the right thing for our customers and the company. _____
People can depend on me to come into work on time for every shift. _____
Yes, I told the customer that they could have a free meal the next time they come in. _____
I notify the customer the item has a warranty and I tell the customer that they must complete the paperwork for the warranty to be used. _____
If something is bothering me about a work-related task, I tell my supervisor as soon as possible. _____

NAME: _____ DATE: _____

Noah Webster



Every small district should be furnished with a school...This school should be kept by the most reputable and well informed man in the district. Here children should be taught the usual branches of learning; submission to superiors and to laws; the moral or social duties; the history and transactions of their own country; the principles of liberty and government. Here the rough manners of the wilderness should be softened, and the principles of virtue and good behavior inculcated."

What connection can you make from this quote to soft skills?

NAME: _____ DATE: _____

Elections, Yesterday and Today

Types of Government

Directions: Match the types of government with the way the people vote. Then, write *rule of the few* or *rule of the many* under each type of government.



a. Monarchy

_____ Everybody votes; everybody makes decisions.



b. Dictatorship

_____ Nobody votes; only ruler or rulers makes decisions.



c. Direct Democracy

_____ Citizens vote; elected officials make decisions.



d. Representative Democracy

_____ Sometimes people vote, but the government leader makes the decisions.

Write two sentences about what voting means to you and how you can be an informed voter.

NAME: _____ DATE: _____

Election Committees

Directions: Work with your team to assign the positions for running an election.

Job	Description	Name
Mayor and other candidates	<ul style="list-style-type: none"> Practice campaign speeches. Approve posters, pamphlets, and other campaign material. Listen to the people's concerns and take action. 	
Campaign Manager(s)	<ul style="list-style-type: none"> Create slogans. Encourage others to vote. Make sure others do their jobs. Bring people's concerns to the candidate's attention. 	
Voter Registration Clerk	<ul style="list-style-type: none"> Keep list of eligible voters. Check that all voters are registered before voting. 	
Election Board	<ul style="list-style-type: none"> Help teacher with election calendar. Set campaign rules. Create ballots. 	
Campaign Press Team	<ul style="list-style-type: none"> Schedule interview time with candidate for the press. Provide press releases and information. 	
Speechwriters	Assist the press teams by helping create speeches.	
Campaign Ad Creators and Developers	Create campaign slogans, posters, buttons, and pamphlets.	
Ballot Counters	Help the election board by counting and verifying votes.	

Liberty Speaks

“ When we vote, we choose who runs our government. Each person has an opportunity to say who should be elected to office, or how laws should be made or changed. Your vote is your voice, and it is important. ”



NAME: _____ DATE: _____

Do You Have an Issue?

Lin saw an issue in her neighborhood. Cars were parked in the bike lane. This made it unsafe for cyclists to pass through the narrow street and onto the busy main street with oncoming traffic.

Lin talked to a local police officer, and he suggested she write a letter to the City Council.

Lin wrote her letter. The City Council invited her to bring her issue to their next council meeting. She took pictures of the narrow road and the parked cars. She talked to neighbors to see how they felt about the issue.

Lin and her mom went to the City Council meeting with all her information. They were very surprised to see she was only nine years old! The members of City Council discussed the issue and said they would have to do more research before they could act on it.

The City Council sent traffic officers to monitor the problem. The officers tagged cars that were parked for too long. They put up signs that said parking was limited on the street. They decided it was a problem. The officers looked at other streets in the area and found that they had a problem, too.

After a few weeks, Lin got a letter back from the City Council. The council was going to change the parking rule on the streets near the main street. This way, cars could not park overnight and could not park so close to the corner. The council also put in a flashing crosswalk signal.

Now, Lin and her brother and friends could ride their bikes and cross the street safely.

How about you?

Think about and discuss an issue you see in your town or neighborhood.

1. Where do you see an issue? _____

2. Who can you talk to? _____
3. What can you do? _____

4. When will you take your issue to the local government? _____
5. Why is it important? _____

NAME: _____ DATE: _____

Voting Rights Timeline

Directions: Answer the questions using information from the Voting Rights Timeline.

1. For whom did the 15th Amendment expand the right to vote?

2. Who was allowed to vote after the 19th Amendment was passed?

3. How old do you have to be to vote in a U.S. election today?

JA Family Newsletter – Unit 3

Hello, JA Families!

This week in class, we learned about Work Readiness. We learned that each person has special skills and interests that help them find the kind of job that is best for them. A person could be interested in jobs that concentrate on data, or in jobs where they have to build or make things. Some jobs are all about people, such as communicating and helping others, and other jobs focus on coming up with ideas and solving problems. There are also a lot of jobs in science, technology, engineering, and math (STEM), where you need to use most of those other interests. We learned that there are all kinds of jobs and people who do them. All jobs are important to make a community and a nation run efficiently.

One thing we talked about was how many people, through education and training, can learn how to do certain kinds of jobs, or careers, but it is the soft skills we have, like our character traits, and good business attitude that help us keep our jobs and make businesses run smoothly.

Ask your student about their job interviews and the job they will have, or want to have, at *JA BizTown*. You may want to allow your student to interview you about the kind of job you have or would like to have.

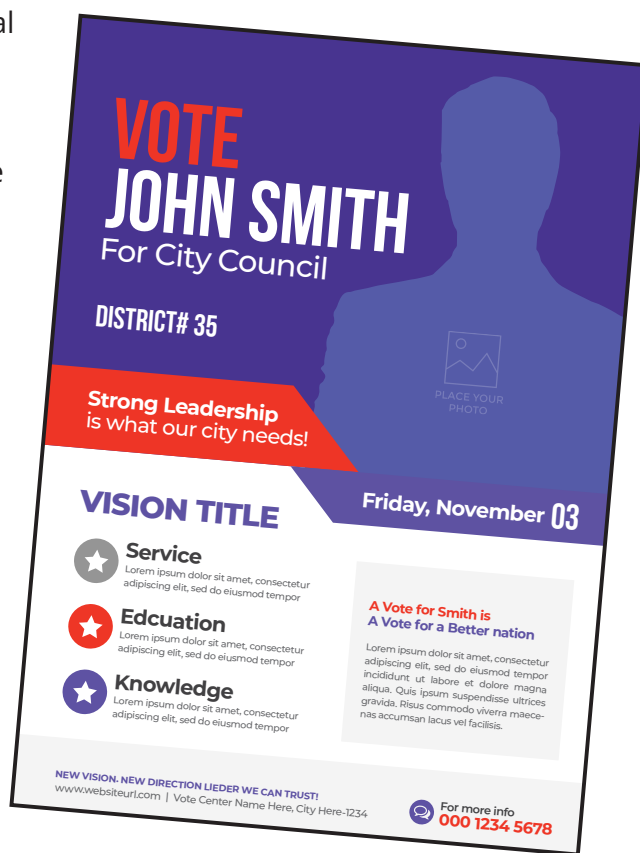
Play a guessing game about jobs in your community.

- Have one person be the clue giver. They will think of a job and then give a clue, such as “This person works in a shop.”
- The other players may guess and say, “cashier” or “store manager.”
- The clue giver will either say “Yes, and...” to help the players guess, or “No, but...” to lead them to the right answer. “This person works in a shop and asks people to sit down.”
- The new guess might be a restaurant hostess. The new clue might be “No, but they sell things for your feet.”
- The person with the correct answer of shoe salesmen would get to be the next clue giver.

Family Activity: Create a Voting Poster

Another kind of job we learned about was a job as a public leader, like city council person or mayor. We learned that many of these jobs are earned by election. Ask your student who ran for mayor of *JA BizTown* from the class and who won. Voting is such an important part of our democracy. You might want to show your student some voting literature or signs you see about town. If possible, take your student to vote with you. As a family, think about the kinds of character qualities you admire in a public leader.

Create a campaign poster for your ideal candidate (real or imagined). Draw the poster on a sheet of paper. Think up a catchy slogan and include qualities or beliefs a candidate might have that are important to you.



NAME: _____ DATE: _____

Business Costs

Top Ten List

Directions: Complete a Top Ten List of ways your business will ensure that it is a quality business.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Civic Responsibilities

Quality businesses have similar traits to quality citizens. A business shows its quality citizenship by treating its customers well, taking care of its workers, and being involved in the community in a positive way.



NAME: _____ DATE: _____

Sample Business Costs

SALARIES

Student Name	Account #	Salary	Pay Periods	Total Salary
CEO:		\$9.50 ×	2 =	
CFO:		\$9.00 ×	2 =	
Food Manager 1:		\$7.00 ×	2 =	
Food Manager 2:		\$7.00 ×	2 =	
Beverage Manager 1:		\$7.00 ×	2 =	
Beverage Manager 2:		\$7.00 ×	2 =	
Sales Manager 1:		\$7.00 ×	2 =	
Sales Manager 3:		\$7.00 ×	2 =	
Sales Manager 4:		\$7.00 ×	2 =	

Total of All Salaries \$ _____

OPERATING COSTS

Category	Description	Amount
Advertising	\$4.50 to newspaper, \$4.00 to radio station, \$4.00 to TV	
Taxes	\$6.00 to City Hall for property taxes	
Health Care	\$3.00 to Wellness Center	
Professional Services	\$2.00 to accountant, \$4.00 to attorney, \$2.00 to insurance	
Rent	\$8.00 to realtor office	
Supplies	\$4.00 for writing utensils, \$2.00 for paper	
Philanthropy	\$3.00 to nonprofit organization	
Utilities	\$10.00 to electric company, \$2.00 to water company	

Total Operating Costs \$ _____

Total Business Costs
[salaries plus operating costs]

NAME: _____ DATE: _____

Brainstorming Rules

1. All ideas are welcome! Write down all ideas that come from your team. You can give your favorites later.
2. Mind-tag is encouraged! One person's idea may give another person a good idea.
3. Do not put down anyone's ideas! Every idea expressed is important.
4. Unique ideas may end up being the best ideas.
5. Work quickly! Keep the pace fast—that's part of the fun.

What Are Some Costs for Running a Business?

List ideas here.

Liberty Speaks

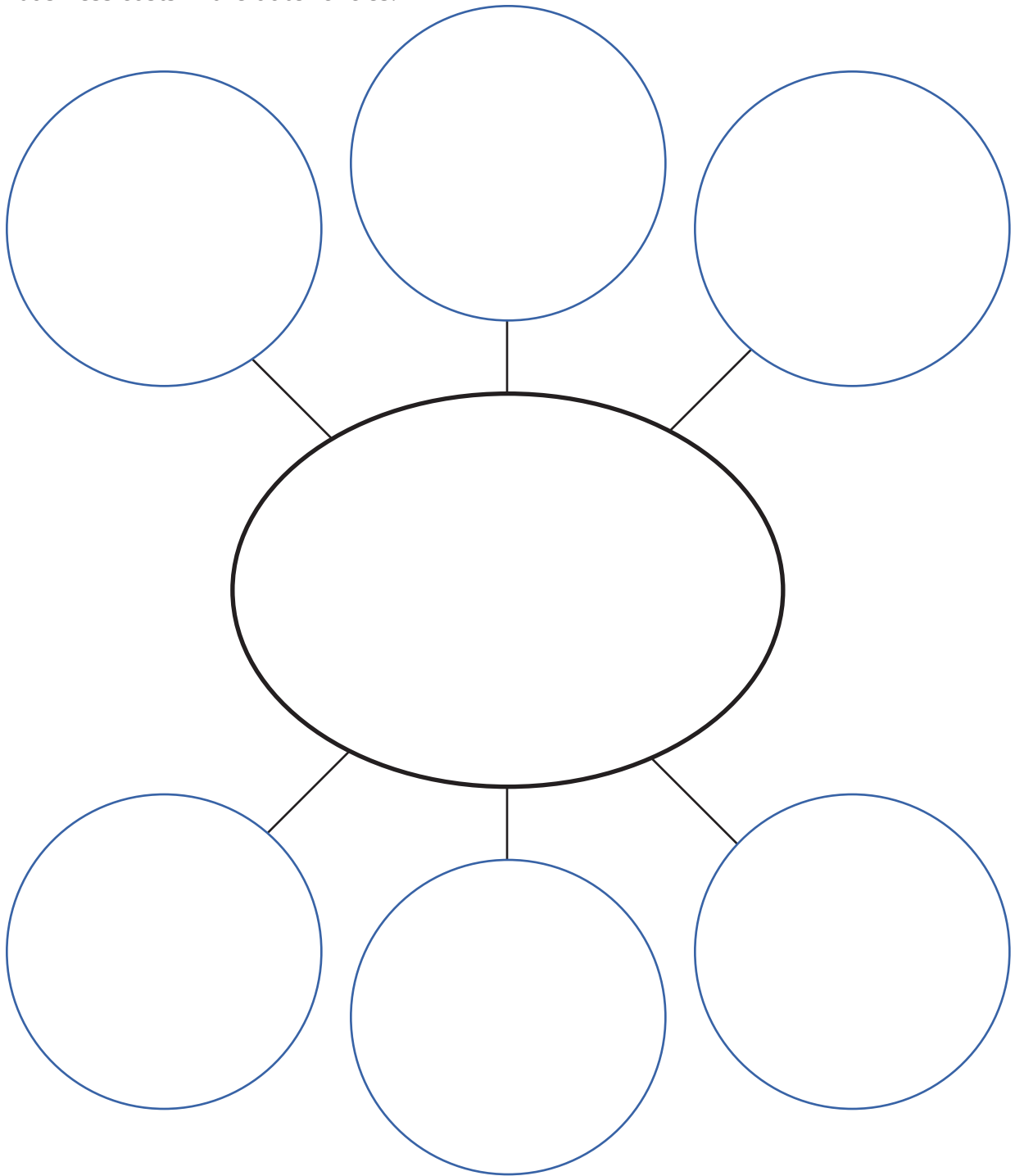
“Don't forget your civic virtues! Sharing ideas openly with others is part of civil discourse. It is important to respect other speakers, even when you do not agree.”



NAME: _____ DATE: _____

Budget Categories

Directions: Write your assigned category in the middle circle. Write specific business costs in the outer circles.



NAME: _____ DATE: _____

Business Budget

Revenue	Amount
Sales and Pledges	\$10,000

Monthly Expenses	Projected Cost
BUILDING	
Rent	\$1,000
Utilities	\$500
Cleaning Supplies	\$50
Recycling	\$20
SALES AND MARKETING	
	\$
	\$
	\$
	\$
PRODUCTION	
	\$
	\$
OTHER	
	\$
	\$
My Total Expenses This Month	\$
Balance	\$

NAME: _____ DATE: _____

Brainstorming Rules

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4. Unique ideas may end up being the best ideas.
5. Work quickly! Keep the pace fast—that's part of the fun.

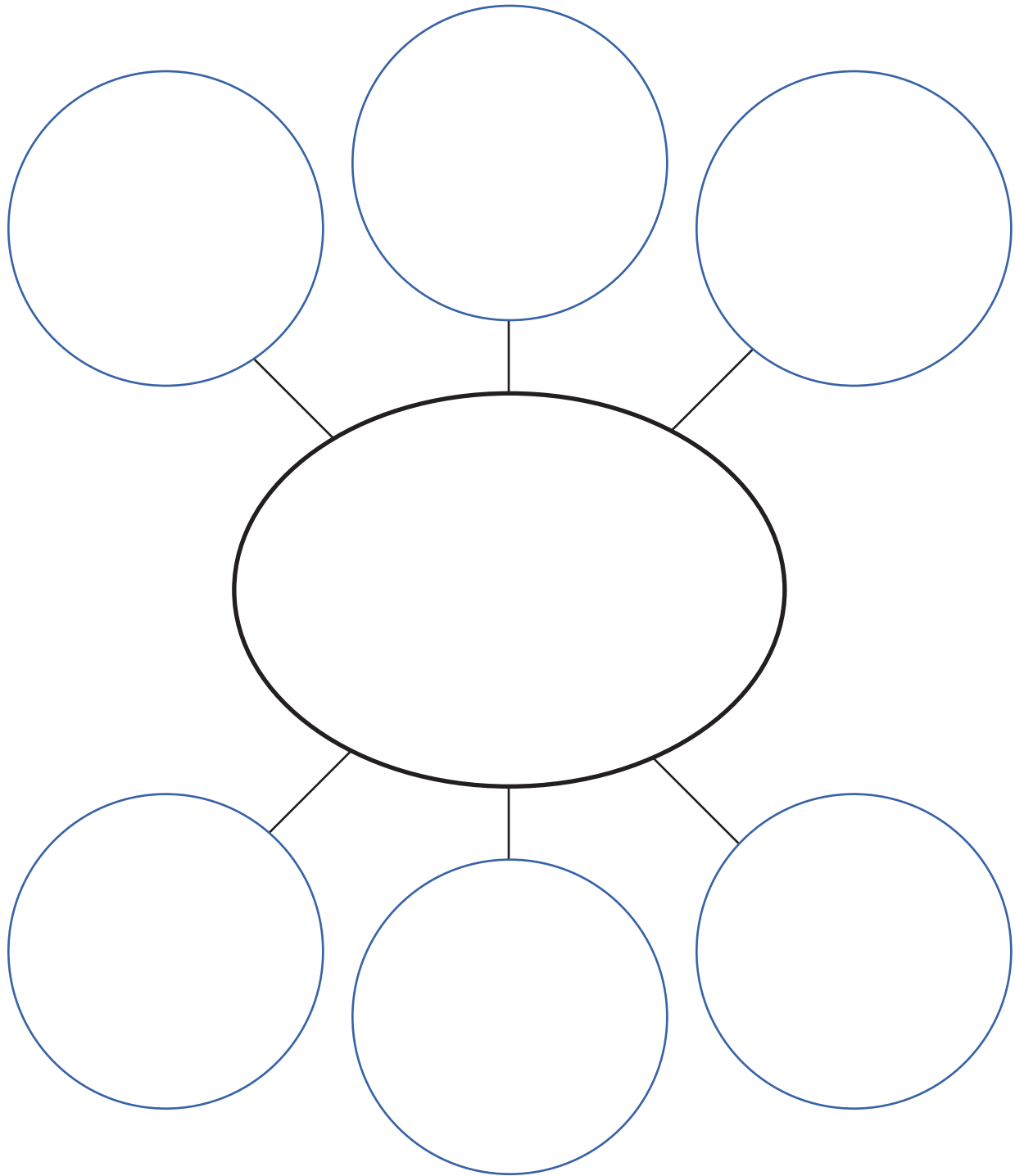
What Are the Characteristics of a Quality Business?

List ideas here.

NAME: _____ DATE: _____

BIZ-QTC Web Report

Directions: Write your assigned characteristic in the middle circle. Write specific details in the outer circles that help measure it. If necessary, draw more circles.



NAME: _____ DATE: _____

BIZ-QTC Summary Report

This report summarizes the efforts of all BIZ-QTCs. It has been determined by citizens of *JA BizTown* that the following summary of details reflects quality businesses. Remember: The business characteristic is written in the center web circle. The details are from the outer circles.

1. Business Characteristic: _____

Details: _____

2. Business Characteristic: _____

Details: _____

3. Business Characteristic: _____

Details: _____

4. Business Characteristic: _____

Details: _____

5. Business Characteristic: _____

Details: _____

DO NOT TEAR OUT THIS PAGE.

NAME: _____ DATE: _____

My JA BizTown Budget

Directions: Complete your personal budget.

Income	Amount
Paycheck 1	\$
Paycheck 2	\$
Bonus (if applicable)	\$
Total Income	\$
Expenses	Amount
Savings	\$
Donation	\$
Food	\$
Toys	\$
Clothing	\$
Other	\$
Total Expenses	\$
Balance	\$

NAME: _____ DATE: _____

JA BizBrief Summary

Directions: Read your assigned business description in the **JA BizBrief booklet** and answer the questions.

1. What is the name of this business?

2. What product does this business sell?

3. Is this product a good or a service?

4. What details tell you that this is a quality business? Be specific.

5. Your future business team soon will prepare paperwork and plan for *JA BizTown*. Name specifics in the **JA BizBrief booklet** that you want to remember for your business.

6. Briefly describe two ideas that you have to expand or grow this business.
(Be creative with your ideas!)

NAME: _____ DATE: _____

Setting Prices

Price-Setting Instructions

The business has 7 different types of goods or products to sell. Its total inventory is 51 items.

The business has 7 employees and took out a loan of \$152 at the beginning of the day.

The business wants to pay back its loan and still earn a profit before the end of the day.

To allow all people an equal opportunity to buy items from this business, the sales staff will divide the inventory by 3 to offer one-third of it for sale during each shopping break.

Divide the bank loan by the total number of items for sale to determine the average price per item. $152 \div 51 =$ _____

Price the items so that the business makes a profit if all the items are sold to students during their breaks. Price what you think will be popular above that average and less desirable items below that average.

Use the table to answer these questions:

What do you think would be the 2 top sellers? _____

Which items do you have the least of? _____

Inventory Sheet

Directions: Complete the table with your class.

Item	Quantity	Price Each	Amount
journal	12 ×		
pen set	6 ×		
bead necklace	6 ×		
book light	3 ×		
poster	9 ×		
sunglasses	9 ×		
fidget popper	6 ×		

NAME: _____ DATE: _____

My Business Costs

If you were to run a business, what costs would you have? What goods or services would you produce? What would you charge for those goods and services?

1. Using the list that your class brainstormed together, choose 7 operating costs. These are services or resources for which your business might need to pay. An 8th cost, taxes, has been done for you.

taxes \$5.00	
Total operating costs	

2. Think of 4 goods or services your business would sell.
3. Divide your total operating costs by the total number of goods to find the average price per item.
4. Price what you think will be popular or goods that require more resources above the average cost per item.
5. Price less desirable or less costly goods below the average cost per item.
6. Calculate the amount of revenue by multiplying the price for each item by the quantity, and then add all the amounts.
7. Subtract the total operating costs from the revenue to be sure your business will earn a profit.

Item	Quantity	Price Each	Amount
	6 ×	=	
	10 ×	=	
	4 ×	=	
	20 ×	=	
Total =			

Total revenue _____ – **Total operating costs** _____ = **Profit** _____

Divide your total operating costs by the number of goods you have to sell to determine the average price per item. Appropriately price your items so that your business would make a profit if all the goods and services were sold.

Liberty Speaks

“ Businesses in a free market economy are free to set their prices as they see fit to gain a profit and stay in business. Businesses are free to set their prices to match customer demand. For the most part, the government does not regulate prices in a free market economy. ”



NAME: _____ DATE: _____

History Connection — Steps for Success

Directions: Think of a good or service whose price has increased over time. Search the item and the word *history* to find an article with more details.

For example, _____ history

Spend about _____ minutes looking for a good or service that fits this description.

Choose one that most interests you. Use the lines below to take notes on your topic.

Open a document, and copy and paste a picture of the good or service.

Your document should also contain the following:

- ☐ Catchy title
- ☐ Name of the good or service
- ☐ Short paragraph with a supporting statement and details
- ☐ Price of the good now and when it was first sold
- ☐ Any other important or unusual information about the good or service

In addition:

- ☐ Check your spelling.
- ☐ Use complete sentences with proper punctuation.
- ☐ Include your name and date.

Friendly Letter Template

The diagram shows a friendly letter template with several labeled parts:

- Heading**: Points to the address and date in the top right corner.

6599 Classroom Blvd.
Happy Town, VT 09321
July 1, 2022
- Greeting**: Points to the salutation on the left.

Dear Crystal,
- Body**: Points to the main text of the letter.

Guess what I found out today? I will be a teller in the *JA BizTown* Bank when our class visits in a week or so. I'm really excited to be in the bank because you know how much I love money! I will help my friends make deposits and cash checks. Best of all, I earn a salary so I can shop at other businesses.

Our business team still has a lot to plan before we go, but it's actually fun. Darren is on my team, so I was really happy about that. We will create some advertising for our bank soon. I hope we can think of some good ideas.

Well, I have to go. It's time for math. I need to brush up on my adding and subtracting of decimals before I go to *JA BizTown*! I hope to see you soon.
- Postscript**: Points to the P.S. note at the bottom left.

P.S. I almost forgot. Did you know Kwamen is moving to Colorado?
- Closing**: Points to the closing phrase.

Your friend,
- Signature**: Points to the handwritten name.

Stephanie

NAME: _____ DATE: _____

Visit Preparation

Advertising Works

Directions: In the first column, name or briefly describe ads you like. Include ads that you have seen on TV, in magazines, online, on buildings, or elsewhere. In the second column, briefly explain why you like them.

An Advertisement I Like	Why I Like It

Characteristics of a Good Advertisement

1. _____
2. _____
3. _____
4. _____

NAME: _____ DATE: _____

Completing a Deposit Ticket

1. Complete the table.

Salary	2% Payroll Tax	Net Pay
\$9.00 –		= \$
\$8.50 –		= \$
\$8.00 –		= \$

2. Complete the deposit ticket for an employee who has a \$9.00 salary and wants to receive \$2.00 in cash.

DEPOSIT TICKET

NAME _____

DATE _____ 20 _____

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE FOR CASH RECEIVED (IF REQUIRED)

JA BizTown® Bank

⑆0000 12345000⑆ 123456789⑆

CASH ▶		
COIN ▶		
_____ ▶		
_____ ▶		
_____ ▶		
SUBTOTAL ▶		
LESS CASH RECEIVED ▶		
NET DEPOSIT \$		

3. Select one of the underlined words to complete each sentence.

- Payroll taxes on salary (gross pay) ☐ increase, ☐ decrease net pay.
- Net pay is ☐ greater than (>), ☐ less than (<) gross pay because of payroll taxes.

4. Select the net pay for your JA BizTown job in Question 1.

JA Family Newsletter – Unit 4

Preparations for the JA BizTown Visit

Hello, JA Families!

This week, we put all our knowledge to the test as we get ready to be citizens in *JA BizTown*. There may be opportunities for adult family members to come and help, too. Talk to your student's teacher if you are interested in volunteering at *JA BizTown*.

There will be so much to do when we get to the park! We need to come up with advertising, calculate our business costs, set our prices, and work to have a quality business. We will put our soft skills and business skills to work in our business teams, complete our banking, and make wise spending choices during shopping breaks, all while being responsible citizens with rights and responsibilities.

To encourage your student to apply their new knowledge to the real world, you can help them pay attention to the big and small things stores do to bring in and satisfy their customers when you are out shopping. Discuss how products are placed to make customers want them, such as right by the checkout stands where people have to wait. Point out good customer service when it is received, and other details in the store, such as cleanliness, fair prices, and signs of positive community involvement, such as pictures of sports teams in the store's logo or donation boxes for worthy causes at the checkout counter. You may even want to give your student a checklist and have them act as a store inspector, checking off or rating the different things that make each store a quality business:

- ☐ Cleanliness
- ☐ Fair prices
- ☐ Friendly and helpful staff
- ☐ Community involvement
- ☐ Proper product placement
- ☐ Emphasis on safety
- ☐ Attention to detail

Here's a fun activity you can do to help your student practice their new business skills: Encourage your student to set up a mock store. They can find items around the home that they want to sell or make some things to sell, like pictures or small craft items. Perhaps they would rather run a restaurant and create menus for a family meal, or price all the shoes on the shoe shelf and "sell" them back to family members for some "currency," such as crackers, building bricks, or simply slips of paper.

Remind your young business owner that a quality business will charge enough to make a profit while charging fair prices their customers can afford. A quality business tries to meet its customers' needs and always tries to improve their customer service, successful sales, innovative ideas, community involvement, and teamwork.

We invite you to continue your family's involvement with Junior Achievement and encourage you to visit the Junior Achievement USA website (<https://jausa.ja.org/>). JA My Way on the JA Connect™ Learning Platform (<https://connect.ja.org/apps/>) where you will find a collection of interactive games and apps for students across all grade levels.



NAME: _____ DATE: _____

The Visit

Citizen Checklist

Directions: This checklist includes items to complete before coming to *JA BizTown*. Some items on the list may be optional for your school. Check off each item you have finished. Any unfinished items need to be completed at school before you come to *JA BizTown*. Talk to your teacher if you have questions or need time to finish.

- ☐ I wrote my name and account number on each check in my personal checkbook.
- ☐ I wrote my name and account number on each deposit ticket in my personal checkbook.
- ☐ I completed my first deposit ticket for my payroll check and subtracted my cash back.
- ☐ I recorded my net deposit in my money tracker and calculated my new balance.
- ☐ I plan to open a savings account and will record the transaction in my money tracker.
- ☐ I cut out my voter registration card and stapled it to the back of my checkbook cover.
- ☐ My checkbook and team paperwork have been placed in the **BizPrep envelope** and given to my teacher.

NAME: _____ DATE: _____

Debriefing

Business Review

1. As a team, discuss the following quotation: "Don't worry about being successful, but work toward being significant and the success will naturally follow." –Oprah Winfrey
2. Did we operate a quality business? Our team planned to do the following things to operate a quality business:

3. For the most part we succeeded in operating a quality business. We are most proud of the following:

4. Some of our biggest challenges are listed here:

5. If we could go back to *JA BizTown* for another visit, our team would make the following changes:

6. Other comments about our business performance are recorded here.

Sample Business Letter

Business letters usually have six parts:

1. **Heading:** address and date
2. **Inside Address:** name and address of recipient
3. **Greeting (salutation):** Dear Mr. __: Mrs. __: Ms. __: Dr. __:
4. **Body:** main part of your letter
5. **Closing:** Sincerely or Respectfully yours, _____
6. **Signature:** your name in cursive with your printed or typed name underneath

The diagram shows a sample business letter with the following parts labeled:

- Heading:** Points to the address and date at the top right.

Pleasant School
123 Learning Street
Core, CO 98765
July 1, 2022
- Inside Address:** Points to the recipient's name and address on the left.

President Phil Anthropist
Hometown Bank
123 Main Street
Core, CO 98765
- Greeting:** Points to the salutation.

Dear Mr. Anthropist:
- Body:** Points to the main text of the letter.

Our school recently visited *JA BizTown*, a mini-town offered by Junior Achievement that students operate for the day. Your company sponsors a business at *JA BizTown*. We want to thank you for contributing so that we could have a great day of fun and learning. We learned how to contribute to the economy of *JA BizTown* and how to operate a quality business. There were several things we did to serve our customers well and earn a profit. We also tried to keep our customer lines from getting too long!

Finally, we learned how important it is for businesses and people to be philanthropic. Your company helped our school enjoy *JA Biz Town* because of your philanthropy. We appreciate your generosity. Thank you.
- Closing:** Points to the closing phrase.

Sincerely,
- Signature:** Points to the signature and printed name.

JA BizTown Employee
JA BizTown Employee

JA Family Newsletter – Unit 5

Hello, JA Families!

Your student has now completed the core lessons for Junior Achievement's experiential learning program *JA BizTown*. The journey has been fun and educational! Hopefully, you have heard about the simulation at *JA BizTown*, where your student was employed within a thriving community and economy. Concentrated hours of classroom study culminated in this unique experience, and research suggests that your student will remember JA's program for many years to come.

It is our hope that your student will apply the skills and experiences gained from *JA BizTown* to future opportunities as they enter the teen and young-adult years. For example, the financial literacy skills needed to use financial institutions, including managing spending and savings accounts, were introduced and practiced in this program. Soft skills such as teamwork, problem solving, and business ethics were discussed. Finally, students practiced formal business greetings, letter writing, job application skills, and in many cases job interviewing. The early development of these important skills will help students as they enter the world of work and begin to manage their personal finances.

JA BizTown's curriculum is rooted in the belief that an understanding of market-based economics and free enterprise is vital. An appreciation for how money; products; and resources flow within economies allows for a better understanding of business management, loans, saving and investing, and taxation. Your student now should better understand how the world works and their future roles as employer, employee, consumer, saver, and investor. *JA BizTown* offered your student a valuable foundation in these concepts, and this early foundation will help direct and develop future learning.

We invite you to continue your family's involvement with Junior Achievement and encourage you to visit the Junior Achievement USA website (<https://jausa.ja.org/>). *JA My Way* on the JA Connect™ Learning Platform (<https://connect.ja.org/apps/>) where you will find a collection of interactive games and apps for students across all grade levels.

Check It Out! Practice Pages

MONEY TRACKER

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
		-	+	
				=
		-	+	
				=
		-	+	
				=
Ending Balance				=

MONEY TRACKER

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
		-	+	
				=
		-	+	
				=
		-	+	
				=
Ending Balance				=

MONEY TRACKER

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
		-	+	
				=
		-	+	
				=
		-	+	
				=
Ending Balance				=

MONEY TRACKER

DATE	DESCRIPTION	WITHDRAWAL (-)	DEPOSIT (+)	BALANCE (=)
		-	+	
				=
		-	+	
				=
		-	+	
				=
Ending Balance				=

CHECKS

NAME _____ Check No. _____

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS  Security Features Detailed on Back.

MEMO _____


JA BizTown® Bank

⑆0000 1 2 3 4 5 0 0 0 1 2 3 4 5 6 7 8 9 ⑆

NAME _____ Check No. _____

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS  Security Features Detailed on Back.

MEMO _____


JA BizTown® Bank

⑆0000 1 2 3 4 5 0 0 0 1 2 3 4 5 6 7 8 9 ⑆

NAME _____ Check No. _____

DATE _____ 20 _____

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_____ DOLLARS  Security Features Detailed on Back.

MEMO _____

JA BizTown® Bank


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NAME _____

Check No. _____

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

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MEMO _____

JA BizTown® Bank

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Non-Negotiable

NAME _____

Check No. _____

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS 

MEMO _____

JA BizTown® Bank

⑆0000 1 2 3 4 5 000 1 2 3 4 5 6 7 8 9 ⑈


Non-Negotiable

NAME _____

Check No. _____

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS 

MEMO _____

JA BizTown® Bank


⑆0000 1 2 3 4 5 000 1 2 3 4 5 6 7 8 9 ⑈

Non-Negotiable

NAME _____ Check No. _____

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS  Security Features Detailed on Back.

MEMO _____


JA BizTown® Bank

⑆0000 1 2 3 4 5 0 0 0 ⑆ 1 2 3 4 5 6 7 8 9 ⑆

NAME _____ Check No. _____

DATE _____ 20 _____

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_____ DOLLARS  Security Features Detailed on Back.

MEMO _____


JA BizTown® Bank

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NAME _____ Check No. _____

DATE _____ 20 _____

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MEMO _____

JA BizTown® Bank


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DATE _____ 20 _____

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JA BizTown® Bank

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Non-Negotiable

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_____ DOLLARS  Security Features Detailed on Back.

MEMO _____

JA BizTown® Bank

⑆0000 1 2 3 4 5 000 1 2 3 4 5 6 7 8 9 ⑈


Non-Negotiable

NAME _____

Check No. _____

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS  Security Features Detailed on Back.

MEMO _____

JA BizTown® Bank


⑆0000 1 2 3 4 5 000 1 2 3 4 5 6 7 8 9 ⑈

Non-Negotiable

NAME _____ Check No. _____

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS  Security Features Detailed on Back.

MEMO _____


JA BizTown® Bank

⑆0000 1 2 3 4 5 0 0 0 1 2 3 4 5 6 7 8 9 ⑈

NAME _____ Check No. _____

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS  Security Features Detailed on Back.

MEMO _____


JA BizTown® Bank

⑆0000 1 2 3 4 5 0 0 0 1 2 3 4 5 6 7 8 9 ⑈

NAME _____ Check No. _____

DATE _____ 20 _____

PAY TO THE ORDER OF: _____ \$ _____

_____ DOLLARS  Security Features Detailed on Back.

MEMO _____

JA BizTown® Bank

⑆0000 1 2 3 4 5 0 0 0 1 2 3 4 5 6 7 8 9 ⑈

DEPOSIT TICKETS

DEPOSIT TICKET	
NAME _____	CASH ▶
	COIN ▶
	_____ ▶
	_____ ▶
	_____ ▶
DATE _____ 20 _____	SUBTOTAL ▶
<i>DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL</i>	LESS CASH RECEIVED ▶

SIGN HERE FOR CASH RECEIVED (IF REQUIRED)	
JA BizTown® Bank	NET DEPOSIT \$
⑆0000 12345000⑆ 123456789⑆	

DEPOSIT TICKET	
NAME _____	CASH ▶
	COIN ▶
	_____ ▶
	_____ ▶
	_____ ▶
DATE _____ 20 _____	SUBTOTAL ▶
<i>DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL</i>	LESS CASH RECEIVED ▶

SIGN HERE FOR CASH RECEIVED (IF REQUIRED)	
JA BizTown® Bank	NET DEPOSIT \$
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DEPOSIT TICKET	
NAME _____	CASH ▶
	COIN ▶
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DATE _____ 20 _____	SUBTOTAL ▶
<i>DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL</i>	LESS CASH RECEIVED ▶

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JA BizTown® Bank	NET DEPOSIT \$
⑆0000 12345000⑆ 123456789⑆	

DEPOSIT TICKET

NAME _____

DATE _____ 20 _____

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE FOR CASH RECEIVED (IF REQUIRED)

JA BizTown® Bank

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CASH ▶

COIN ▶

SUBTOTAL ▶

LESS CASH
RECEIVED ▶

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DEPOSIT TICKET

NAME _____

DATE _____ 20 _____

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE FOR CASH RECEIVED (IF REQUIRED)

JA BizTown® Bank

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CASH ▶

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DEPOSIT \$**

DEPOSIT TICKET

NAME _____

DATE _____ 20 _____

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE FOR CASH RECEIVED (IF REQUIRED)

JA BizTown® Bank

⑆0000 1 2 3 4 5 0 0 0⑆ 1 2 3 4 5 6 7 8 9⑆

CASH ▶

COIN ▶

SUBTOTAL ▶

LESS CASH
RECEIVED ▶

**NET
DEPOSIT \$**

DEPOSIT TICKET

NAME _____

DATE _____ 20 _____

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE FOR CASH RECEIVED (IF REQUIRED)

JA BizTown® Bank

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CASH ▶

COIN ▶

SUBTOTAL ▶

LESS CASH
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DEPOSIT TICKET

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JA BizTown® Bank

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CASH ▶

COIN ▶

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LESS CASH
RECEIVED ▶

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DEPOSIT \$**

DEPOSIT TICKET

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DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

SIGN HERE FOR CASH RECEIVED (IF REQUIRED)

JA BizTown® Bank

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CASH ▶

COIN ▶

SUBTOTAL ▶

LESS CASH
RECEIVED ▶

**NET
DEPOSIT \$**

Glossary

Key terms from your lessons are listed here in alphabetical order.

advertising a way of persuading people to want goods or services

applicant a person who requests or seeks something, such as a job

ATM (automated teller machine) a machine that allows bank customers to deposit or withdraw money without visiting their bank

balance the current amount of money in an account

bank a business that charges customers for money-related services

business a company that sells goods or services

capital resources things made by people and used to produce goods or offer services—a factory, for example

career work that matches a worker's interests, values, and abilities and that often provides an opportunity for advancement

character parts of a person's being that make one an individual

check a written order to a bank to pay a certain amount of money from a checking account to another person or business

checking account a bank account used to pay bills and access funds using checks, debit cards, and electronic payments

circular flow a model of the movement of goods, services, resources, and money in an economy

citizens members of a town, city, county, state, or country

citizenship expected traits of a responsible member of a community

civics the study of governments, public processes, and the rights and duties of citizenship

civic virtue personal habits and attitudes that promote the well-being of a group

command economy an economic system where the government decides what, the price of, and how much goods and services to produce

community a place where people live, work, trade, and share

compound interest interest calculated and paid on the balance and on the interest paid previously

consumers people who buy and use goods and services

contract an agreement to behave according to stated guidelines

credit card a card that allows the holder to buy goods and services by taking out a bank loan

credit union a financial institution owned by its members that provides many of the same services as a bank

debit card a card that allows customers to electronically and immediately withdraw funds from their accounts, either in cash or to purchase goods or services

deposit ticket a written record of money put into a bank account

dictatorship a government that keeps all the power with one leader or small group of leaders, through force or threat of force

direct deposit an electronic transfer of money from one account to another; often used by employers to pay employees

EBT (Electronic Benefits Transfer) card a card used to buy food by people eligible for government benefits

economy how a country makes and manages goods, services, and money

electronic payment payment made online or using an app that allows the user to automatically debit a bank account or charge a credit card without having to use that debit or credit card

employee a person who works for an employer

employer a business that hires one or more people, usually for a salary

endorse to write a signature on the back of a check

entrepreneur a person who uses resources to start a business

ethics the standards that help determine what is good, right, and proper

financial institutions businesses that provide money-related services; examples include credit unions, banks, and savings and loans

free enterprise or free market a system in which economic decisions are made by people and businesses, with little government influence

gift card a card that is purchased for a certain amount and then used like cash

goods things people buy and use

gross pay the amount of money an employee earns before any taxes or other deductions are subtracted

human resources the labor, skills, and abilities of workers

identity theft the crime of stealing someone else's personal or financial information for your own use

income the money people earn for their work based on the value they bring to the business

informed voting the practice of researching the issues and candidates before voting

interest a fee received or paid for the use of money

interests things a person likes to do

internship a short-term, career-related work experience for students, with or without pay

inventory goods that a business has in stock to sell

jingle a catchy tune used to advertise a business or product

job interview a discussion (usually face to face) to determine whether an applicant is suitable for a job

job shadow following a worker who performs job duties

labor work produced by human resources

loan money borrowed that must be repaid, usually with interest

logo a graphic mark or emblem used to promote a business or product

mixed economy an economic system that is part free market and part government controlled

monarchy a government with a single leader; the right to rule is most often passed down through families for generations, though their actual power may be anything from in name only to full control

money tracker a tool for recording money put into (deposited) or removed from (withdrawn) an account

natural resources an economic system that is part free market and part government controlled

net pay the amount of money an employee receives after taxes and other deductions are taken from a paycheck

online banking a service that allows customers to perform banking activities using the Internet

operating costs the total of all expenses needed to run a business

paycheck a check received for work completed

payroll tax money that is taken out automatically from your paycheck to pay for federal income tax

Pay Yourself First (PYF) to automatically save a specified amount from a paycheck for future use

philanthropist someone who contributes to society by donating their time, their treasure (their wealth), or their talent

philanthropy the effort to increase the well-being of people through charitable giving

PIN (personal identification number) a number required when a person uses a debit card; it ensures others can't access the bank account

prepaid card a card that allows you to spend only the amount you have pre-deposited into an account

private goods and services merchandise and skills offered in markets for a price

private property things that are owned by specific people

producer a person who creates or supplies goods or services

product a good produced and offered for sale

profit the amount of money left after all business expenses have been paid

promissory note a promise to repay a loan within a certain time period

prototype a model or sample of a product to be produced

public goods and services goods and services provided by a government for the use of all people

quality business a business that tries to meet its customers' and community's needs through continuous improvement

referendum a ballot proposal that asks voters whether they want to adopt a new law or change an existing law or policy

representative democracy a form of government in which ultimate power lies with the people, who exercise that power directly or through elected representatives

resources the people and things needed to produce goods and services

responsibility a duty to behave in a specific way

resume a written summary of a person's work and school experience, designed to spark an employer's interest; a resume also helps an employer hire the best person for the job

revenue the amount of money earned from sales

right the freedom to act in a certain way

rule of law the idea that government officials, who are elected by citizens, make clear laws that apply to everyone equally, including themselves

safe deposit box a bank safe where documents, jewelry, or other valuables are kept

salary the money an employee earns for his or her work

savings account an account that usually earns interest and is often used to hold money that is not needed right away

scarcity a condition in which people cannot have everything they want because of limited resources

selling price the amount of money charged for a good or service

services work done for others, such as haircuts or car repairs

skills abilities a person has developed and does well

slogan a short, memorable motto or phrase used in an advertising campaign

soft skills personal attributes and abilities that are needed in most jobs such as time management, teamwork, and active listening

taxes payments that citizens and businesses are required to make to a government to pay for public goods and services

teamwork the effort of members of a group to work together and achieve a goal

technical skills abilities and knowledge needed for a specific job

traditional economy an economic system where people use traditions or social customs to decide what, how, and for whom to make goods and services

transaction a business agreement or exchange