



# NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

## **Disciplinary Connections for Financial Literacy**

The North Dakota Financial Literacy Standards reflect North Dakota's commitment that financial education is essential for learner success in the modern economy. These standards recognize that financial decision-making has become increasingly complex, requiring learners to understand and navigate various financial products, services, and technologies. By establishing comprehensive financial literacy standards, North Dakota aims to empower learners to:

- Develop an understanding of the basic principles and concepts needed to manage personal finances and make informed financial decisions effectively.
- Develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.
- Develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.

Financial Literacy is integral to many aspects of life; thus, the North Dakota Financial Literacy Content Standards connect to other existing courses. The information in this document identifies related standards in other disciplines connected to the Financial Literacy Standards.

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## Grade K

Financial Awareness		
<i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
Taxes		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<i>Standards begin in Grade 1.</i>		
Financial Decision Making		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>K.FA.FD.1</b> Identify needs and wants.	<b>Social Studies E.K_2.3</b> Identify consumer decisions and the difference between needs and wants.	The kindergarten standard focuses on identifying needs and wants, a prerequisite skill for differentiating between them.
<b>K.FA.FD.2</b> Identify a dollar bill, quarter, dime, nickel, and penny.		The kindergarten standard focuses on identifying different denominations of money, a prerequisite skill for counting them.
<b>K.FA.FD.3</b> Identify goods and services.	<b>Social Studies E.K_2.4</b> Identify how community helpers impact others.	The kindergarten standard is the prerequisite skill for later standards. The standard supports the Social Studies standard by linking the services to the community helpers.
Financial Goals		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>K.FA.FG.1</b> Explain what a goal is.	<b>Health 6.2.1</b> Identify a short-term personal health goal and describe the action toward achieving the goal. <b>PE K-2.MM.4</b> Set observable short-term goals to enhance skill development. <b>Learning Continuum K-2.LM.2</b> Learners can work towards a selected goal and understand the purpose of personal improvement.	The kindergarten standard focuses on learning what goals are, which is the prerequisite for identifying and setting goals later in financial literacy and other disciplines.
Education and Employment		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>K.FA.EE.1</b> Identify the reasons people need to work.	<b>Social Studies E.K-2.5</b> Explain how people earn income and save money.	The kindergarten standard lays the foundation for future standards.

## Grade K

Financial Awareness		
<i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
Savings		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>K.MM.S.1</b> Explain the difference between saving and spending money.	<b>Social Studies E.K-2.5</b> Explain how people earn income and save money.	The kindergarten standard provides background for the Social Studies and later Financial Literacy standards.
<b>K.MM.S.2</b> Describe why people choose not to spend their money.	<b>Social Studies E.K-2.5</b> Explain how people earn income and save money.	The kindergarten standard provides background for the Social Studies and later Financial Literacy standards.
Budget		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>K.MM.B.1</b> Identify things people buy.	<b>Social Studies E.K_2.3</b> Identify consumer decisions and the difference between needs and wants.	The kindergarten standard supports the Social Studies standard by leading into consumer decisions.
Credit and Debt		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>K.MM.CD.1</b> Describe situations in which one borrows objects.		The kindergarten standard provides background for later Financial Literacy standards.
Personal Banking		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>K.MM.PB.1</b> Identify how money is used.	<b>Social Studies E.K_2.3</b> Identify consumer decisions and the difference between needs and wants.	The kindergarten standard provides background for later Financial Literacy standards and supports the Social Studies standard.
<b>K.MM.PB.2</b> Identify places in the community where people save money.		The kindergarten standard provides background for later Financial Literacy standards.
Investing		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<i>Standards begin in grade 7.</i>		

## Grade K

<b>Risk Management</b> <i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>		
<b>Insurance</b>		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>K.RM.IN.1</b> Identify ways to keep possessions safe at home.		The kindergarten standard provides background for later Financial Literacy standards.
<b>K.RM.IN.2</b> Explain why one should keep belongings in safe places.	<b>Health 1.2.4</b> Identify ways to prevent common childhood injuries. <b>Health 7.2.2</b> Demonstrate health behaviors that avoid or reduce health risks. <b>PE K-2.PSS.2</b> Demonstrate responsible, respectful, and safe behaviors.	The Financial Literacy standard is related to standards discussing risks and making decisions to prevent potential negative outcomes of risk.
<b>Fraud</b>		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>K.RM.F.1</b> Identify public vs. private information.	<b>Library Media K.RU.4</b> With guidance, discuss personal information that is public vs. private.	The Financial Literacy standard has the same focus as the Computer Science and Library Media standards.
<b>K.RM.F.2</b> Explain why it is important to tell the truth.		The kindergarten standard provides background for later financial standards regarding fraud.

## Grade 1

Financial Awareness		
<i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
Taxes		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>1.FA.T.1</b> Identify goods and services.	<b>Social Studies C.K_2.3</b> Identify services provided by the local government and how they affect the lives of its citizens/residents.	The first-grade standard focuses on identifying goods and services, which is a prerequisite skill for 1.FA.FD.3 and the Social Studies standard.
Financial Decision Making		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>1.FA.FD.1</b> Distinguish between needs and wants.	<b>Social Studies E.K_2.3</b> Identify consumer decisions and the difference between needs and wants.	The first-grade standard addresses a portion of the Social Studies standard pertaining to needs and wants.
<b>1.FA.FD.2</b> Count collections of coins (pennies, nickels, and dimes) by 1s, 5s, and 10s, up to one dollar.	<b>Mathematics 1.GM.M.5</b> Count collections of coins (pennies, nickels, and dimes) by 1s, 5s, and 10s, up to one dollar.	The focus of the first-grade standard is the same as the Mathematics standard.
<b>1.FA.FD.3</b> Distinguish between goods and services.	<b>Social Studies E.K_2.4</b> Identify how community helpers impact others.	The first-grade standard is the prerequisite skill for later standards. This standard supports the Social Studies standard by connecting services to the community helpers.
Financial Goals		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>1.FA.FG.1</b> Explain reasons people set goals.	<b>Health 6.2.1</b> Identify a short-term personal health goal and describe the action toward achieving the goal. <b>PE K-2.MM.4</b> Set observable short-term goals to enhance skill development. <b>Learning Continuum K-2.LM.2</b> Learners can work towards a selected goal and understand the purpose of personal improvement.	The first-grade standard focuses on setting a purpose for goal setting, which lays the foundation for later goal-setting work in the Financial Literacy standards and other disciplines.
Education and Employment		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>1.FA.EE.1</b> Identify jobs people do.	<b>Social Studies E.K-2.5</b> Explain how people earn income and save money. <b>Social Studies E.K_2.4</b> Identify how community helpers impact others.	The first-grade standard provides prerequisite information that students need to meet the Social Studies standards.

# Grade 1

Financial Awareness		
<i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
Savings		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>1.MM.S.1</b> Discuss the reasons one may choose to save money rather than spend it.	<b>Social Studies E.K-2.5</b> Explain how people earn income and save money.	The first-grade standard focuses on the purpose of saving money, which supports the Social Studies standard.
<b>1.MM.S.2</b> Explain why people choose to save money.	<b>Social Studies E.K-2.5</b> Explain how people earn income and save money.	The first-grade standard focuses on the purpose of saving money, which supports the Social Studies standard.
Budget		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>1.MM.B.1</b> Describe ways to use money.	<b>Social Studies E.K_2.3</b> Identify consumer decisions and the difference between needs and wants.	The first-grade standard supports the Social Studies standard as it leads to consumer decision making and eventually budgeting.
Credit and Debt		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>1.MM.CD.1</b> Describe situations in which one borrows objects.		The first-grade standard provides background for later Financial Literacy standards.
Personal Banking		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>1.MM.PB.1</b> Describe the different ways people choose to use their money.	<b>Social Studies E.K_2.3</b> Identify consumer decisions and the difference between needs and wants.	The first-grade standard provides background for later Financial Literacy standards and supports the Social Studies standard.
<b>1.MM.PB.2</b> Recognize that a bank works with money.		The first-grade standard provides background for later Financial Literacy standards.
Investing		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<i>Standards begin in grade 7.</i>		

## Grade 1

<b>Risk Management</b> <i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>		
<b>Insurance</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>1.RM.IN.1</b> Identify ways to keep possessions safe at home and school.		The first-grade standard provides background for later Financial Literacy standards.
<b>1.RM.IN.2</b> Identify behaviors that lead to lost or damaged belongings.	<b>Health 1.2.4</b> Identify ways to prevent common childhood injuries. <b>Health 7.2.2</b> Demonstrate health behaviors that avoid or reduce health risks. <b>PE K-2.PSS.2</b> Demonstrate responsible, respectful, and safe behaviors.	The Financial Literacy standard is related to standards discussing risks and making decisions to prevent potential negative outcomes of risk.
<b>Fraud</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>1.RM.F.1</b> Identify public versus private information, listing examples of information that needs to be protected.	<b>Library Media 1.RU.4</b> With guidance, discuss personal information that is public vs. private.	The Financial Literacy standard has the same focus as the Computer Science and Library Media standards.
<b>1.RM.F.2</b> Explain the difference between honesty and dishonesty and provide examples.		The first-grade standard provides background for later financial standards regarding fraud.



## Grade 2

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Taxes</b>		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>2.FA.T.1</b> Recognize the goods and services that the government provides.	<b>Social Studies C.K_2.3</b> Identify services provided by the local government and how they affect the lives of its citizens/residents.	The Social Studies standard asks learners to identify the services provided by local governments. The Financial Literacy standard adds that the services are paid for by tax money.
<b>Financial Decision Making</b>		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>2.FA.FD.1</b> Identify consumer decisions and the difference between needs and wants.	<b>Social Studies E.K_2.3</b> Identify consumer decisions and the difference between needs and wants.	The standards are the same.
<b>2.FA.FD.2</b> Count collections of money that include coins (quarters, dimes, nickels, pennies) by 1s, 5s, and 10s to one dollar. (Math 2.GM.M.4)	<b>Mathematics 2.GM.M.4</b> Count collections of money (quarters, dimes, nickels, and pennies) relating to counting patterns by 1s, 5s, 10s, up to one dollar.	The standards focus on the same concept.
<b>2.FA.FD.3</b> Recognize how money measures the value of goods and services.		The second-grade standard provides background for later Financial Literacy standards.
<b>Financial Goals</b>		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>2.FA.FG.1</b> Identify different financial goals.	<b>Health 6.2.1</b> Identify a short-term personal health goal and describe the action toward achieving the goal. <b>PE K-2.MM.4</b> Set observable short-term goals to enhance skill development. <b>Learning Continuum K-2.LM.2</b> Learners can work towards a selected goal and understand the purpose of personal improvement.	This Financial literacy standard is a goal-setting standard that relates to other goal-setting standards in various disciplines.
<b>Education and Employment</b>		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>2.FA.EE.1</b> Explain how people earn income.	<b>Social Studies E.K-2.5</b> Explain how people earn income and save money.	The Financial Literacy standard is the same as the first part of the Social Studies standard.

## Grade 2

Financial Awareness		
<i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
Savings		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>2.MM.S.1</b> Recognize that choosing not to spend money leads to accumulated savings.	<b>Social Studies E.K-2.5</b> Explain how people earn income and save money.	The Financial Literacy standards are related to the savings portion of the Social Studies standard.
<b>2.MM.S.2</b> Recognize that saving money over time can help one have more money to buy things later.	<b>Social Studies E.K-2.5</b> Explain how people earn income and save money.	The Financial Literacy standards are related to the savings portion of the Social Studies standard.
Budget		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>2.MM.B.1</b> Describe the choices one makes regarding how to use money and the reasons for making those choices.	<b>Social Studies E.K_2.3</b> Identify consumer decisions and the difference between needs and wants.	The standards have the same focus on making financial decisions.
Credit and Debt		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>2.MM.CD.1</b> Distinguish between borrowing and owning.		The second-grade standard provides background for later Financial Literacy standards regarding credit.
Personal Banking		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>2.MM.PB.1</b> Identify three ways to use money: save, spend, and give.	<b>Social Studies E.K_2.3</b> Identify consumer decisions and the difference between needs and wants.	The second-grade standard and the Social Studies Standard both focus on financial decisions.
<b>2.MM.PB.2</b> Identify what banks do.		The second-grade standard provides prerequisite information for later Financial Literacy standards.
Investing		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<i>Standards begin in grade 7.</i>		

## Grade 2

<b>Risk Management</b> <i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>		
<b>Insurance</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>2.RM.IN.1</b> Identify ways to keep possessions, including money, safely at home and school.		The second-grade standards lead to the use of insurance in later Financial Literacy standards.
<b>2.RM.IN.2</b> Describe different risky behaviors that could lead to loss or damage of possessions.	<b>Health 1.2.4</b> Identify ways to prevent common childhood injuries. <b>Health 7.2.2</b> Demonstrate health behaviors that avoid or reduce health risks. <b>PE K-2.PSS.2</b> Demonstrate responsible, respectful, and safe behaviors.	The Financial Literacy standard is related to standards discussing risks and making decisions to prevent potential negative outcomes of risk.
<b>Fraud</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>2.RM.F.1</b> Identify public versus private information, listing examples of information that needs to be protected.	<b>Library Media 2.RU.4</b> Identify personal information that is public vs. private.	The Financial Literacy standard supports the focus on distinguishing between private and public information in the other standards.
<b>2.RM.F.2</b> Recognize that some people may not tell the truth or act honestly.		The second-grade standard leads to the concept of fraud in later Financial Literacy standards.

## Grade 3

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Taxes</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>3.FA.T.1</b> Describe what taxes are.		The third-grade standard provides background for future Financial Literacy standards.
<b>3.FA.T.2</b> Describe what sales tax is.		The third-grade standard provides background for future Financial Literacy standards. At this level, students explain that the price paid will be greater than the amount on the price tag due to sales tax.
<b>Financial Decision Making</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>3.FA.FD.1</b> Identify factors that influence saving. (Social Studies E.3_5.3)	<b>Social Studies E.3-5.3</b> Identify factors that influence saving and spending choices. <b>Social Studies E.3_5.1</b> Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).	The Financial Literacy standard is the same as Social Studies E.3_5.3. It is related to Social Studies E.3_5.1, which ties economic concepts to the factors that influence financial decisions.
<b>3.FA.FD.2</b> Solve authentic word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately. (Math 3.GM.M.5)	<b>Mathematics 3.GM.M.4</b> Solve authentic word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.	The standards are the same. This standard would include counting change.
<b>3.FA.FD.3</b> Explain why some goods and services are more valuable than others.	<b>Social Studies E.3_5.2</b> Describe how goods and services are produced and distributed.	This Financial Literacy standard is related to the Social Studies standard since production and distribution costs may add to the value of goods and services.

## Grade 3

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Financial Goals</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>3.FA.FG.1</b> Develop short-term financial goals utilizing elements of goal development strategies.	<b>Social Studies E.3_5.1</b> Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost). <b>Health 6.5.1</b> Identify a personal health short-term goal and track progress toward its achievement. <b>PE 3-5.MM.4</b> Set observable and attainable long-term goals to enhance skill development. <b>Learning Continuum 3-5.LM.2</b> Learners can set and monitor personal goals using feedback and reflection to make adjustments. <b>CTE CD 2.1.6</b> Learn how to set goals.	The economic concepts in the Social Studies standard are embedded in making financial decisions and setting financial goals. The standards from the other disciplines are related to the goal-setting process for short-term goals.
<b>Education and Employment</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>3.FA.EE.1</b> Describe the skills and knowledge needed for different jobs.		The third-grade standard leads to later financial literacy goals related to jobs and income.

## Grade 3

Financial Awareness		
<i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
Savings		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>3.MM.S.1</b> Identify different places where people keep money that is saved.		The third-grade standard leads to later Financial Literacy standards regarding financial institutions.
<b>3.MM.S.2</b> Explain how saving money can help with future plans.		The third-grade standard leads to later Financial Literacy standards regarding financial planning.
Budget		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>3.MM.B.1</b> Describe factors that influence the amount of money one can spend.	<b>Social Studies E.3_5.3</b> Identify factors that influence saving and spending choices.	Both standards focus on influences on the amount of money saved.
<b>3.MM.B.2</b> Identify sources of money and expenses for wants and needs.		The third-grade standard provides knowledge that will be used later to develop budgets and financial plans.
Credit and Debt		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>3.MM.CD.1</b> Describe the responsibilities of owning and borrowing an object.		The third-grade standard develops prerequisite knowledge for learning about credit.
<b>3.MM.CD.2</b> Describe factors to consider when borrowing an object.		The third-grade standard develops prerequisite knowledge for learning about credit.
Personal Banking		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>3.MM.PB.1</b> Explain how money is used to pay for goods and services.		The third-grade standard builds concepts for later Financial Literacy standards.
<b>3.MM.PB.2</b> Explain the basic services offered by banks.		The third-grade standard builds concepts for later Financial Literacy standards.
Investing		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<i>Standards begin in grade 7.</i>		

## Grade 3

<b>Risk Management</b> <i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>		
<b>Insurance</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>3.RM.IN.1</b> Identify ways to prevent losing valuables.		The third-grade standard leads to future Financial Literacy standards regarding the purpose of insurance.
<b>3.RM.IN.2</b> Identify everyday risky situations.		The third-grade standard leads to future Financial Literacy standards regarding the purpose of insurance.
<b>Fraud</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>3.RM.F.1</b> Identify situations when private information can be shared online.	<b>Library Media 3.RU.4</b> Identify situations when private information can be shared online.	The standards are the same.
<b>3.RM.F.2</b> Describe untrustworthy behaviors.		The third-grade standard leads to Financial Literacy standards regarding fraud.

## Grade 4

Financial Awareness		
<i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
Taxes		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>4.FA.T.1</b> Explain how the government uses the taxes people pay.		The fourth-grade standard provides background for future Financial Literacy standards.
<b>4.FA.T.2</b> Explain how sales tax works.		The fourth-grade standard provides background for future Financial Literacy standards.
Financial Decision Making		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>4.FA.FD.1</b> Identify factors that influence saving and spending choices.	<b>Social Studies E.3-5.3</b> Identify factors that influence saving and spending choices. <b>Social Studies E.3_5.1</b> Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).	The Financial Literacy standard is the same as Social Studies E.3_5.3. It is related to Social Studies E.3_5.1, which ties economic concepts to the factors that influence financial decisions.
<b>4.FA.FD.2</b> Solve authentic word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols and decimal notation appropriately.	<b>Mathematics 4.GM.M.4</b> Solve authentic word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols and decimal notation appropriately.	The standards are the same. This standard would include counting change.
<b>4.FA.FD.3</b> Compare the values of various goods and services to support responsible financial decisions.	<b>Social Studies E.3_5.2</b> Describe how goods and services are produced and distributed.	The Financial Literacy standards are related to the Social Studies standard, as the costs of distribution and production of goods and services are included in comparisons.



## Grade 4

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Financial Goals</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>4.FA.FG.1</b> Develop long-term financial goals utilizing elements of goal development strategies.	<b>Social Studies E.3_5.1</b> Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost). <b>Health 6.5.1</b> Identify a personal health short-term goal and track progress toward achievement. <b>PE 3-5.MM.4</b> Set observable and attainable long-term goals to enhance skill development. <b>CTE CD 2.1.6</b> Learn how to set goals. <b>Learning Continuum 3-5.LM.2</b> Learners can set and monitor personal goals using feedback and reflection to make adjustments.	The economic concepts in the Social Studies standard are embedded in making financial decisions and setting financial goals. Standards from other disciplines are related to the goal-setting process for long-term goals.
<b>Education and Employment</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>4.FA.EE.1</b> Identify the reasons different jobs earn different amounts of income.		The fourth-grade standard leads to later financial literacy goals related to jobs and income.

## Grade 4

Financial Awareness		
<i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
Savings		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>4.MM.S.1</b> Describe reasons people may choose different places to keep money they have saved.		The fourth-grade standard provides background knowledge for future Financial Literacy standards.
<b>4.MM.S.2</b> Explain how saving money can help in emergencies.		The fourth-grade standard provides background knowledge for future Financial Literacy standards.
Budget		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>4.MM.B.1</b> Describe factors that influence one's personal spending.	<b>Social Studies E.3_5.3</b> Identify factors that influence saving and spending choices.	Both standards refer to factors influencing spending choices.
<b>4.MM.B.2</b> Categorize personal spending for wants and needs.	<b>Social Studies E.3_5.1</b> Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).	The economic concepts in the Social Studies standard impact the planning and financial decisions in the Financial Literacy standard.
Credit and Debt		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>4.MM.CD.1</b> Compare the responsibilities of owning and borrowing an object.		The fourth-grade standard builds prerequisite knowledge leading to Financial Literacy standards on credit.
<b>4.MM.CD.2</b> Explain why a length of time should be considered when borrowing an object.		The fourth-grade standard builds prerequisite knowledge leading to Financial Literacy standards on credit.
Personal Banking		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>4.MM.PB.1</b> Identify payment methods, other than cash, that are used to pay for goods and services.		The fourth-grade standard provides prerequisite knowledge for future Financial Literacy standards.
<b>4.MM.PB.2</b> Identify financial institutions in the local community.		The fourth-grade standard provides prerequisite knowledge for future Financial Literacy standards.
Investing		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<i>Standards begin in grade 7.</i>		

## Grade 4

<b>Risk Management</b> <i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>		
<b>Insurance</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>4.RM.IN.1</b> Explain ways to prevent losing valuables.		The fourth-grade standard leads to Financial Literacy standards regarding the purpose of insurance.
<b>4.RM.IN.2</b> Explain situations where a person needs protection from risk in everyday situations.	<b>Health 7.5.3</b> Demonstrate health behaviors that avoid or reduce health risks.	Both standards address the prevention of or protection from risk.
<b>Fraud</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>4.RM.F.1</b> Identify the risks of sharing private information online.	<b>Library Media 4.RU.4</b> Understand there are risks related to sharing private information online (e.g., identity theft, data collection, and personal safety).	The standards have the same focus.
<b>3-5.RM.F.2</b> Develop basic skills to respond appropriately to untrustworthy behavior.	<b>Health 4.5.2</b> Demonstrate refusal skills that avoid or reduce health risks. <b>Health 4.5.3</b> Demonstrate nonviolent strategies to manage or resolve conflicts.	The standards address strategies to respond to risks, conflicts, and untrustworthy behaviors.

## Grade 5

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Taxes</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>5.FA.T.1</b> Recognize that people pay taxes to help pay for government goods and services.		The fifth-grade standards provide prerequisite knowledge for later Financial Literacy standards.
<b>5.FA.T.2</b> Explain the impact sales tax has on the cost of an item.		The fifth-grade standards provide prerequisite knowledge for later Financial Literacy standards.
<b>Financial Decision Making</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>5.FA.FD.1</b> Identify factors that influence saving and spending choices. (Social Studies E.3_5.3)	<b>Social Studies E.3-5.3</b> Identify factors that influence saving and spending choices. <b>Social Studies E.3_5.1</b> Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).	The Financial Literacy standard is the same as Social Studies E.3_5.3. It is related to Social Studies E.3_5.1, which ties economic concepts to the factors that influence financial decisions.
<b>5.FA.FD.2</b> Solve problems involving money using \$ and ¢ symbols and decimal notation appropriately.		The fifth-grade standard provides additional opportunities to calculate using money. This standard would include counting change.
<b>5.FA.FD.3</b> Compare the values of various goods and services to support responsible financial decisions.	<b>Social Studies E.3_5.2</b> Describe how goods and services are produced and distributed. <b>Mathematics 5.NO.NBT.2</b> Compare two decimals to the thousandth place using symbols >, <, and =. Justify the comparison based on the value of the digits.	The Financial Literacy standards are related to the Social Studies standards, as the costs of distribution and production of goods and services are included in comparisons. The Financial Literacy standards are also related to the mathematics standards regarding the comparison of numbers.

## Grade 5

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Financial Goals</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>5.FA.FG.1</b> Develop short- and long-term financial goals utilizing elements of goal development strategies.	<b>Social Studies E.3_5.1</b> Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost). <b>Health 6.5.1</b> Identify a personal health short-term goal and track progress toward achievement. <b>PE 3-5.MM.4</b> Set observable and attainable long-term goals to enhance skill development. <b>CTE CD 2.1.6</b> Learn how to set goals. <b>Learning Continuum 3-5.LM.2</b> Learners can set and monitor personal goals using feedback and reflection to make adjustments.	The economic concepts in the Social Studies standard are embedded in making financial decisions and setting financial goals. Standards from other disciplines are related to the goal-setting process for long-term and short-term goals.
<b>Education and Employment</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>5.FA.EE.1</b> Recognize that different careers have different earning potential.	<b>Music: MU:Cn11.3</b> Explore careers in and related to the arts and how they impact local and global economies.	The Music standard is related to the Financial Literacy standard as both discuss career choices.

## Grade 5

Financial Awareness		
<i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
Savings		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>5.MM.S.1</b> Identify different ways to save money.		The fifth-grade standard provides background knowledge for future Financial Literacy standards.
<b>5.MM.S.2</b> Explain why waiting to spend money can be a good choice.		The fifth-grade standard provides background knowledge for future Financial Literacy standards.
Budget		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>5.MM.B.1</b> Recognize that personal spending is limited based on the amount of available money.	<b>Social Studies E.3_5.1</b> Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).	The economic concepts in the Social Studies standard are related to setting the spending limits in the Financial Literacy standard.
<b>5.MM.B.2</b> Explain how planning helps people make choices about how to use their money.	<b>Social Studies E.3_5.1</b> Utilize fundamental principles and concepts of economics to understand economic activity (e.g., needs and wants, goods and services, opportunity cost).	The economic concepts in the Social Studies standard impact the planning and financial decisions in the Financial Literacy standard.
Credit and Debt		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>5.MM.CD.1</b> Recognize that there are consequences when borrowed items are damaged or not returned.		The fifth-grade standard provides background knowledge for future Financial Literacy standards.
<b>5.MM.CD.2</b> Recognize the length of time and rules for borrowing money and items.		The fifth-grade standard provides background knowledge for future Financial Literacy standards.
Personal Banking		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>5.MM.PB.1</b> Identify various ways to make and accept payments for goods and services.		The fifth-grade standard provides background knowledge for future Financial Literacy standards.
<b>5.MM.PB.2</b> Distinguish between the different financial institutions.		The fifth-grade standard provides background knowledge for future Financial Literacy standards.
Investing		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<i>Standards begin in grade 7.</i>		

## Grade 5

<b>Risk Management</b> <i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>		
<b>Insurance</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>5.RM.IN.1</b> Describe ways to protect and decrease the risk of losing valuables.		The fifth-grade standard provides background knowledge for future Financial Literacy standards related to insurance.
<b>5.RM.IN.2</b> Determine measures to protect oneself against risky situations.	<b>Health 7.5.3</b> Demonstrate health behaviors that avoid or reduce health risks.	Both standards address the prevention of or protection from risk.
<b>Fraud</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>5.RM.F.1</b> Describe the risks of sharing private information online.	<b>Library Media 5.RU.4</b> Understand there are risks related to sharing private information online (e.g., identity theft, data collection, and personal safety).	The standards focus on the same concept.
<b>5.RM.F.2</b> Develop basic skills to respond appropriately to untrustworthy behavior.	<b>Health 4.5.2</b> Demonstrate refusal skills that avoid or reduce health risks. <b>Health 4.5.3</b> Demonstrate nonviolent strategies to manage or resolve conflicts.	The standards address strategies to respond to risks, conflicts, and untrustworthy behaviors.

## Grade 6

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Taxes</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>6.FA.T.1</b> Describe the purpose of taxes.	<b>Social Studies E.6_12.7.2</b> Evaluate the effect of taxes and other factors on income. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.	The sixth-grade standard provides prerequisite information for the Financial Literacy standards regarding taxation.
<b>6.FA.T.2</b> Identify the different types of taxes and who collects them.	<b>Social Studies E.6_12.7.2</b> Evaluate the effect of taxes and other factors on income. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.	The Financial Literacy standard refers to different types of taxes and evaluates the impacts of those taxes on one's income analyzed in the related standards.
<b>Financial Decision Making</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>6.FA.FD.1</b> Explain how saving and spending choices impact one's personal finances.		The sixth-grade standard leads to other Financial Literacy standards regarding financial decisions.
<b>6.FA.FD.2</b> Solve problems involving money.		The sixth-grade standard provides additional opportunities to calculate using money. This would include practicing counting change.
<b>6.FA.FD.3</b> Explain how monetary values of goods and services impact spending choices.	<b>Mathematics 6.AR.RP.3</b> Make and use tables of equivalent ratios, tape diagrams, double number line diagrams, and equations to solve problems involving ratios, rates, and unit rates, including authentic problems. <b>CTE BE 5.10</b> Use a data-informed decision-making process as it applies to the roles of citizens, workers, and consumers.	The Mathematics standard provides strategies for measuring the impact of financial decisions or comparison shopping. Measuring the impact of financial decisions in the Financial Literacy standard will lead to informed decision-making, as referenced in the CTE standard.



## Grade 6

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Financial Goals</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>6.FA.FG.1</b> Analyze short-term financial goals utilizing elements of goal development strategies.	<b>Social Studies E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE Career Development CTE.CD.2.1.6</b> Learn how to set goals. <b>Learning Continuum 6-8.LM.2</b> Learners can set and monitor personal and academic goals using feedback and reflection to guide decisions.	The economic concepts in the Social Studies standard are embedded in making financial decisions and setting and analyzing financial goals. The standards from other disciplines are related to the goal-setting process for long- and short-term goals.
<b>Education and Employment</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>6.FA.EE.1</b> Examine earning potential, training costs, and employment opportunities for different careers.	<b>Social Studies E.6_12.7.1</b> Evaluate career choices and the effect on the standard of living. <b>CTE CD 2.2.9</b> Demonstrate awareness of the education and training needed to achieve career goals.	The Financial Literacy standard identifies factors to consider when selecting a career.

## Grade 6

<b>Financial Awareness</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
<b>Savings</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>6.MM.S.1</b> Explain how saving money can help achieve short-term goals.	<b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The Financial Literacy standard identifies savings options that lead to evaluating those options within the CTE standard.
<b>6.MM.S.2</b> Explain how savings accounts work.	<b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The Financial Literacy standard examines savings accounts, leading to the evaluation in the CTE standard.
<b>Budget</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>6.MM.B.1</b> Describe what a budget is and how it is used.	<b>CTE BE 5.12</b> Develop and evaluate a spending/savings plan.	The sixth-grade standard builds the background knowledge needed to build a budget or financial plan.
<b>6.MM.B.2</b> Explain the difference between income and expenses and provide examples of each.	<b>CTE BE 5.12</b> Develop and evaluate a spending/savings plan.	The sixth-grade standard builds the background knowledge needed to build a budget or financial plan.
<b>Credit and Debt</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>6.MM.CD.1</b> Explain what credit is and how it is used.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively.	The Financial Literacy standard provides the prerequisite knowledge for Social Studies.
<b>6.MM.CD.2</b> Describe how interest affects the use of credit.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Financial Literacy standard provides the prerequisite knowledge for the Social Studies and CTE standards.

## Grade 6

<b>Financial Awareness</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
<b>Credit and Debt</b>		
<b>6.MM.CD.3</b> Explain factors to consider when borrowing money.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Financial Literacy standard is related to the Social Studies standard E.6_12.7.4. Both standards provide pre-requisite knowledge for the CTE standard and Social Studies E.6_12.7.5.
<b>6.MM.CD.4</b> Identify the purpose of a credit score.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Social Studies and CTE standards identify factors that contribute to the credit score referenced in the Financial Literacy standard.
<b>6.MM.CD.5</b> Describe debt.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The standards are related as they provide information about how one gets into debt, analyze the costs and benefits of credit and debt, and review the legal aspects of credit use.
<b>Personal Banking</b>		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>6.MM.PB.1</b> Identify various ways to make and accept payments for goods and services.		The sixth-grade standard provides background knowledge for future Financial Literacy standards.
<b>6.MM.PB.2</b> Describe the services offered by different financial institutions.	<b>CTE BE 5.15</b> Evaluate products and services provided by financial institutions to transfer funds.	The Financial Literacy standard provides background knowledge for the CTE standard.
<b>Investing</b>		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<i>Standards begin in grade 7.</i>		

## Grade 6

Risk Management		
<i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>		
Insurance		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>6.RM.IN.1</b> Explain what insurance is.		The sixth-grade standard provides background knowledge for later Financial Literacy standards regarding insurance.
<b>6.RM.IN.2</b> Describe financial risks.		The sixth-grade standard provides background knowledge for later Financial Literacy standards regarding insurance.
Fraud		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
<b>6.RM.F.1</b> Discuss the benefits and risks of sharing personal and financial information online.	<b>Library Media 6.RU.2</b> Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication). <b>Library Media 6.RU.3</b> With guidance, use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).	The standards identified discuss ways to protect personal information against fraudulent activity. The Financial Literacy standard is more focused on finances and monetary fraud.
<b>6.RM.F.2</b> Describe fraudulent behaviors.	<b>Library Media 6.RU.3</b> With guidance, use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).	The Library Media standard lists some fraudulent activities, including financial fraud.

## Grade 7

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Taxes</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.FA.T.1</b> Explain how taxes impact the community.		The seventh-grade standard provides background knowledge for later Financial Literacy standards.
<b>7.FA.T.2</b> Explain how taxes affect one's spending and saving.	<b>Social Studies E.6_12.7.2</b> Evaluate the effect of taxes and other factors on income. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.	The Financial Literacy standard refers to different types of taxes and evaluates their impact on income, as analyzed in the related standards.
<b>Financial Decision Making</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.FA.FD.1</b> Explain how one's financial situation impacts one's life.	<b>Health 1.8.3</b> Analyze how the environment affects personal health.	The Financial Literacy standard refers to the emotional impacts of financial situations, which relate to the effects of the environment on health (financial situations, peer pressure) in the Health Standard.
<b>7.FA.FD.2</b> Utilize percentages to solve problems involving money.	<b>Mathematics 7.AR.RP.4</b> Use proportional relationships to solve multi-step problems involving ratios, percents, and scale drawings of geometric figures, including authentic problems.	The Financial Literacy standard applies to the Mathematics concept of using percentages and calculating taxes, markups, discounts, and/or tips when making financial decisions.
<b>7.FA.FD.3</b> Analyze how monetary values impact choices about goods and services.	<b>Mathematics 7.AR.RP.4</b> Use proportional relationships to solve multi-step problems involving ratios, percents, and scale drawings of geometric figures, including authentic problems. <b>CTE BE 5.10</b> Use a data-informed decision-making process as it applies to the roles of citizens, workers, and consumers.	The Mathematics standard provides strategies for analyzing the impact of financial decisions or comparison shops. Analyzing the impact of financial decisions on the Financial Literacy standard will lead to informed decision-making, which is referenced in the CTE standard.

## Grade 7

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Financial Goals</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.FA.FG.1</b> Analyze long-term financial goals utilizing elements of goal development strategies.	<b>Social Studies E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE CD 2.1.6</b> Learn how to set goals. <b>Learning Continuum 6-8.LM.2</b> Learners can set and monitor personal and academic goals using feedback and reflection to guide decisions.	The economic concepts in the Social Studies standard are embedded in making financial decisions and setting and analyzing financial goals. The standards from other disciplines are related to the goal-setting process for long- and short-term goals.
<b>Education and Employment</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.FA.EE.1</b> Compare career choices considering earning potential, training costs, and employment opportunities.	<b>Social Studies E.6_12.7.1</b> Evaluate career choices and the effect on the standard of living. <b>Counseling ASCA C:B1.8</b> Understand how changing economic and societal needs influence employment trends and future training. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process. <b>CTE BE 5.18</b> Analyze choices and resources available to consumers for financing postsecondary education.	The Financial Literacy standard identifies factors to consider when selecting a career and evaluating the decisions made, as referenced in the related standards.

## Grade 7

<b>Financial Awareness</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
<b>Savings</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.MM.S.1</b> Explain how saving options can help achieve short-term goals.	<b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The Financial Literacy standard develops an understanding of savings options, which supports evaluating those options within the CTE standard.
<b>7.MM.S.2</b> Describe the benefits of starting to save for future expenses.	<b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The Financial Literacy standard develops an understanding of the importance of saving money for future expenses, supported by the savings and investments referenced in the CTE standard.
<b>Budget</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.MM.B.1</b> Explain why it is important to track one's spending over time.	<b>CTE BE 5.12</b> Develop and evaluate a spending/savings plan.	Tracking spending in the Financial Literacy standard helps learners develop the plans referenced in the CTE standard.
<b>7.MM.B.2</b> Identify personal spending goals and the resources available to meet them.	<b>CTE BE 5.12</b> Develop and evaluate a spending/savings plan.	Identifying spending goals is a step in developing the plan referenced in the CTE standard.
<b>Credit and Debt</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.MM.CD.1</b> Describe how credit cards and loans are used.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers.	The Financial Literacy standard provides the prerequisite knowledge for the Social Studies standards.
<b>7.MM.CD.2</b> Explain how the amount paid on credit cards affects personal finances.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Financial Literacy standard provides the prerequisite knowledge for the Social Studies and CTE standards.

## Grade 7

<b>Financial Awareness</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
<b>Credit and Debit</b>		
<b>7.MM.CD.3</b> Explain why it is important to make credit payments on time.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Financial Literacy standard is related to the Social Studies standard E.6_12.7.4. Both standards provide pre-requisite knowledge for the CTE standard and Social Studies E.6_12.7.5.
<b>7.MM.CD.4</b> Describe what is measured by a credit score.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Social Studies and CTE standards identify factors that contribute to the credit score referenced in the Financial Literacy standard.
<b>7.MM.CD.5</b> Identify the different ways that someone gets into debt.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The standards are related as they provide information about how one gets into debt, analyze the costs and benefits of credit and debt, and review the legal aspects of credit use.
<b>Personal Banking</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.MM.PB.1</b> Explain various ways of making and accepting payments for goods and services.		The standard provides prerequisite knowledge for later standards analyzing payment methods.
<b>7.MM.PB.2</b> Explain reasons people may select different financial institutions.	<b>CTE BE 5.15</b> Evaluate products and services provided by financial institutions to transfer funds.	The standards work together to identify the products and services provided by financial institutions and select an institution that best meets needs.



## Grade 7

<b>Financial Awareness</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
<b>Investing</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.MM.I.1</b> Explain the difference between saving and investing.		The seventh-grade standard lays the basic knowledge for future Financial Literacy standards on investment.
<b>7.MM.I.2</b> Describe the impact of simple interest on investments.	<b>Mathematics 7.AR.RP.4</b> Use proportional relationships to solve multi-step problems involving ratios, percents, and scale drawings of geometric figures, including authentic problems.	The Mathematics standard provides strategies needed to help explain the impact of simple interest.

## Grade 7

<b>Risk Management</b> <i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>		
<b>Insurance</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.RM.IN.1</b> Explain how insurance works.	<b>CTE BE 5.17</b> Analyze choices available to consumers for protection against risk and financial loss.	Both standards examine ways one can protect against financial loss.
<b>7.RM.IN.2</b> Identify the purpose of insurance and give examples of financial risks covered by insurance.	<b>CTE BE 5.17</b> Analyze choices available to consumers for protection against risk and financial loss.	Both standards examine ways one can protect against financial loss.
<b>Fraud</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>7.RM.F.1</b> Identify strategies for protecting personal and financial information and monetary funds.	<b>Library Media 7.RU.2</b> Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication). <b>Library Media 7.RU.3</b> Use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).	The standards identified discuss ways to protect personal information against fraudulent activity. The Financial Literacy standard is more focused on finances and monetary fraud.
<b>7.RM.F.2</b> Explain financial fraud.	<b>Library Media 7.RU.3</b> Use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).	The Library Media standards list some types of fraudulent activities that could include financial fraud.

## Grade 8

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Taxes</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.FA.T.1</b> Explain the purpose of taxes and their impact on individuals and communities.	<b>Social Studies E.6_12.7.2</b> Evaluate the effect of taxes and other factors on income. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.	The Social Studies and CTE standards refer to the portion of the Financial Literacy standard regarding the impact of taxes on income.
<b>8.FA.T.2</b> Explain how taxes affect one's paycheck.	<b>Social Studies E.6_12.7.2</b> Evaluate the effect of taxes and other factors on income. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.	The Financial Literacy standard explains the impact of taxes on one's paycheck, which is further analyzed in the related standards.
<b>Financial Decision Making</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.FA.FD.1</b> Describe how financial situations trigger various emotions.	<b>Health 1.8.3</b> Analyze how the environment affects personal health. <b>Counseling ASCA PS.A1.5</b> Identify and express feelings. <b>Counseling ASCA PS.A1.8</b> Understand the need for self-control and how to practice it. <b>CTE BE 5.10</b> Use a data-informed decision-making process as it applies to the roles of citizens, workers, and consumers.	The Financial Literacy standard refers to the emotional impacts of financial situations. It relates to the effects of the environment on health (financial situations, peer pressure) in the Health Standard, the ability to identify feelings and use self-control in the counseling standards, and making informed decisions in the CTE standards.
<b>8.FA.FD.2</b> Utilizes percentages to solve problems involving money.	<b>Mathematics 7.AR.RP.4</b> Use proportional relationships to solve multi-step problems involving ratios, percents, and scale drawings of geometric figures, including authentic problems.	The Financial Literacy standard applies to the mathematics concept of using percentages and calculating taxes, markups, discounts, and/or tips when making financial decisions.

## Grade 8

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>		
<b>Financial Goals</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.FA.FG.1</b> Analyze short- and long-term financial goals utilizing elements of goal development strategies.	<b>Social Studies E.6_12.7.3</b> Develop short- and long-term financial goals. <b>Counseling ASCA PS.B1.9</b> Identify long- and short-term goals. <b>CTE CD 2.1.6</b> Learn how to set goals. <b>Learning Continuum 6-8.LM.2</b> Learners can set and monitor personal and academic goals using feedback and reflection to guide decisions.	The economic concepts in the Social Studies standard are embedded in making financial decisions and setting and analyzing financial goals. The standards from other disciplines are related to the goal-setting process for long- and short-term goals.
<b>Education and Employment</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.FA.EE.1</b> Explain cost and benefit factors such as earning potential, the cost of education or training, and opportunities within a chosen career pathway.	<b>Social Studies E.6_12.7.1</b> Evaluate career choices and the effect on the standard of living. <b>Counseling ASCA C:B1.8</b> Understand how changing economic and societal needs influence employment trends and future training. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process. <b>CTE BE 5.18</b> Analyze choices and resources available to consumers for financing postsecondary education.	The Financial Literacy standard identifies factors to consider when selecting a career and evaluating the decisions made, as referenced in the related standards.

## Grade 8

<b>Financial Awareness</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
<b>Savings</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.MM.S.1</b> List examples of saving options to achieve short-term goals and financial security.	<b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The Financial Literacy standard identifies savings options that lead to evaluating those options within the CTE standard.
<b>8.MM.S.2</b> Analyze how financial choices today impact future opportunities.	<b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The Financial Literacy standard analyzes the impacts of financial decisions on the future, including the savings and investments referenced in the CTE standard.
<b>Budget</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.MM.B.1</b> Track spending over a period of time.	<b>CTE BE 5.12</b> Develop and evaluate a spending/savings plan.	Tracking spending in the Financial Literacy standard helps learners develop the plans referenced in the CTE standard.
<b>8.MM.B.2</b> Create a plan to purchase a future need or want.	<b>CTE BE 5.12</b> Develop and evaluate a spending/savings plan.	Both standards reference creating a financial plan for spending and/or saving.
<b>Credit and Debt</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.MM.CD.1</b> Explain how credit is used as a basic financial tool.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Financial Literacy standard provides the prerequisite knowledge for the Social Studies and CTE standards.
<b>8.MM.CD.2</b> Explain how borrowing money (credit) is more expensive than paying cash.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Financial Literacy standard provides the prerequisite knowledge for the Social Studies and CTE standards.

## Grade 8

<b>Financial Awareness</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
<b>Credit and Debt</b>		
<b>8.MM.CD.3</b> Recognize the consequences of borrowing too much.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Financial Literacy standard is related to the Social Studies standard E.6_12.7.4. Both standards provide pre-requisite knowledge for the CTE standard and Social Studies E.6_12.7.5.
<b>8.MM.CD.4</b> Describe what is included in a credit report.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Social Studies and CTE standards identify factors on a credit report that affect the credit score referenced in other Financial Literacy standards.
<b>8.MM.CD.5</b> Identify the impact of debt on personal finances.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, as well as the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The related standards identify factors that contribute to the impact of debt and determine the strategies used to manage debt.
<b>Personal Banking</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.MM.PB.1</b> Explain various ways of making and accepting payments for goods and services.		The standard provides prerequisite knowledge for later standards analyzing payment methods.
<b>8.MM.PB.2</b> Recognize the different functions of financial institutions.	<b>CTE BE 5.15</b> Evaluate products and services provided by financial institutions to transfer funds.	The standards work together to identify the functions of financial institutions and evaluate the products and services provided.

## Grade 8

<b>Financial Awareness</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
<b>Investing</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.MM.I.1</b> Identify different investment opportunities.	<b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	Both standards examine investment options and opportunities.
<b>8.MM.I.2</b> Solve problems involving simple interest.	<b>Mathematics 7.AR.RP.4</b> Use proportional relationships to solve multi-step problems involving ratios, percents, and scale drawings of geometric figures, including authentic problems.	The Mathematics standard provides strategies to solve simple interest problems in the Financial Literacy standard.

## Grade 8

<b>Risk Management</b> <i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>		
<b>Insurance</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.RM.IN.1</b> Describe how insurance can protect a person from financial loss.	<b>CTE BE 5.17</b> Analyze choices available to consumers for protection against risk and financial loss.	Both standards examine the purpose of insurance and how it works.
<b>8.RM.IN.2</b> Explain how insurance protects against financial risks.	<b>CTE BE 5.17</b> Analyze choices available to consumers for protection against risk and financial loss.	Both standards examine ways one can protect against financial risks.
<b>Fraud</b>		
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>
<b>8.RM.F.1</b> Identify strategies for protecting personal and financial information and monetary funds.	<b>Library Media 8.RU.2</b> Use methods to maintain digital privacy and security when accessing technology (e.g., password, PIN, dual authentication). <b>Library Media 8.RU.3</b> Use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).	The standards identified discuss ways to protect personal information against fraudulent activity. The Financial Literacy standard is more focused on finances and monetary fraud.
<b>8.RM.F.2</b> Explain financial fraud.	<b>Library Media 8.RU.3</b> Use strategies to prevent cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft).	The Library Media standard lists some types of fraudulent activities that could include financial fraud.



## Grades 9-10

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>			
<b>Taxes</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.FA.T.1</b> Describe the impacts of income tax, sales tax, and property tax on one's personal finances.	<b>Social Studies</b> <b>E.6_12.4.2</b> Evaluate the role of government in a market economy. <b>Social Studies</b> <b>E.6_12.7.2</b> Evaluate the effect of taxes and other factors on income. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.	The Financial Literacy standard meets the Century Code requirements regarding taxation and income. It is related to Social Studies E.6_12.7.2 and the CTE standard, as taxes impact income and career decisions. Social Studies E.6_12.4.2 provides background for the impact of income taxes on the economy.	<b>Concept:</b> <b>e.</b> Taxation and income
<b>9-10.FA.T.2</b> Analyze the effect of taxes on personal finances.	<b>Social Studies</b> <b>E.6_12.4.2</b> Evaluate the role of government in a market economy. <b>Social Studies</b> <b>E.6_12.7.2</b> Evaluate the effect of taxes and other factors on income.	The Financial Literacy standard and Social Studies standard E.6_12.7.2 are similar. Social Studies standard E.6_12.4.2 provides related information.	<b>Concept:</b> <b>e.</b> Taxation and income
<b>Financial Decision Making</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.FA.FD.1</b> Describe emotional and behavioral aspects of financial decisions.	<b>Social Studies</b> <b>E.6_12.1.1</b> Analyze the basic concepts of economic thinking. <b>CTE BE 5.10</b> Use a data-informed decision-making process as it applies to the roles of citizens, workers, and consumers.	The standards analyze decisions made.	<b>Concept:</b> <b>f.</b> Consumer skills and smart spending
<b>9-10.FA.FD.2</b> Identify tools available to examine financial options.	<b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>Social Studies</b> <b>E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, and the rights and responsibilities of borrowers. <b>CTE BE 5.10</b> Use a data-informed decision-making process as it applies to the roles of citizens, workers, and consumers.	The standards identify different factors and tools to assist with making financial decisions. Part of the analysis would include setting goals and budgets.	<b>Concepts:</b> <b>a.</b> Budgeting and money management <b>d.</b> Banking and financial services <b>f.</b> Consumer skills and smart spending

## Grades 9-10

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>			
<b>Financial Goals</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.FA.FG.1</b> Explain how opportunity costs impact financial goals.	<b>Social Studies</b> <b>E.6_12.1.1</b> Analyze the basic concepts of economic thinking. <b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE BE 5.10</b> Use a data-informed decision-making process as it applies to the roles of citizens, workers, and consumers. <b>CTE BE 5.10.3</b> Apply opportunity costs and trade-offs to personal decision-making. <b>Counseling ASCA</b> <b>PS.B1.9</b> Identify long- and short-term goals. <b>Learning Continuum</b> <b>9-12.LM.2</b> Learners can set and monitor personal and academic goals by applying feedback, experiences, and self-reflection to synthesize knowledge that guides ideas and actions.	The related standards, Social Studies E.6_12.7.3, in Counseling, and on the Learning Continuum, deal with setting goals. The CTE standard and Social Studies standard E.6_12.1.1 refer to economic concepts included in the goal-setting process.	<b>Concepts:</b> <b>a.</b> Budgeting and money management <b>j.</b> Entrepreneur and economic concepts
<b>Education and Employment</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.FA.EE.1a</b> Investigate career choices and the impact on financial opportunities.	<b>Social Studies</b> <b>E.6_12.7.1</b> Evaluate career choices and the effect on the standard of living. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process. <b>Counseling ASCA</b> <b>C.B1.8</b> Understand how changing economic and societal needs influence employment trends and future training.	The standards examine different career choices and assess the financial impacts of the choices made.	<b>Concept:</b> <b>h.</b> College and career financial planning

## Grades 9-10

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>			
<b>Education and Employment</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.FA.EE.1b</b> Identify post-secondary education and training opportunities.	<b>Social Studies</b> <b>E.6_12.7.1</b> Evaluate career choices and the effect on the standard of living. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process. <b>CTE BE 5.18</b> Analyze choices and resources available to consumers for financing postsecondary education. <b>CTE CD 2.2.9</b> Demonstrate awareness of the education and training needed to achieve career goals. <b>Counseling ASCA C.B2.1</b> Demonstrate awareness of the education and training needed to achieve career goals.	The related standards examine the costs of training or post-secondary education as they consider career choices.	<b>Concept:</b> <b>h.</b> College and career financial planning

## Grades 9-10

<b>Money Management</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>			
<b>Savings</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.MM.S.1</b> Identify the varying features of saving options.	<b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The Financial Literacy standard provides information regarding savings options that would be considered when planning and setting goals.	<b>Concept:</b> <b>b.</b> Saving and investing
<b>9-10.MM.S.2</b> Describe the impacts of saving money on one's financial future.	<b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The standards work together to design financial plans and set financial goals.	<b>Concepts:</b> <b>b.</b> Saving and investing <b>i.</b> Retirement planning <b>j.</b> Entrepreneur and economic concepts
<b>Budget</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.MM.B.1</b> Describe the elements to consider when making a budget.	<b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE BE 5.12</b> Develop and evaluate a spending/savings plan.	The Financial Literacy standard provides the background knowledge needed to create a budget and financial plan, as referenced in the other standards.	<b>Concept:</b> <b>a.</b> Budgeting and money management
<b>9-10.MM.B.2</b> Develop a budget to meet a spending goal.	<b>Social Studies</b> <b>E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.12</b> Develop and evaluate a spending/savings plan.	The standards refer to creating budgets and financial plans based on goals.	<b>Concept:</b> <b>a.</b> Budgeting and money management
<b>Credit and Debt</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.MM.CD.1</b> Describe different types of credit.	<b>Social Studies</b> <b>E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, and the rights and responsibilities of borrowers. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The standards analyze different forms of credit, including factors influencing one's choice of credit option.	<b>Concept:</b> <b>c.</b> Credit and debit management

## Grades 9-10

<b>Money Management</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>			
<b>Credit and Debt</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.MM.CD.2</b> Identify the terms and conditions associated with credit.	<b>Social Studies</b> <b>E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, and the rights and responsibilities of borrowers. <b>Social Studies</b> <b>E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The standards examine the terms and conditions associated with credit, which outline legal aspects and borrowers' rights and responsibilities. The Financial Literacy standard and understanding of credit terms help provide information to develop strategies and manage debt.	<b>Concept:</b> <b>c.</b> Credit and debit management
<b>9-10.MM.CD.3</b> Identify strategies to manage debt.	<b>Social Studies</b> <b>E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	Social Studies E.6_12.7.5 and the Financial Literacy standard address the same concept. The related CTE standard addresses factors that would be considered when strategies are developed.	<b>Concept:</b> <b>c.</b> Credit and debit management
<b>9-10.MM.CD.4</b> Describe the factors that impact a credit score.	<b>Social Studies</b> <b>E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Financial Literacy and CTE standards address the same concept. The Social Studies standard would consider some of the factors.	<b>Concept:</b> <b>c.</b> Credit and debit management
<b>9-12.MM.CD.5</b> Describe the positive & negative impacts of debt.	<b>Social Studies</b> <b>E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The three standards work together to help manage debt.	<b>Concepts:</b> <b>a.</b> Budgeting and money management <b>c.</b> Credit and debit management <b>f.</b> Consumer skills and smart spending

## Grades 9-10

<b>Money Management</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>			
<b>Personal Banking</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.MM.PB.1</b> Describe the risks and benefits of current and emerging payment options.	<b>CTE BE 5.15.5</b> Identify new and emerging methods of transferring money and how they affect financial institutions.	Both standards address payment options and methods of transferring money.	<b>Concepts:</b> <b>a.</b> Budgeting and money management <b>d.</b> Banking and financial services
<b>9-12.MM.PB.2</b> Describe different financial institutions and the financial services provided by each.	<b>Social Studies E.6_12.4.1</b> Explain the role of financial institutions in a market economy (structure of private banks, structure of the Federal Reserve). <b>CTE BE 5.15</b> Evaluate products and services provided by financial institutions to transfer funds.	The related standards address examining the financial services and products provided by financial institutions. The Social Studies standard would be an element of that examination.	<b>Concepts:</b> <b>b.</b> Saving and investing <b>d.</b> Banking and financial services
<b>Investing</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.MM.I.1</b> Describe different investment options.	<b>Social Studies E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The Financial Literacy standard and CTE standard require students to weigh investment options and make financial decisions to meet the goals created in the Social Studies standard.	<b>Concepts:</b> <b>b.</b> Saving and investing <b>i.</b> Retirement planning <b>j.</b> Entrepreneur and economic concepts

## Grades 9-10

<b>Money Management</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>			
<b>Investing</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.MM.I.2</b> Describe the impact of compound interest on investments.	<b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>Social Studies</b> <b>E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, and the rights and responsibilities of borrowers. <b>Mathematics</b> <b>9-10.AR.F.11*</b> Interpret the parameters in a linear, quadratic, or exponential function in context. <b>Mathematics</b> <b>9-10.AR.F.12</b> Identify, using graphs or tables, the solution(s) to linear and exponential functions $f(x)=g(x)$ as x-values(s) that results in equivalent y-values. <b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The mathematics standards provide strategies to calculate interest and analyze the impact of interest rates. The skills in the Social Studies and CTE standards apply the interest rate evaluations to meet goals.	<b>Concept:</b> <b>b.</b> Saving and investing

## Grades 9-10

<b>Risk Management</b> <i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>			
<b>Insurance</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9- 10. RM. IN. 1</b> Describe the various types of insurance.	<b>CTE BE 5.17</b> Analyze choices available to consumers for protection against risk and financial loss.	Both standards refer to examining types of insurance for financial risk protection.	<b>Concept:</b> <b>g.</b> Insurance and risk management
<b>9-10.RM.IN.2</b> Compare the various levels of insurance coverage and the impact on personal finances.	<b>CTE BE 5.17</b> Analyze choices available to consumers for protection against risk and financial loss.	Both standards refer to comparing insurance choices to make decisions about the best coverage for protection against financial risk or loss.	<b>Concept:</b> <b>g.</b> Insurance and risk management
<b>Fraud</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>9-10.RM.F.1</b> Describe situations in which personal and financial information is shared digitally.	<b>Library Media 9-10.RU.3</b> Protect oneself from cybersecurity threats. (e.g., phishing, malware, clickbait, data collection, identity theft). <b>Library Media 9-10.RU.4</b> Monitor and manage personal information shared online (e.g., identity theft, data collection, and personal safety). <b>CTE BE 7.3.2</b> Explore the risks and dangers of sharing personal information in a digital world (e.g., digital footprint, cyberbullying, cyberstalking, identity theft).	The related standards identify types of threats that may impact financial information.	<b>Concept:</b> <b>f.</b> Consumer skills and smart spending
<b>9-10.RM.F.2</b> Explain how consumers can identify and report fraudulent behavior and practices.	<b>CTE BE 5.14.11</b> Explain how a consumer can identify and report fraudulent behavior and practice.	The focus of the standards is the same.	<b>Concept:</b> <b>f.</b> Consumer skills and smart spending



## Grades 11-12

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>			
<b>Taxes</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.FA.T.1a</b> Calculate payroll withholding taxes.	<b>Social Studies</b> <b>E.6_12.4.2</b> Evaluate the role of government in a market economy. <b>Social Studies</b> <b>E.6_12.7.2</b> Evaluate the effect of taxes and other factors on income. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.	The Financial Literacy standard meets the Century Code requirements regarding taxation and payroll withholding. The standard is related to Social Studies E.6_12.7.2 and the CTE standard, as taxes impact income and career decisions. Social Studies E.6_12.4.2 provides background for the impact of income taxes on the economy.	<b>Concept:</b> <b>e.</b> Taxation and income
<b>11-12.FA.T.1b</b> Identify the documents & forms necessary to complete an income tax return.	<b>Social Studies</b> <b>E.6_12.4.2</b> Evaluate the role of government in a market economy. <b>Social Studies</b> <b>E.6_12.7.2</b> Evaluate the effect of taxes and other factors on income.	The Financial Literacy standard identifies the forms used to file income taxes. Once filed, the consumer sees the impact of the taxes on their income, which is analyzed in their other standards.	<b>Concept:</b> <b>e.</b> Taxation and income
<b>11-12.FA.T.2</b> Evaluate the effect of taxes on personal finances.	<b>Social Studies</b> <b>E.6_12.4.2</b> Evaluate the role of government in a market economy. <b>Social Studies</b> <b>E.6_12.7.2</b> Evaluate the effect of taxes and other factors on income.	The Financial Literacy standard and Social Studies standard E.6_12.7.2 are similar. Social Studies standard E.6_12.4.2 provides related information.	<b>Concept:</b> <b>e.</b> Taxation and income

## Grades 11-12

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>			
<b>Financial Decision Making</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.FA.FD.1</b> Analyze emotional and behavioral aspects of financial decisions.	<b>Social Studies</b> <b>E.6_12.1.1</b> Analyze the basic concepts of economic thinking. <b>Health 1.12.3</b> Analyze how the environment and personal health are interrelated. <b>CTE BE 5.10</b> Use a data-informed decision-making process as it applies to the roles of citizens, workers, and consumers.	The standards analyze decisions made.	<b>Concept:</b> <b>f.</b> Consumer skills and smart spending
<b>11-12.FA.FD.2</b> Utilize the tools available to examine financial options.	<b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>Social Studies</b> <b>E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, and the rights and responsibilities of borrowers. <b>CTE BE 5.10</b> Use a data-informed decision-making process as it applies to the roles of citizens, workers, and consumers.	The standards identify different factors and tools to assist with making financial decisions. Part of the analysis would include setting goals and budgets.	<b>Concepts:</b> <b>a.</b> Budgeting and money management <b>d.</b> Banking and financial services <b>f.</b> Consumer skills and smart spending

## Grades 11-12

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>			
<b>Financial Goals</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.FA.FG.1</b> Analyze the opportunity costs of financial decisions on short-term and long-term goals.	<b>Social Studies</b> <b>E.6_12.1.1</b> Analyze the basic concepts of economic thinking. <b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE CD 2.1.6</b> Learn how to set goals. <b>CTE BE 5.10</b> Use a data-informed decision-making process as it applies to the roles of citizens, workers, and consumers. <b>CTE BE 5.10.3</b> Apply opportunity costs and trade-offs to personal decision-making. <b>Counseling ASCA</b> <b>PS.B1.9</b> Identify long- and short-term goals. <b>Learning Continuum</b> <b>9-12.LM.2</b> Learners can set and monitor personal and academic goals by applying feedback, experiences, and self-reflection to synthesize knowledge that guides ideas and actions.	The related standards in Social Studies E.6_12.7.3, CTE CD 2.1.6, and Counseling and the Learning Continuum deal with setting goals. CTE CE 5.10, CTE BE 5.10.3, and Social Studies standard E.6_12.1.1 refer to economic concepts included in the goal-setting process.	<b>Concepts:</b> <b>a.</b> Budgeting and money management <b>j.</b> Entrepreneur and economic concepts

## Grades 11-12

<b>Financial Awareness</b> <i>Learners will develop an understanding of the basic principles and concepts needed to effectively manage personal finances and make informed financial decisions.</i>			
<b>Education and Employment</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.FA.EE.1a</b> Assess career choices and the impact on financial opportunities.	<b>Social Studies</b> <b>E.6_12.7.1</b> Evaluate career choices and the effect on the standard of living. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process. <b>Counseling ASCA</b> <b>C.B1.8</b> Understand how changing economic and societal needs influence employment trends and future training.	The standards examine different career choices and assess the financial impacts of the choices made.	<b>Concept:</b> <b>h.</b> College and career financial planning
<b>11-12.FA.EE.1b</b> Identify post-secondary education and training opportunities.	<b>Social Studies</b> <b>E.6_12.7.1</b> Evaluate career choices and the effect on the standard of living. <b>CTE BE 5.11</b> Identify various forms of income and analyze factors that affect income as a part of the career decision-making process. <b>CTE BE 5.18</b> Analyze choices and resources available to consumers for financing postsecondary education. <b>CTE CD 2.2.9</b> Demonstrate awareness of the education and training needed to achieve career goals. <b>Counseling ASCA</b> <b>C.B2.1</b> Demonstrate awareness of the education and training needed to achieve career goals.	The related standards examine the costs of training or post-secondary education as they consider career choices.	<b>Concept:</b> <b>h.</b> College and career financial planning

## Grades 11-12

<b>Money Management</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>			
<b>Savings</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.MM.S.1</b> Compare various features of different saving options.	<b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The Financial Literacy standard provides information regarding savings options that would be considered when planning and setting goals.	<b>Concept:</b> <b>b.</b> Saving and investing
<b>11-12.MM.S.2</b> Describe effective strategies to achieve different types of financial objectives.	<b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The standards work together to design financial plans and set financial goals.	<b>Concepts:</b> <b>b.</b> Saving and investing <b>i.</b> Retirement planning <b>j.</b> Entrepreneur and economic concepts
<b>Budget</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.MM.B.1</b> Identify the components of a budget.	<b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE BE 5.12</b> Develop and evaluate a spending/savings plan.	The Financial Literacy standard provides the background knowledge needed to create a budget and financial plan, as referenced in the other standards.	<b>Concept:</b> <b>a.</b> Budgeting and money management
<b>11-12.MM.B.2</b> Develop a budget and identify possible adjustments to improve its effectiveness.	<b>Social Studies</b> <b>E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.12</b> Develop and evaluate a spending/savings plan.	The standards refer to creating budgets and financial plans based on goals.	<b>Concept:</b> <b>a.</b> Budgeting and money management
<b>Credit and Debt</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.MM.CD.1</b> Analyze the different types of credit.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, and the rights and responsibilities of borrowers. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The standards analyze different forms of credit, which would include examining factors influencing one's choice of credit option.	<b>Concept:</b> <b>c.</b> Credit and debit management

## Grades 11-12

<b>Money Management</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>			
<b>Credit and Debt</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.MM.CD.2</b> Explain the terms and conditions associated with credit.	<b>Social Studies E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, and the rights and responsibilities of borrowers. <b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The standards examine the terms and conditions associated with credit, which outline legal aspects and borrowers' rights and responsibilities. The Financial Literacy standard and understanding of credit terms help provide information to develop strategies and manage debt.	<b>Concept:</b> <b>c.</b> Credit and debit management
<b>11-12.MM.CD.3</b> Develop strategies to manage debt effectively.	<b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	Social Studies E.6_12.7.5 and the Financial Literacy standard address the same concept. The related CTE standard addresses factors that would be considered when strategies are developed.	<b>Concept:</b> <b>c.</b> Credit and debit management
<b>11-12.MM.CD.4</b> Analyze the factors that impact a credit score.	<b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The Financial Literacy and CTE standards address the same concept. The Social Studies standard would consider some of the factors.	<b>Concept:</b> <b>c.</b> Credit and debit management
<b>11-12.MM.CD.5</b> Analyze the positive and negative impact(s) of the debt on future financial decisions and opportunities.	<b>Social Studies E.6_12.7.5</b> Develop strategies to avoid and manage debt effectively. <b>CTE BE 5.16</b> Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.	The three standards work together to help manage debt.	<b>Concepts:</b> <b>a.</b> Budgeting and money management <b>c.</b> Credit and debit management <b>f.</b> Consumer skills and smart spending

## Grades 11-12

<b>Money Management</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>			
<b>Personal Banking</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.MM.PB.1</b> Evaluate the risks and benefits of current and emerging payment options.	<b>CTE BE 5.15.5</b> Identify new and emerging methods of transferring money and how they affect financial institutions.	Both standards address payment options and methods of transferring money.	<b>Concepts:</b> <b>a.</b> Budgeting and money management <b>d.</b> Banking and financial services
<b>11-12.MM.PB.2</b> Describe different financial institutions and the financial services provided by each.	<b>Social Studies E.6_12.4.1</b> Explain the role of financial institutions in a market economy (structure of private banks, structure of the Federal Reserve). <b>CTE BE 5.15</b> Evaluate products and services provided by financial institutions to transfer funds.	The related standards address examining the financial services and products provided by financial institutions. The Social Studies standard would be an element of that examination.	<b>Concepts:</b> <b>b.</b> Saving and investing <b>d.</b> Banking and financial services
<b>Investing</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.MM.I.1 1</b> Compare investment options.	<b>Social Studies E.6_12.7.3</b> Develop short- and long-term financial goals. <b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The Financial Literacy standard and CTE standard require students to compare investment options and make financial decisions to meet the goals created in the Social Studies standard.	<b>Concepts:</b> <b>b.</b> Saving and investing <b>i.</b> Retirement planning <b>j.</b> Entrepreneur and economic concepts

## Grades 11-12

<b>Money Management</b> <i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>			
<b>Investing</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.MM.I.2</b> Evaluate the impact of simple versus compound interest.	<b>Social Studies</b> <b>E.6_12.7.3</b> Develop short- and long-term financial goals. <b>Social Studies</b> <b>E.6_12.7.4</b> Analyze the costs and benefits of different types of credit and debt, and the rights and responsibilities of borrowers. <b>Mathematics</b> <b>9-10.AR.F.11*</b> Interpret the parameters in a linear, quadratic, or exponential function in context. <b>Mathematics</b> <b>9-10.AR.F.12</b> Identify, using graphs or tables, the solution(s) to linear and exponential functions $f(x)=g(x)$ as x-values that result in equivalent y-values. <b>CTE BE 5.13</b> Evaluate savings and investment options to meet short- and long-term goals.	The mathematics standards provide strategies to calculate interest and analyze the impact of interest rates. The skills in the Social Studies and CTE standards apply the interest rate evaluations to meet goals.	<b>Concept:</b> <b>b.</b> Saving and investing



## Grades 11-12

<b>Risk Management</b> <i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>			
<b>Insurance</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.RM.IN.1</b> Describe the protections offered by auto, health, homeowners, life, and renters' insurance.	<b>CTE BE 5.17</b> Analyze choices available to consumers for protection against risk and financial loss.	Both standards refer to examining types of insurance for financial risk protection.	<b>Concept:</b> <b>g.</b> Insurance and risk management
<b>11-12.RM.IN.2</b> Compare the various levels of insurance coverage and the impact on personal finance.	<b>CTE BE 5.17</b> Analyze choices available to consumers for protection against risk and financial loss.	Both standards refer to comparing insurance choices to make decisions about the best coverage for protection against financial risk or loss.	<b>Concept:</b> <b>g.</b> Insurance and risk management
<b>Fraud</b>			
<b>Financial Literacy Standard</b>	<b>Related Standards from Other Areas</b>	<b>How Standards Relate</b>	<b>Link to ND Century Code 15.1-21-21</b>
<b>11-12.RM.F.1</b> Explore the risks and dangers of sharing personal information in a digital world. (CTE BE 7.3.2)	<b>Library Media 11-12.RU.3</b> Protect oneself from cybersecurity threats (e.g., phishing, malware, clickbait, data collection, identity theft). <b>CTE BE 7.3.2</b> Explore the risks and dangers of sharing personal information in a digital world (e.g., digital footprint, cyberbullying, cyberstalking, identity theft).	The standards are the same.	<b>Concept:</b> <b>f.</b> Consumer skills and smart spending
<b>11-12.RM.F.2</b> Explain how a consumer can identify and report fraudulent behavior and practice. (CTE BE 5.14.11)	<b>CTE BE 5.14.11</b> Explain how a consumer can identify and report fraudulent behavior and practice.	The standards are the same.	<b>Concept:</b> <b>f.</b> Consumer skills and smart spending

## Resources

- American School Counselor Association. (2004). *ASCA National Standards for Students*. Retrieved from [https://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](https://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)
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