NEW MEXICO Standards for Financial and Life Literacy - Banzai Curriculum Alignment

This content outline is designed to help you align Banzai's courses with personal financial education and related curriculum in the state of **New Mexico.** It references **New Mexico's** state recommendations for teaching financial literacy according to the state's learning standards as found at: https://webnew.ped.state.nm.us/wp-content/uploads/2022/02/NM-Standards-508.pdf

The courses referenced here house different units. Some courses may contain more than one unit that fulfills the standard requirement listed.
Contact support@banzai.org for any questions or to request a walkthrough.

			Personal Finance					
			Elem.	**Middle**	**High**	**Digital Citizenship**	**College & Careers**	***Library***
Social Studies Standards; Personal Financial Literacy	K	K.26. Recognize personal finance choices people make.	✓	✓	✓			✓
	Grade 1	1.24. Examine how earning money through work is related to the purchase of goods and services.	✓	✓	✓			✓
	Grade 2	2.30. Assess priorities when making financial decisions.	✓	✓	✓			✓
		2.31. Classify financial goals as short-term or long-term.	✓	✓	✓			✓
	Grade 3	3.30. Create a plan with specific steps to reach a short-term financial goal.	✓	✓	✓			✓
	Grade 4	4.27. Establish the purpose of banks and how they work.	✓	✓	✓			✓
		4.28. Explain what a checking and savings account are used for.	✓	✓	✓			✓
		5.32. Create a way to keep track of money spent and saved.	✓	✓	✓			✓
		5.33. Determine the relationship between long-term goals and opportunity cost.	✓	✓	✓		✓	✓
	Grade 6	6.53. Analyze how external factors might influence spending decisions for different individuals and households.	✓	✓	✓	✓		✓
		6.54. Give examples of financial risks that individuals and households face.		✓	✓		✓	✓
	Grade 7	7.79. Differentiate between saving and investing.			✓			✓
	Grade 8	8.103. Determine the relationship between long-term goals and opportunity cost.	✓	✓	✓		✓	✓
		8.104. Identify ways insurance may minimize personal financial risk		✓	✓			✓
		8.105. Illustrate the power of compounding to highlight the importance of investing at a young age		✓	✓			✓
	HS Grades 9-12	9-12.Econ.46. Explain how and why people make choices to improve their economic well-being		✓	✓		✓	✓
		9-12.Econ.47. Compare the costs and benefits of saving, using credit, and or making certain types of financial investments.		✓	✓		✓	✓
		9-12.Econ.48. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others.			✓			✓

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		9-12.Econ.49. Investigate ways that personal information is fraudulently obtained.			✓	✓		✓
		9-12.Econ.50. Identify voluntary (e.g., retirement contributions) and involuntary deductions (e.g., payroll taxes) and how they impact net income.		✓	✓		✓	✓
		9-12.Econ.51. Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.		✓	✓			✓
		9-12.Econ.52. Evaluate options for payment on credit cards and the consequences of each option.			✓			✓
		9-12.Econ.53. Describe how a credit score impacts the ability to borrow money and at what rate.		✓	✓			✓
		9-12.Econ.54. Identify various strategies students can use to finance higher education and how to access student aid through completion of the Free Application for Federal Student Aid (FAFSA).			✓		✓	✓
		9-12.Econ.55. Calculate the total cost of repaying a loan under various rates of interest and over different time periods.					✓	✓
		9-12.Econ.56. Explain what a mortgage is, why most Americans require one to finance a home, and the challenges of financing mortgages on tribal land.			✓			✓
		9-12.Econ.57. Explain how investing may build wealth and help meet financial goals (e.g., stocks, bonds, mutual funds, retirement savings options, real estate).			✓			✓
		9-12.Econ.58. Explain various types of insurance and the purpose of using insurance to protect financial interests		✓	✓			✓