CROSSWALK

NEFE High School Financial Planning Program®

National Academic Standards

July 2007

	Unit 1 Financial Plan							Unit 2 Budgeting								Unit 3 Investing					
	1. Create a personal financial plan	1A. Examine the value of having a process of planning how to use your money	1B. Create personal financial SMART goals	1C. Analyze how money is received and used	1D. Use the decision-making process to create your financial plan	1E. Identify guidelines to implement your personal financial plan	1F. Monitor and modify your personal financial plan	**2. Create a personal budget**	2A. Examine reasons to keep track of your spending habits	2B. Summarize the advantages of having a spending plan	2C. Identify various sources of income	2D. Identify various types of expenses	2E. Explain the purpose of paying yourself first	2F. Explain how to build a budget	2G. Explain forms of record keeping involved with budgeting and cash management	2H. Summarize how a budget will change throughout your life cycle	**3. Propose your own saving and investing plan**	3A. Differentiate between saving and investing	3B. Assess the time value of money	3C. Compare investment options	3D. Compare the relationship between risks and returns related to savings and investments	3E. Recommend ways to integrate savings and investing strategies into your financial planning
NATIONAL COUNCIL OF TEACHERS OF ENGLISH - Standards for the English Language Arts [1996]																					
NL-ENG.K-12.4 Communication Skills: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	x	x				x											x				x	
NL-ENG.K-12.5 Communication Strategies: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	x					x											x				x	
NL-ENG.K-12.8 Developing Research Skills: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	x																x			x		
NL-ENG.K-12.12 Applying Language Skills: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	x	x				x		x								x	x				x	

	Unit 4 Good Debt, Bad Debt							Unit 5 Your Money							Unit 6 Insurance						Unit 7 Your Career						
	4. Select strategies to use in handling for handling credit and managing debt	4A. Explain what credit is	4B. Compare the advantages and disadvantages of using credit	4C. Outline the process of applying for credit	4D. Explain what a credit history is and why it is important	4E. Explain how to manage credit responsibly	4F. Explore the consequences of excessive debt and how to correct it	4G. Determine what to do about inaccurate reporting	**5. Demonstrate how to use various financial services**	5A. Examine the various types of financial service providers	5B. Explain how a savings account works	5C. Practice using a checking account and debit card	5D. Explain how a credit card is used to make purchases	5E. Explore the features of automated financial services	5F. Respond to situations involving identity theft and deceptive practices	**6. Create a personal insurance plan to minimize your personal or financial losses**	6A. Identify ways to manage risk	6B. Describe how insurance is used to protect against financial loss	6C. Explain the features and processes related to automobile insurance	6D. Examine how insurance needs vary from person to person because of life style and life situation	6E. Assess how insurance fits into your financial planning	**7. Examine how a career choice and lifestyle affect your financial plan**	7A. Examine the relationship between career choice and earning potential	7B. Explore how education and training affect career choices and earning potential	7C. Consider the value and costs of career preparation	7D. Examine how employment benefits enhance earning potential	7E. Consider factors that affect earning potential and financial planning	7F. Compare the advantages and disadvantages of working for yourself versus working for others
NATIONAL COUNCIL OF TEACHERS OF ENGLISH - Standards for the English Language Arts [1996]																											
NL-ENG.K-12.4 Communication Skills: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	x	x	x				x	x	x					x	x	x	x					x		x				
NL-ENG.K-12.5 Communication Strategies: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	x	x	x				x	x	x					x	x	x	x					x		x				
NL-ENG.K-12.8 Developing Research Skills: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.								x	x					x		x	x		x			x			x			
NL-ENG.K-12.12 Applying Language Skills: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	x	x	x				x	x	x					x	x	x	x					x		x				

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