



Money skills you need for life.

Hands on Banking[®]



How Hands on Banking[®] / El futuro en tus manos[®] Aligns with Nevada Education Standards

The *Hands on Banking* program is helping students across the United States grasp important mathematics concepts while gaining valuable skills for life. The curriculum aligns with national and state principles and standards for mathematics, reading, and economics. All units and lessons are grade-level appropriate and are available in both English and Spanish.

The **No Child Left Behind Act** is a federal law designed to improve the academic achievement of all students, particularly those who are minorities, disabled, economically disadvantaged, or have limited English proficiency. The Act requires teachers of mathematics to provide all students with equal opportunities to excel and the mathematical skills and knowledge they need to actively participate in American society. Consistent with the objectives of the No Child Left Behind Act, the *Hands on Banking / El futuro en tus manos* curriculum includes supplemental materials for grade levels 4-12 that is also aligned with both state and national educational standards for mathematics, reading, and economics.

Specifically, *Hands on Banking* Teaching Guides coordinate with:

- *Nevada Mathematics Achievement Indicators* (2007)
- *Nevada Social Studies Standards* (2008)
- *Nevada English-Language Arts Standards* (2007)
- *Principles and Standards for School Mathematics* compiled by the National Council for Teachers of Mathematics (2000)
- *National Standards in K-12 Education*, Jumpstart Coalition for Personal Financial Literacy (2007)
- *Voluntary National Content Standards in Economics*, National Council on Economic Education and National Association of Economics Educators and the Foundation for Teaching Economics (2007)
- *Standards for the English Language Arts*, sponsored by the National Council of Teachers of English and the International Reading Association (1996)
- *Economic and Personal Finance and Marketing Standards*, Business Education Standards from National Business Education Association from Securities Industry Foundation for Economic Education (2002)
- ISTE National Educational Technology Standards for Students (NETS*S) (2005)
- Department of Defense Education Activity (DODEA) *Curriculum Standards for Mathematics, Reading, and Social Studies*. “*Teaching the children of America's military families worldwide.*” (2009)

We encourage teachers to use the connections below as starting points. Please refer to your own school, district, or local, standards to determine the appropriateness of individual units and lessons for your students.

Connections between *Hands on Banking* and Nevada Mathematics Achievement Indicators (2007)

Grade 4

1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithm; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate reason and make connections within and beyond the field of mathematics.

1.4.7 Add and subtract multi-digit numbers. Multiply and divide multi-digit numbers by a one-digit whole number with regrouping, including monetary amounts as decimals

1.4.8 Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations

Content Standard 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

3.4.4 Determine totals for monetary amounts in problem-solving situations. Use money notation to add and subtract given monetary amounts.

Grade 5

1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithm; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate reason and make connections within and beyond the field of mathematics.

1.5.1 Identify and use place value positions of whole numbers and decimals to hundredths

1.5.6 Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals

1.5.7 Add and subtract decimals. Multiply and divide decimals by whole numbers in problems representing practical situations.

1.5.8 Generate and solve addition, subtraction, multiplication and division problems using whole numbers and decimals in practical situations

3.0 Students will use appropriate tools and techniques of measurement to determine estimate, record and verify direct and indirect measurements to solve problems, communicate, reason and make connections within and beyond the field of mathematics

3.5.4 Determine totals, differences, and change due for monetary amounts in special situations

Grade 6

1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithm; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate reason and make connections within and beyond the field of mathematics

1.6.3 Read write, compare and order groups of fractions, groups of decimals, and groups of percents

1.6.6 Estimate using fractions, decimals and percents. Use estimation strategies in mathematical and practical situations

1.6.7 Calculate using fractions, decimals, and percents in mathematical and practical situations

3.0 Students will use appropriate tools and techniques of measurement to determine estimate, record and verify direct and indirect measurements to solve problems, communicate, reason and make connections within and beyond the field of mathematics

3.6.4 Compare and use unit cost in practical situations

Grade 7

1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithm; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate reason and make connections within and beyond the field of mathematics.

1.7.1 Identify and use place value in mathematical and practical situations

1.7.2 Translate among fractions, decimals, and percents, including fractional percents.

1.7.3 Compare and order a combination of rational numbers, including fractions, decimals, percents, and integers in mathematical and practical situations

1.7.6 Generate a reasonable estimate for a computation using a variety of methods. Select and round to the appropriate significant digit

1.7.7 Calculate with integers and other rational numbers to solve mathematical and practical situations

3.0 Students will use appropriate tools and techniques of measurement to determine estimate, record and verify direct and indirect measurements to solve problems, communicate, reason and make connections within and beyond the field of mathematics

3.7.4 Calculate simple interest in monetary problems

Grade 8

1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithm; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate reason and make connections within and beyond the field of mathematics.

1.8.2 Translate among fractions, decimals, and percents, including percents greater than 100 and percents less than 1.

1.8.6 Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations

1.8.7 Calculate with real numbers to solve mathematical and practical situations

3.0 Students will use appropriate tools and techniques of measurement to determine estimate, record and verify direct and indirect measurements to solve problems, communicate, reason and make connections within and beyond the field of mathematics

3.8.4 Calculate percents in monetary problems

Grades 9-12 (2007)

Standard 1.0 - Students will accurately calculate and use estimation techniques, number relationships, operation rules and algorithm; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

- 1.12.8 Identify and apply real number properties to solve problems.

Standard 3.0 - Students will use appropriate tools and techniques of measurement to determine estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason and make connections within and beyond the field of mathematics.

- 3.12.4 Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.

Connections between *Hands on Banking* and Nevada Social Studies Standards (2008):

Grade 4

Content Standard E9.o - The Market Economy - *Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.*

E9.4.1 Give examples of incentives and determine whether they are positive or negative

E9.4.2 Give reasons why **consumers** choose to buy more of a good or service, i.e., when prices are low, and when they choose to buy less, and when prices are high.

Content Standard E10.o - The U.S. Economy As A Whole - *Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.*

E10.4.2 Identify instances in which people might pay **interest** or receive **interest**.

E10.4.3 Discuss reasons people use **banks**.

Grade 5

Content Standard E9.o - The Market Economy - *Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.*

E9.5.1 Describe how **scarcity** requires a person to make a **choice** and identify **costs** associated with that **choice**.

E9.5.2 Demonstrate an understanding that an individual can be a **consumer** and **producer** at the same time.

E9.5.5 Demonstrate an understanding of **supply** and **demand** in a **market**

Content Standard E10.o - The U.S. Economy As A Whole - *Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.*

E10.5.2 Identify how interest rates affect borrowing, saving, and purchasing using credit

E10.5.3 Identify **services** offered by different types **financial institutions**.

E10.5.3 Identify **services** offered by different types **financial institutions**.

E10.5.4 Illustrate how one person's spending becomes another person's **income**.

Grades 6-8

Content Standard E9.o - The Market Economy - *Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.*

E9.[6-8].1 Discuss **choices** made by individuals including the concepts of **opportunity cost** and total **benefit**.

E9.[6-8].2 Identify factors that affect purchasing decisions such as:

- Price
- **Income**
- Availability of substitutes
- **Self interest**

E9.[6-8].5 Demonstrate and explain an understanding of supply and demand in a market, i.e., law of supply and law of demand.

Content Standard E10.0 - The U.S. Economy As A Whole - *Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.*

E10.[6-8].2 Illustrate how prices stated in **money** terms help people compare the value of products.

E10.[6-8].3 Explain why riskier loans command higher **interest rates** than safer loans.

E10.[6-8].4 Identify the pros and cons of paying with cash versus using **credit**.

E10.[6-8].5 Compare the rewards and risks of saving **money** in **financial institutions**.

E10.[6-8].6 Explain the **circular flow of economic activity**.

E10.[6-8].14 Explain the purposes and functions of financial institutions by comparing and contrasting the services, and evaluate the risks and rewards to borrowers and savers.

Grade 12

2.12.8 Explain why a **real interest rate** accurately measures the benefit of saving or the cost of borrowing.

2.12.11 Explain ways a high **interest rate** could be detrimental or beneficial

2.12.12 Evaluate saving and borrowing options in terms of **interest** and compare long and short-term costs and benefits

Content Standard 3.0: Functioning of Markets: Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.

Grade 12

3.12.6 Analyze and predict instances in which people pay high and low interest rates (e.g., car loans and credit cards).

3.12.7 Analyze family spending decisions, drawing conclusions about the desirability of making substitutions, given the relative prices of various substitutes.

Content Standard 4.0: Private U.S. Economic Institutions: Students will describe the roles played by various U.S. economic institutions, including but not limited to financial institutions, labor unions, corporations, and not-for-profit organizations.

Grade 12

4.12.1 Analyze the roles of financial institutions in creating credit.

4.12.5 Compare and contrast the services offered by financial institutions, evaluating their usefulness to borrowers and lenders.

Content Standard 5.0: Money: Students demonstrate an understanding of various forms of money, how money makes it easier to trade, borrow, and, invest and compare the value of goods and services, and how the Federal Reserve System and its policies affect the US money supply.

Grade 5

Grade 12

5.12.1 Explain the three functions of **money: medium of exchange, store of value, unit of account**.

5.12.5 Explain what a **credit** rating is and how it affects access to money.

Content Standard 6: The U.S. Economy as a Whole: Students will demonstrate an understanding of the U.S. Economy as a whole in terms of how it allocates resources; determines the nations production, income, unemployment, and price levels; and leads to variations in individual income levels.

Connections between *Hands on Banking* and Nevada English-Language Arts Standards (2007)

Reading

Grade 4

Content Standard 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Content Standard 4.0: Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

4.4.1 Identify the purpose of and gain information from illustrations, graphs, charts, titles, text boxes, diagrams, headings maps.

4.4.5 Make connections to self, other text, and/or the world. Use information to answer specific questions.

4.4.7 Read and follow directions to complete tasks or procedures

Grade 5

Content Standard 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Content Standard 4.0: Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

4.5.1 Identify the purpose of and gain information from illustrations, graphs, charts, titles, text boxes, diagrams, headings maps.

4.5.5 Make connections to self, other text, and/or the world. Use information to answer specific questions.

4.5.7 Read and follow directions to complete tasks or procedures

Grade 6

Content Standard 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Content Standard 4.0: Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

4.6.1 Identify the purpose of and gain information from illustrations, graphs, charts, titles, text boxes, diagrams, headings maps.

4.6.5 Make connections to self, other text, and/or the world. Use information to answer specific questions.

4.6.7 Read and follow directions to complete tasks or procedures

Grade 7

Content Standard 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Content Standard 4.0: Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

4.7.1 Identify the purpose of and gain information from illustrations, graphs, charts, titles, text boxes, diagrams, headings maps.

4.7.5 Make connections to self, other text, and/or the world. Use information to answer specific questions.

4.7.7 Read and follow directions to complete tasks or procedures

Grade 8

Content Standard 1.0: Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Content Standard 4.0: Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

4.8.1 Identify the purpose of and gain information from illustrations, graphs, charts, titles, text boxes, diagrams, headings maps.

4.8.5 Make connections to self, other text, and/or the world. Use information to answer specific questions.

4.8.7 Read and follow directions to complete tasks or procedures

Grade 12

- Decode unknown words in text using structural analysis . . .
- **1.12.4** Comprehend, build, and extend vocabulary
- **1.12.5** apply knowledge of content-specific vocabulary in text to build comprehension

Content Standard 2.0: Students use reading process skills and strategies to build comprehension.

Grade 4

2.4.2 Select and use self-correcting strategies to gain meaning from text

2.4.5 Adjust reading rate to suit difficulty and type of text

Grade 5

2.5.2 Apply self-correcting strategies to gain meaning from text

2.5.5 Adjust reading rate to suit reading purpose and difficulty of text

Grade 6

2.6.5 Adjust reading rate to suit the structure of content area texts.

Grade 7

2.7.5 Adjust reading rate to suit the structure of content area texts, newspapers, and other media.

Grade 8

2.8.5 Adjust reading rate to match purpose, task, and text difficulty.

Grade 12

- Select before reading strategies appropriate to text and purpose
- **2.12.2** Select during reading strategies appropriate to text and purpose
- **2.12.3** Select after reading strategies appropriate to text and purpose

Content Standard 4.0: Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

Grade 4

4.4.1 Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text.

4.4.6 Read and follow multi-step directions to complete a task.

Grade 5

4.5.1 Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.

4.5.3 Read to evaluate new information and hypotheses by comparing them to known information and ideas.

4.5.6 Read and follow multi-step directions in order to perform procedures and complete tasks.

Grade 6

4.6.6 Read and follow multi-step directions to complete a complex task.

Grade 7

4.7.1 Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, instructional manuals) to gain meaning from text.

4.7.6 Read and follow multi-step directions to complete a complex task.

Grade 8

4.8.3 Locate, interpret, organize, and synthesize information from texts to answer specific questions and support ideas.

4.8.6 Read and follow multi-step directions to complete a complex task.

Grade 12

4.12.6 Read and apply multi-step directions to perform complex procedures and tasks.

Content Standard 7.0: Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

Grade 4

8.4.4 Follow oral directions to complete a complex task.

Grade 5

8.5.4 Follow multi-step oral directions to complete a task.

Grade 6

8.6.4 Follow multi-step oral directions to complete a task.

Grade 7

8.7.4 Follow multi-step oral directions to complete a task.

Grade 12

- **7.12.1** Listen for a variety of purposes including gaining information [and] understand directions

Connections between Hands on Banking and Nevada Career and Technical Standards (2003):

Business Education

Content Standard 6.0: FINANCE: Students will demonstrate an understanding of all money matters relating to managing one's personal and business financial affairs.

Performance Standard 6.2 - Students will demonstrate an understanding of financial budgeting and planning.

Performance Standard 6.3 - Students will gain an understanding of saving and investment options for individuals and businesses.

Performance Standard 6.4 - Students will demonstrate an understanding of financial institutions and banking procedures.

Performance Standard 6.5 - Students will demonstrate an understanding of factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

Family and Consumer Science

Content Standard 4.0: Family and Consumer Resource Management-The student shall develop management skills related to individual, family, and community resources.

Performance Standard 4.4 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Marketing Education

Content Standard 1.0: ECONOMICS: Students will demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators/trends, and international concepts.

Performance Standard 1.1 - Students will demonstrate an understanding of basic concepts of economics.

We congratulate you on your support of financial education in your schools, and thank you for your interest in our program. We welcome your questions and comments, or if you would like additional information, please contact us at hobinfo@wellsfargo.com