



Money skills you need for life.

**Hands on Banking**<sup>®</sup>



## **How Hands on Banking<sup>®</sup> / El futuro en tus manos<sup>®</sup> Aligns with Oklahoma 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:

- *Oklahoma Priority Academic Student Skills, Mathematics Content Standards, 2009*
- *Oklahoma Priority Academic Student Skills, Social Studies Content Standards, 2009*
- *Oklahoma Priority Academic Student Skills, Language Arts Content Standards, 2002*
- *Oklahoma Priority Academic Student Skills, Personal Financial Literacy PASSPORT, 2008*
- *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 (1997)
- *Standards for the English Language Arts*, sponsored by the National Council of Teachers of English and the International Reading Association (1996)
- 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 Oklahoma Priority Academic Student Skills, Mathematics Content Standards, 2009**

### **Grade 4**

**Standard 3:** Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and ractions.

**Standard 4:** Measurement - The student will solve problems using appropriate units of mesure in a variety of situations.

3. Money: Determine the correct amount of change when a purchase is made with a twenty dollar bill.

### **Grade 5**

**Standard 2:** Number Sense and Operation - The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers, fractions and decimals.

2. Number Operations.

a. Estimate, add, or subtract decimal numbers with same and different place values to solve problems.

### **Grade 6**

**Standard 2:** Number Sense - The student will use numbers and number relationships to solve a variety of problems. The student will estimate and compute wit integers, fractions and decimals.

1. Number Sense: Convert, compare, and order decimals, fractions and percents using a variety of methods.

c. Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions and percents.

### **Grade 7**

**Standard 2:** Number Sense - The student will use numbers and number relationships to solve a variety of problems..

2. Number Operations

b. Solve percent application problems (e.g., discounts, tax, finding the missing value of percent/part/whole).

### **Grade 8**

**Standard 2:** Number Sense - The student will use numbers and number relationships to solve a variety of problems.

### **Grades 9-12**

**NCTM Process Standard 1:** Problem Solving

1. Apply a wide variety of problem-solving strategies (identify a pattern, use equivalent representations) to solve problems from within and outside mathematics.

2. Identify the problem from a described situation, determine the necessary data and apply appropriate problem-solving strategies.

### **NCTM Process Standard 2: Communication**

1. Use mathematical language and symbols to read and write mathematics and to converse with others.

### **NCTM Process Standard 3: Reasoning**

1. Use various types of logical reasoning in mathematical contexts and real-world situations.

### **NCTM Process Standard 4: Connections**

1. Link mathematical ideas to the real world (e.g., statistics helps qualify the confidence we can have when drawing conclusions based on a sample).
2. Apply mathematical problem-solving skills to other disciplines.
3. Use mathematics to solve problems encountered in daily life.

## **Connections between Hands on Banking and Oklahoma Priority Academic Student Skills, Social Studies Content Standards, 2009**

### **Grades 9-12**

#### Economics

**Standard 4:** The student will describe the role of economic institutions (e.g., banks, labor unions, corporations, legal systems, and not-for-profits) in a market economy.

1. Evaluate the impact of different institutions in a market economy (e.g., the legal system ensuring private property rights, banks matching savers with borrowers, and corporations allowing people to pool their incomes and provide future income through investing in stocks).

**Standard 5:** The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

1. Explain how individuals, businesses and the overall economy benefit from using money.
2. Determine the components of the money supply in the United States (e.g., currency, coins, and checking account deposits).
3. Identify the different functions of money and give examples of each.
4. Explain how the value of money is determined by the goods and services it can buy.

**Standard 6:** The student will evaluate the role of interest rates in a market economy.

1. Identify current interest rates on different kinds of savings instruments and loans, and compare those rates with current interest rates on credit cards.
2. Discuss the relationship between interest rates and inflation rates, and determine how changes in real interest rates impact people's decisions to borrow money and purchase goods.
3. Determine the factors affecting the differences in interest rates (e.g., new *versus* used car loans, home mortgages, and "good" *versus* "bad" credit ratings).

**Standard 7:** The student will explain the role of entrepreneurs, risks, and profits in a market economy.

1. Identify an entrepreneur and describe how his/her decisions affect job opportunities for others.
2. Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product, and determine the nonfinancial incentives that motivate them, and the risks or disincentives they face.

## **Connections between Hands on Banking and Oklahoma Priority Academic Student Skills, Language Arts Content Standards, 2009**

### **Grade 4**

**Standard 1:** Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context - Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.

**Standard 2:** Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.

2. Read aloud regularly in instructional-level texts that are challenging yet manageable.

**Standard 3:** Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.

### **Grade 5**

**Standard 1:** Vocabulary - The student will develop and expand their knowledge of words and word meanings to increase their vocabulary.

1. Words in Context.

a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

**Standard 2:** Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.

2. Read regularly in instructional-level texts.

**Standard 3:** Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.

**Standard 5:** Research and Information: The student will conduct research and organize information.

2. Interpreting Information - Analyze and evaluate information from a variety of sources.

a. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).

### **Grade 6**

**Standard 1:** Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context.

a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade level-appropriate words in fiction and nonfiction texts.

**Standard 2:** Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.

2. Read regularly in instructional-level texts.

**Standard 3:** Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.

b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.

### **Grade 7**

**Standard 1:** Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

**Standard 2:** Fluency - The student will identify words rapidly so that attention is directed to the meaning of the text.

2. Read regularly in instructional-level materials that are challenging but manageable.

**Standard 3:** Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning.

### **Grade 8**

**Standard 1:** Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

**Standard 2:** Fluency - The student will identify words rapidly so that attention is directed to the meaning of the text.

2. Read regularly in instructional-level materials that are challenging but manageable.

**Standard 3:** Comprehension - The student will interact with the words and concepts in the text to construct an appropriate meaning.

### **Grade 9**

**Standard 1:** Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

2. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.

3. Expand vocabulary through wide reading, listening, and discussing.

4. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.

**Standard 2:** Comprehension: The student will interact with the words to construct an appropriate meaning.

1. Literal Understanding.

b. Draw upon own background to provide connections to text.

### **Grade 10**

**Standard 1:** Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.

**Standard 2:** Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

### **Grade 11**

**Standard 1:** Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.

**Standard 2:** Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

### **Grade 12**

**Standard 1:** Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

**Standard 2:** Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

## **Connection between *Hands on Banking* and Oklahoma Priority Academic Student Skills, Personal financial Literacy PASSPORT, 2008**

### **Grades 7-12**

**Standard 1:** The student will describe the importance of earning an income and explain how to manage personal income through the use of a budget.

1. Evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and ability to live on less than you earn).
2. Identify the components of a personal/family budget (e.g., income, savings/investments, taxes, emergency fund, expenses, and charitable giving) based on short, medium, and long term goals (e.g., financial, personal, educational, and career).
3. Explain how taxes, employee benefits, and payroll deductions affect income.

**Standard 3:** The student will describe the functions and uses of banks and other financial service providers.

2. Describe and compare the most common financial products and services (e.g., checking, credit cards, Automated Teller Machines (ATMs), savings, loans, investments, and insurance).

**Standard 4:** The student will demonstrate the ability to balance a checkbook and reconcile financial accounts. □

1. Explain the reasons for balancing a checkbook and reconciling an account statement.
2. Develop and apply banking account management skills (e.g., correctly write, endorse, and deposit checks; balance a checkbook, including debit withdrawals and fees; and reconcile and monitor checking and savings account statements).

**Standard 5:** The student will analyze the costs and benefits of saving and investing.

1. Explain reasons for saving and investing to meet goals and build wealth (e.g., opportunity cost, return on investment, emergencies, major purchases, down payments, and education).
2. Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.

**Standard 6:** The student will explain and evaluate the importance of planning for retirement.

1. Describe the necessity of accumulating financial resources needed for specific retirement goals, activities, and lifestyles, based on life expectancy.

**Standard 7:** The student will identify the procedures and analyze the responsibilities of borrowing money.

1. Identify and analyze sources of credit (e.g., financial institutions, private lenders, and retail businesses) and credit products (e.g., student loans, credit cards, and car loans).
2. Identify standard loan practices, predatory lending practices (e.g., rapid tax return, rapid access loans, and payday loans), and legal debt collection practices.
3. Explain the importance of establishing a positive credit history (e.g., maintaining a reasonable debt to income ratio), describe information contained in a credit report, and explain the factors that affect a credit score (e.g., the relationship between interest rates and credit scores).
4. Explain how the terms of a loan (e.g., interest rates, fees, and repayment schedules) affect the cost of credit.

**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](mailto:hobinfo@wellsfargo.com)**