



Money skills you need for life.

Hands on Banking®



How Hands on Banking® / El futuro en tus manos® Aligns with Pennsylvania 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:

- *Academic Standards for Mathematics, Pennsylvania Department of Education (2010)*
- *Academic Standards for Economics, Pennsylvania Department of Education, (2009)*
- *Academic Standards for Reading, Writing, Speaking and Listening, Pennsylvania Department of Education (2009)*
- *Academic Standards for Career Education and Work, Pennsylvania Department of Education*
- *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)
- 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 Academic Standards for Economics,
Pennsylvania Department of Education, 2009**

Grade 4

- 6.1.4.B Recognize the difference between basic needs and wants.
- 6.5.4.G Compare different ways people save
- 6.5.4.H Examine the basic operation of the banking system

Grade 5

- 6.1.5.C Explain how people's choices have different economic consequences
- 6.5.5.G Identify the costs and benefits of saving
- 6.5.5.H Identify the costs and benefits of borrowing

Grade 6

- 6.1.6.C Define opportunity cost and describe the opportunity cost of personal choice.
- 6.3.6.C Explain the cost and benefits of taxation
- 6.5.6.G Identify the costs and benefits of saving
- 6.5.6.H Explain the differences between interest rates for saving and borrowing.

Grade 7

- 6.1.7.C Define opportunity cost and describe the opportunity cost of personal choice.
- 6.3.7.C Explain the cost and benefits of taxation
- 6.5.7.G Identify the costs and benefits of various financial tools available to savers
- 6.5.7.H Identify the effect of higher and lower interest rates.

Grade 8

- 6.5.8.G Identify the costs and benefits of various financial tools available to savers
- 6.5.8.H Identify the effect of higher and lower interest rates.

Grade 9: 6.2.9

Explain the structure and purpose of the Federal Reserve System.
Analyze how competition among producers and consumers affects price, costs, product quality, service, product design, variety and advertising.

Grade 12: 6.2.12

Analyze the flow of products, resources and money in a mixed economy.
Evaluate changes in economic institutions over time (e.g., stock markets, non-government organizations).
Identify and analyze forces that can change price: government actions, weather conditions, international events.

6.3 Scarcity and Choice

Grade 3: 6.3.3

Identify and define wants of different people.
Identify costs and benefits associated with an economic decision.
Explain what is given up when making a choice.
Explain how self interest influences choice.

Grade 6: 6.3.6

Explain the costs and benefits of an economic decision.

Define opportunity cost and describe the opportunity cost of a personal choice.

Explain how negative and positive incentives affect choices.

Grade 9: 6.3.9

Analyze how unlimited wants and limited resources affect decision-making.

Grade 12: 6.6.12

Evaluate the economic reasoning behind a choice.

6.5 Work and Earnings**Grade 3: 6.5.3**

Explain why people work to get goods and services.

Define profit and loss.

Identify examples of assets.

- Tangible (e.g., houses, cars, jewelry)
- Financial assets (e.g., stocks, bonds, savings accounts)

Define saving and explain why people save.

Grade 6: 6.5.6

Describe how people accumulate tangible and financial assets through income, saving and financial investment.

Identify the costs and benefits of saving.

- Piggy banks
- Savings accounts

Grade 9: 6.5.9

Define wages and explain how wages are determined by the supply of and demand for workers.

Explain the differences among stocks, bonds and mutual funds.

Grade 12: 6.5.12

Evaluate how changes in education, incentives, technology and capital investment alter productivity.

Analyze the risks and returns of various investments.

- Stocks
- Bonds
- Mutual funds
- Savings bonds
- Retirement savings (e.g., Individual Retirement Account (IRA), Keogh, 401K)
- Savings accounts (e.g., passbook, certificate of deposit)

Evaluate benefits and costs of changes in interest rates for individuals and society.

Connections between *Hands on Banking* and Career Education and Work Academic Standards, Pennsylvania Department of Education

Grade 5 13.3.5

D. Explain budgeting.

Grade 8 13.3.8

D. Analyze budgets and pay statements, such as, but not limited to:

Charitable contributions

- Expenses
- Gross pay
- Net pay
- Other income
- Savings
- Taxes

Grade 9

6.5.9.H – Explain the impact of higher or lower interest rates for savers, borrowers, consumers and producers.

Grade 12

6.5.12.A – Analyze the factors influencing wages

- Demand for goods and services produced
- Labor unions
- Productivity
- Education/skills

6.5.12.G – Analyze the risks and returns of various investments

- Stocks
- Bonds
- Mutual funds
- Savings bonds
- Retirements savings (e.g., Individual Retirement Account (IRA), Keogh, 401K)
- Savings accounts (e.g., passbook, certificate of deposit)

Connections between *Hands on Banking* and Academic Standards for Mathematics, Pennsylvania Department of Education, 2010

Grade 4

M4.4.1.1 Solve problems involving all operations with whole numbers, and/or explain the solution (limit to two-step problems).

M4.A.2.1.2 Solve problems involving addition or subtraction with decimals through the tenths or money to the cent and/or explain the solution.

M4.A.3.1.2 Round amounts of money to the nearest dollar.

M4.A.3.2.1 Solve addition or subtraction problems involving decimals through hundredths.

Grade 5

M5.A.2.1.3 Choose the correct operation(s) to solve a problem (no more than 2 operations).

M5.A.3.2.1 Use addition, subtraction, multiplication and division to compute accurately without a calculator (multipliers up to 2 digits, single-digit divisors or multiples of 10 – whole numbers through thousands and decimals through hundredths – no divisors with decimals).

Grade 6

M6.A.1.1.1 Represent common percents as fractions and/or decimals

M6.A.3.2.1 Solve problems involving operations with whole numbers, decimals (through thousandths) and fractions

Grade 7

M7.A.1.1.1 Convert between fractions, decimals and/or percents

M7.A.2.2.4 Calculate and/or apply unit rates or prices (terminating decimals through the hundredth place only).

M7.A.3.2.1 Solve problems involving operations of whole numbers, decimals, fractions, or mixed numbers (straight computation or word problems)

Grade 8

M8.A.2.2.1 Solve problems involving percents (e.g., tax, discounts, etc.).

M8.A.2.2.2 Represent or solve rate problems (e.g., unit rates, simple interest, distance, etc.)

Grades 9-12 (2009)

Algebra I

- 2.5.A1.A. – Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense, and explain how the problem was solved in grade appropriate contexts.
- 2.5.A1.B. - Use symbols, mathematical terminology, standard notation, mathematical rules, graphing, and other types of mathematical representations to communicate observations, predictions, concepts, procedures, generalizations, ideas, and results.

Algebra 2

- 2.5.A2.A. – Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense, and explain how the problem was solved in grade appropriate contexts.
- 2.5.A2.B. - Use symbols, mathematical terminology, standard notation, mathematical rules, graphing, and other types of mathematical representations to communicate observations, predictions, concepts, procedures, generalizations, ideas, and results.

Connections between Hands on Banking and Academic Standards for Reading, Writing, Speaking and Listening, Pennsylvania Department of Education, 2009

Standard Area 1.1 Learning to Read Independently

Grade 4

R4.A.1.4 Identify and explain main ideas and relevant details.

Grade 5

R5.A.1.4 Identify and explain main ideas and relevant details.

Grade 6

R6.A.1.4 Identify and explain main ideas and relevant details.

Grade 7

R7.A.1.4 Identify and explain main ideas and relevant details.

Grade 8

R8.A.1.4 Identify and explain main ideas and relevant details.

Grades 9-12

Reading – Language & Word Study

Literacy

- **1.1.[9/10/11/12].B.** Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.
- **1.1.[9/10].C.** Use vocabulary across all academic content areas that demonstrates knowledge of literal and figurative meanings of words, nuances, or connotations of words, and word origins.
- **1.1.[9/10/11/12].E.** Demonstrate an appropriate rate of silent reading based upon specific grade level texts.
- **1.1.[11/12].C.** Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

Comprehension

- **1.1.9.D.** – Demonstrate comprehension of grade level text using before reading, during reading, and after reading strategies such as comparing and contrasting within and among texts, and evaluating an author’s purpose and position
- **1.2.9.A.** – Read, understand, and respond to essential content in a variety of informational texts and documents across all academic content areas.
- **1.2.10.A.** – Identify and analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.
- **1.2.11.A.** – Examine and respond to essential content of text and documents in all academic areas.
- **1.2.12.A** – Identify, analyze, and evaluate the structure and the format of a variety of complex informational texts for clarity, simplicity, and coherence, as well as appropriateness of graphics and visual appeal.

Connections between *Hands on Banking* and Academic Standards for Family and Consumer Science, Pennsylvania Department of Education

11.1 Financial and Resource Management

Grade 3: 11.1.3

Define the components of a spending plan (e.g., income, expenses, savings).
Explain the relationship between work and income.

Grade 6: 11.1.6

Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.

Connections between Hands on Banking and Academic Standards for Career Education & Work (2009)

Grades 9-12

Career Retention & Advancement

- **13.3.11.D.** – Develop a personal budget based on career choice . . .

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