



Money skills you need for life.

**Hands on Banking®**



## **How Hands on Banking® / El futuro en tus manos® Aligns with Wisconsin 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:

- *Wisconsin Model Academic Standards for Mathematics* (2006)
- *Wisconsin Model Academic Standards for Social Studies* (2006)
- *Wisconsin Model Academic Standards for English-Language Arts* (2006)
- *Wisconsin's Model Academic Standards for Personal Financial Literacy* (2006)
- *Wisconsin's Model Academic Standards for Business* (1998)
- *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 Wisconsin Model Academic Standards for Mathematics**

### **GRADE 4**

#### **Mathematics Standard A: Mathematical Processes**

**A. 4.3:** Connect mathematical learning with other subjects, personal experiences, current events, and personal interests.

**A 4.5:** Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence.

#### **Mathematics Standard B: Number Operations and Relationships**

**B. 4.3:** Read, write, and order whole numbers, simple fractions, and commonly-used decimals (monetary units).

**B. 4.5:** In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures.

**B.4.7:** In problem-solving situations involving money, add and subtract decimals.

#### **Mathematics Standard D: Measurement**

**D.4.4:** Determine measurements directly by using standard tools to these suggested degrees of accuracy: monetary value to dollars and cents.

### **GRADE 8**

#### **Mathematics Standard A: Mathematical Processes**

**A. 8.1:** Use reasoning abilities to: evaluate information test reasonableness of results defend work.

#### **Mathematics Standard B: Number Operations and Relationships**

**B. 8.1:** Read, represent, and interpret various rational numbers (whole numbers, integers, decimals, fractions, and percents) with verbal descriptions.

**B. 8.2:** Perform and explain operations on rational numbers.

**B. 8.5:** Apply proportional thinking in a variety of problem situations that include, but are not limited to percents, including those greater than 100 and less than one (e.g. discounts, rate of increase or decrease, sales tax).

**B. 8.7:** In problem-solving situations, select and use appropriate computational procedures with rational numbers.

### **GRADE 12**

#### **Mathematics Standard A: Mathematical Processes**

**A. 12.5:** Organize work and present mathematical procedures and results clearly, systematically, succinctly, and correctly.

**A.12.6:** Read and understand mathematical texts and other instructional materials.

#### **Mathematics Standard B: Number Operations and Relationships**

**B. 12. 5:** Create and critically evaluate numerical arguments presented in a variety of classroom and real-world situations (e.g. economic).

## **Connections between *Hands on Banking* and Wisconsin's Model Academic Standards for Personal Financial Literacy (2006)**

### **GRADE 4**

#### **A: Relating Income and Education**

**A.1** Understand how career choice, education, skills, entrepreneurship, and economic conditions affect income.

**A.2** Understand the sources of income and alternative resources.

**A.4** Explain how taxes and employee benefits relate to disposable income.

#### **B: Money Management**

**B.1** Demonstrate ability to use money management skills and strategies.

- **B.4.1.1** Identify the consequences of various financial decisions related to spending and saving.

- **B.4.1.2** Define a budget and its importance.

**B.2** Understand the purposes and services of financial institutions.

- **B.4.2.1** Identify the purposes of financial institutions in the community.

- **B.4.2.2** Understand the difference between cash, check, credit card, and debit card.

**B.3** Develop a financial vision based on an examination of personal values.

- **B.4.3.1** Identify ways to earn and save for a future event.

- **B.4.3.2** Recognize age-appropriate financial goals.

#### **C. Credit and Debt Management**

**C.1** Identify and evaluate credit products and services.

- **C.4.1.1** Explain the difference between products and services.

- **C.4.1.2** Describe the concept of a loan.

**C.2** Identify and compare sources of credit.

- **C.4.2.1** Describe the difference between credit and debt.

- **C.4.2.2** List sources of credit.

**C.3** Identify and evaluate interest rates, fees, and other charges.

- **C.4.3.1** Understand the concept of a credit card and a debit card.

- **C.4.3.2** Understand the relationship between income and expenses.

- **C.4.3.3** Identify debt payment methods.

**C.4** Interpret credit sources and reports.

- **C.4.4.1** Discuss personal responsibilities related to borrowing.

**C.5** Calculate the cost of borrowing.

- **C.4.5.1** Define interest.

- **C.4.7.1** List reasons why people borrow.

#### **D. Planning, Saving, and Investing**

- **D.4.1.1** Explain the principle of savings.

**D.2** Match appropriate financial services and products with specified goals.

- **D.4.2.1** Identify various ways to save.

**D.3** Describe the relationships between saving and investing

- **D.4.3.1** Define investing.

- **D.4.3.2** Differentiate between saving and investing.

**D.5** Demonstrate ability to use decision-making processes in making financial decisions related to planning, saving, and investing.

- **D.4.5.1** Describe reasons to save.

## **E. Becoming a Critical Consumer**

**E.3** Understand the cost of interest rates and fees associated with financial services.

## **F. Community and Financial Responsibility**

**F.1** Understand factors that affect citizen financial decisions and actions.

- **F.4.1.1** Describe individual, social, and cultural differences in the understanding and use of money and other financial resources.
- **F.4.1.2** Recognize attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work.

**F.2** Practice skills related to fiscal responsibility and personal decision making.

- **F.4.2.1** Identify processes for responsible financial planning and decision making.

**F.3** Integrate and apply financial knowledge, attitudes, and skills.

## **G. Risk Management**

**G.1** Understand the nature of personal financial risk and the importance of protecting against financial loss.

## **GRADE 8**

### **A: Relating Income and Education**

**A.1** Understand how career choice, education, skills, entrepreneurship, and economic conditions affect income.

**A.2** Understand the sources of income and alternative resources.

**A.4** Explain how taxes and employee benefits relate to disposable income.

### **B: Money Management**

**B.1** Demonstrate ability to use money management skills and strategies.

- **B.8.1.1** Formulate and compare money management choices that enable individuals to progress toward stated financial goals.
- **B.8.1.2** Prepare a budget for various applications (personal, family, business).

**B.2** Understand the purposes and services of financial institutions.

- **B.8.2.1** Analyze and select appropriate financial institutions to assist with meeting various personal financial needs and goals.
- **B.8.2.2** Describe various financial products or services (ATM, debit cards, credit cards, checkbooks, etc.) and the most appropriate use of each.

**B.3** Develop a financial vision based on an examination of personal values.

- **B.8.3.1** Develop a plan to secure funding for a future event.
- **B.8.3.2** Analyze and discuss the long-range impact of setting personal financial goals.

### **C. Credit and Debt Management**

**C.1** Identify and evaluate credit products and services.

- **C.8.1.1** Compare the benefits and costs of spending decisions.

**C.2** Identify and compare sources of credit.

- **C.8.2.1** Distinguish the financial benefits and services of different types of lending institutions.
- **C.8.2.2** Explain strategies of debt and credit management.
- **C.8.2.3** Explain credit terminology.
- **C.8.2.4** Analyze sources of consumer credit.

**C.3** Identify and evaluate interest rates, fees, and other charges.

- **C.8.3.1** Explain options for payment on credit cards.

- **C.8.3.2** Differentiate between a credit card, charge card, and debit card.
- **C.8.3.3** Demonstrate balance sheet concepts: debit and credit.
- **C.8.3.4** Compare advantages and disadvantages of various debt payment methods.
- **C.8.4.2** Identify factors that affect creditworthiness and the purposes of credit records.
- C.5** Calculate the cost of borrowing.
- **C.8.5.1** Compare and compute application of interest, compound interest, and amortization.
- **C.8.5.2** Compute the amount of interest paid over time when using credit.
- **C.8.5.3** Calculate the cost of borrowing for various amounts and types of purchases.

#### **D. Planning, Saving, and Investing**

- **D.8.1.2** Apply the principle of “pay me first” to realistic scenarios.
- D.2** Match appropriate financial services and products with specified goals.
- **D.8.2.1** Differentiate between various savings vehicles and their most effective utilization.
- **D.8.2.2** Understand various investment options.
- D.3** Describe the relationships between saving and investing
- **D.8.3.2** Describe reasons for saving, reasons for investing, and entrepreneurship.
- **D.8.3.3** Describe differences between banks, investment firms, and financial planners.
- **D.8.3.4** Calculate short- and long-term returns of stocks and bonds.
- D.5** Demonstrate ability to use decision-making processes in making financial decisions related to planning, saving, and investing.
- **D.8.5.1** Compare budget to realized financial activities.
- **D.4.5.1** Describe reasons to save.

#### **E. Becoming a Critical Consumer**

- E.3** Understand the cost of interest rates and fees associated with financial services.

#### **F. Community and Financial Responsibility**

- F.1** Understand factors that affect citizen financial decisions and actions.
- **F.8.1.1** Classify individual, social, and cultural differences in understanding and use of money and other financial resources.
- F.2** Practice skills related to fiscal responsibility and personal decision making.
- **F.8.2.1** Differentiate legal and ethical bases for making personal and societal financial decisions.
- F.3** Integrate and apply financial knowledge, attitudes, and skills.

#### **G. Risk Management**

- G.1** Understand the nature of personal financial risk and the importance of protecting against financial loss.

### **Grade 12**

#### **A: Relating Income and Education**

- A.1** Understand how career choice, education, skills, entrepreneurship, and economic conditions
- A.2** Understand the sources of income and alternative resources.
- A.4** Explain how taxes and employee benefits relate to disposable income.

## **B: Money Management**

**B.3** Develop a financial vision based on an examination of personal values.

- **B.12.3.1** Compare various strategies for securing funding for a future event.
- **B.12.3.2** Correlate long-range personal goals with financial needs and resources.

## **C. Credit and Debt Management**

**C.1** Identify and evaluate credit products and services.

- **C.12.1.1** Compare the benefits and costs of spending decisions.

**C.2** Identify and compare sources of credit.

- **C.12.2.1** Compare the financial benefits and services of different types of lending institutions.
- **C.12.2.2** Assess strategies of debt and credit management.
- **C.12.2.3** Explain credit.
- **C.12.2.4** Compare sources of consumer credit and apply them to consumer decisions protection laws.

**C.3** Identify and evaluate interest rates, fees, and other credit charges.

- **C.12.3.1** Evaluate options for payment on credit cards and the consequences of each option.
- **C.12.3.2** Analyze the impact of using a credit card vs. a charge card vs. a debit card as it relates to money management.
- **C.12.3.3** Apply and assess balance sheet concepts: debit and credit.
- **C.12.3.4** Analyze the advantages and disadvantages of different debt payment methods.

**C.4** Interpret credit sources and reports.

- **C.12.4.2** Explain factors that affect creditworthiness and the purpose of credit records.

## **D, Planning, Saving, and Investing**

**D.5** Demonstrate ability to use decision-making processes in making financial decisions related to planning, saving, and investing.

- **D.12.5.1** Develop and justify the best investment and/or savings options to achieve particular goals.

## **E. Becoming a Critical Consumer**

**E.3** Understand the cost of interest rates and fees associated with financial services.

## **F. Community and Financial Responsibility**

**F.2** Practice skills related to fiscal responsibility and personal decision-making.

**F.3** Integrate and apply financial knowledge, attitudes, and skills.

## **G. Risk Management**

**G.1** Understand the nature of personal financial risk and the importance of protecting against financial loss.

## **Connections between *Hands on Banking* and Wisconsin Model Academic Standards for Social Studies**

### **Social Studies Standard D: Economics: Production, Distribution, Exchange, Consumption**

#### **GRADE 4**

**D. 4.1:** Describe and explain the role of money, banking, and savings in everyday life.

**D. 4.2:** Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending ones allowance on a movie will mean less money saved for a new video game).

**D. 4.6:** Identify the economic roles of various institutions, including households, businesses, and government.

#### **GRADE 8**

**D. 8.1:** Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

**D. 8.9:** Explain why the earning power of workers depends on their productivity and the market value of what they produce.

**D. 8.10:** Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System.

#### **GRADE 12**

**D. 12.9:** Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies).

**D. 12.11:** Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials.

**D. 12.14:** Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System.

## **Connections between *Hands on Banking* and Wisconsin Model Academic Standards for English-Language Arts**

#### **GRADE 4**

##### **Standard A: Reading Literature**

**A.4.1** Use effective reading strategies to achieve their purposes in reading.

**A.4.3** Read and discuss literary and nonliterary texts in order to understand human experience.

**A.4.4** Read to acquire information.

##### **Standard C: Oral Language**

**C.4.2** Listen to and comprehend oral communications.

##### **Standard E: Media and Technology**

**E.4.1** Use computers to acquire, organize, analyze, and communicate information.

## **GRADE 8**

### **Standard A: Reading Literature**

**A.8.1** Use effective reading strategies to achieve their purposes in reading.

**A.8.3** Read and discuss literary and nonliterary texts in order to understand human experience.

**A.8.4** Read to acquire information.

### **Standard C: Oral Language**

**C.8.2** Listen to and comprehend oral communications.

### **Standard E: Media and Technology**

**E.8.1** Use computers to acquire, organize, analyze, and communicate information.

## **GRADE 12**

### **Standard A: Reading Literature**

**A.12.1** Use effective reading strategies to achieve their purposes in reading.

**A.12.3** Read and discuss literary and nonliterary texts in order to understand human experience.

**A.12.4** Read to acquire information.

### **Standard C: Oral Language**

**C12.2** Listen to and comprehend oral communications.

### **Standard E: Media and Technology**

**E.12.1** Use computers to acquire, organize, analyze, and communicate information.

## **Connections between Hands on Banking and Wisconsin's Model Academic Standards for Business**

### **Grade 12**

#### **C. Financial Procedures**

**Content Standard** - Students in Wisconsin will use financial procedures to make decisions about planning, organizing, and allocating resources.

**C.12.3** Prepare a budget of personal income and expenses

**C.12.6** Use calculators appropriately to aid computations and understanding (see M B.4.5)

**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)**