



Money skills you need for life.

Hands on Banking[®]



How Hands on Banking[®] / El futuro en tus manos[®] Aligns with Iowa 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:

- *Iowa Core Curriculum Standards: Math Content Standards* (2008)
- *Iowa Core Curriculum Standards: Literacy Standards* (2008)
- *Iowa Core Curriculum: Social Studies*
- *Iowa Core Curriculum: Financial Literacy*
- *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 Iowa Core Curriculum Standards:
*Math Content Standards (2008)***

Grades 4 - 8

Content Standard 1: Students can understand and apply a variety of math concepts

Benchmark A: Students can understand and apply number properties and operations

Content Standard 3: Students can solve a variety of math problems

Benchmark A: Students can solve math problems

Benchmark B: Students can understand and apply problem-solving approaches and procedures

Grade 9-12

Content Standard 1: Students can understand and apply a variety of math concepts.

Benchmark: Students can understand and apply number properties and operations.

- **Grade Level Indicator:** Demonstrate ways of performing operations

Content Standard 3: Students can solve a variety of math problems.

Benchmark: Students can solve math problems.

- **Grade Level Indicator:** Solve single-step and multiple-step math problems

**Connections between *Hands on Banking* and Iowa Core Curriculum Standards:
*Literacy Standards (2008)***

Content Standard: 1: Students can comprehend what they read in a variety of literary and informational texts.

Grade 4

Content Standard 1: Students can comprehend what they read in a variety of literary and informational texts.

Benchmark A: Students can understand stated information they have read

Benchmark B: Determine the meaning of new words from their context

Benchmark E: Students can interpret information in new contexts

Benchmark G: Students can determine the main idea of a text

Grades 6-9 Benchmarks:

1. Students can understand stated information they have read
2. Students can determine the meaning of new words from their context
3. Students can draw conclusions, make inferences, and deduce meaning
5. Students can interpret information in new contexts
7. Students can determine the main idea of a text

Grades 9-12 Benchmarks:

Benchmark: Students can understand stated information they have read.

Benchmark: Students can determine the literal meaning of specific words.

Benchmark: Students can draw conclusions, make inferences, and deduce meaning.

Benchmark: Students can make predictions based on stated information.

Connections between *Hands on Banking* and Iowa Core Curriculum: Reading

Grade 8

Students can comprehend what they read in a variety of literary and informational texts.

- Students can understand stated information they have read
- Students can determine the meaning of new words from their context
- Students can interpret information in new contexts
- Students can determine the main idea of a text

Grades 9-12

- Read for a variety of purposes and across content areas.
 - For information
 - To perform a task
- Adjust reading rate and strategies according to purpose:
 - Scan (to find a fact or answer)
 - Skim (for general concepts and ideas)
 - Practice technical reading
 - Use a variety of strategies to understand unfamiliar vocabulary found in narrative text, technical reading, and literary text.
 - Use a variety of strategies to learn word meanings of unfamiliar vocabulary found in narrative text, informational text, technical reading, and literary text:
 - Use structural analysis to decode words (prefixes, suffixes, inflectional endings).
 - Use knowledge of root words, word origins, derivations, synonyms, antonyms, and idioms to determine the meanings of vocabulary found in narrative texts, informational texts, technical reading, and literary text.
 - Understand the meaning of most words in a text.
 - Use a variety of strategies to understand the meaning of specialized and technical terms and idiomatic and figurative terms.
 - Demonstrate flexibility in extending the meaning of words.
 - Use glossary, dictionary, thesaurus, and other resources appropriately.

Connections between *Hands on Banking* and Iowa Core Curriculum: Social Studies

Grades 6-8

Economics

Understand the function of common financial instruments.

Financial success in today's world requires a competency with the tools that are used such as bank accounts, loans, mortgages, credit cards, insurance, stock markets, and tax forms. Including but not limited to:

- Evaluate various investment strategies.
- Understand the benefits of incentives to spend and incentives to save.
- Describe the characteristics of traditional command market, and mixed economies.

Grades 9-12

Economics

- Understand the function of common financial instruments
 - Define the characteristics and functions of common financial instruments such as bank accounts, loans, mortgages, credit cards, insurance, stock markets, and tax forms

Connections between *Hands on Banking* and Iowa Core Curriculum: Financial Literacy

Grades 4-8

Financial Literacy

Develop short-term and long-term financial goals.

- Define the steps in the goal-setting process.
- Explain the relationship between goal setting and achievement.
- Create goals according to a prioritization of wants and needs that are specific, realistic, and measurable.

Understanding needs vs. wants.

- Identify expenditures as needs or wants.
- Describe persuasive strategies used by peers, media, and businesses to influence society (in decision making).

Develop a realistic spending plan for financial independence.

- Describe the concept of a spending plan.
- Explain the advantage of spending less than you have.
- Explain the short- and long-term consequences of over spending.
- Recognize the impact of global issues on financial planning.

Understand various sources of compensation.

- Describe potential sources of income for middle school students.
- Identify factors to consider when analyzing different methods of compensation.
- Explain how income can affect goals.

Understand financial instruments.

- Identify possible financial accounts.
- Recognize that fees or charges may be attached to accounts.
- Recognize the importance of keeping accurate records.

Identify responsible credit management.

Identify the various types of credit card companies available and the features of each (interest rates, annual fees, limits, reward system).

- Explain appropriate and inappropriate use of credit cards.
- Explain how use of credit cards can help or hurt a budget.

Understand different types of debt.

- Identify the types of purchases that generally require a loan.
- Demonstrate the ability to calculate the cost of borrowing money.

Understand rights and responsibilities as borrowers.

- Explain that a borrower needs to have assets to use as security for a loan.
- Explain an individual's rights and responsibilities as a consumer.
- Explain the concept of a credit rating.

Recognize investment options.

- Explain how saving is needed for investing.
- Explain the relationship between investing and potential entrepreneurship goals.
- Explain the difference between saving and investing.

Grades 9-12

Financial Literacy

- Demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health
 - Develop short-and long-term financial goals
 - Understand needs versus wants
- Manage money effectively by developing spending plans and selecting appropriate financial instruments to maintain positive cash flow
 - Develop a realistic spending plan for financial independence
 - Understand various sources of compensation.
 - Understand financial instruments
 - Recognize the impact of fees and charges
- Make informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially secure.
 - Identify responsible credit card management
 - Understand different types of debt

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