



Money skills you need for life.

Hands on Banking[®]



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

- *Mississippi Mathematics Framework Revised* (2007)
- *Mississippi Social-Studies Framework*, (2004)
- *Mississippi Language-Arts Framework Standards* (2006)
- *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 *Mississippi Mathematics Framework Revised (2007)*

Grade 4

Number and Operations

1. Understand relationships among numbers, use the four basic operations, compute fluently, and make reasonable estimates.

- a. Add and subtract up to five-digit whole numbers with and without regrouping. (DOK 1)
- b. Add and subtract decimals through hundredths. (DOK 1)
- c. Explain two or more methods of multiplying whole numbers (one- and two-digits) with justification. (DOK 2)
- d. Explain two or more methods of dividing four-digit dividends by one- and two-digit divisors, with and without remainders, and justify the processes. (DOK 2)
- e. Estimate products and quotients of whole numbers to include strategies such as rounding. (DOK 2)
- f. Recall multiplication and division facts. (DOK 1)

Grade Five

Number and Operations

1. Explain and explore relationships of whole numbers, fractions, mixed numerals, decimals, and percents. (P, D, G, N)

- a. Compare and order nine-digit whole numbers, decimals to the nearest thousandth, like and unlike fractions, and mixed numerals using appropriate symbols.
- b. Model and show relationships among fractions, decimals, and percents.
- c. Develop the terminology relating to percent and compute percentages of 10, 20, 25, and 50 percent of a number.

2. Use the basic operations to investigate and apply whole numbers, fractions, mixed numbers, and decimals. (P, D, M, G, N)

- a. Add and subtract nine-digit whole numbers with and without regrouping.
- b. Multiply four-digit numbers by two-digit numbers.
- c. Divide by two-digit divisors with and without remainders.
- d. Add and subtract decimals.
- e. Solve problems dealing with money.
- f. Determine unit price when given total cost of items.
- g. Solve multi-step word problems using the four basic operations with computation and estimation.
- h. Use symbols and variables in addition, subtraction, multiplication, and division problems.
- i. Select and use estimation techniques appropriate to specific problems.

Grade Six

Number and Operations

1. Analyze numbers using place value and prime factorization. Solve problems involving basic operations of rational numbers.

- a. Use estimation strategies to determine the reasonableness of results in a variety of situations including rational number computations. (DOK 2)
- b. Solve problems by dividing whole and decimal numbers by decimals and interpret the quotient and remainder within the problem context. (DOK 2)

- c. Explain the relationship(s) among fractions, decimals, and percents and model and represent a specific quantity in multiple ways. (DOK 2)
- d. Solve problems by finding the percentage of a number including percentages greater than 100 and less than 1. (DOK 2)
- e. Multiply four-digit numbers by two-digit numbers (including whole numbers and decimals). (DOK 1)

Grade Seven

Number and Operations

1. Apply concepts of rational numbers and perform basic operations emphasizing the concepts of ratio, proportion, and percent with and without the use of calculators.

- a. Solve problems involving addition, subtraction, multiplication, and division of rational numbers. Express answers in simplest form. (DOK 2)
- b. Convert among decimals, fractions, mixed numbers, and percents. (DOK 1)
- c. Solve real-life problems involving unit price, unit rate, sales price, sales tax, discount, simple interest, commission, and rates of commission. (DOK 1)

Pre-Algebra

Number and Operations

1. Apply concepts and perform basic operations using real numbers in real-world contexts.

- a. Formulate and solve standard and real-life problems involving addition, subtraction, multiplication, and division of rational numbers. (DOK 2)

Grades 9-12

Transition to Algebra

NUMBER AND OPERATIONS

- 1. Understand relationships between numbers and their properties and perform operations fluently.

Algebra I

NUMBER AND OPERATIONS

- 1. Understand relationships between numbers and their properties and perform operations fluently.

Survey of Mathematical Topics

NUMBER AND OPERATIONS

- 1. Compute, analyze, and develop a variety of skills necessary to manage personal and business finance to include aspects of employer-employee decision making and consumer credit.
 - a. Develop a household budget. (DOK 2)
 - b. Use and apply basic accounting procedures to maintain and balance a checkbook. (DOK 2)

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2. Identify and apply the practices that affect employer and employee decision-making.
 - a. Identify and apply appropriate algebraic formulas to personal finance situations. (DOK 2)

Connections between Hands on Banking and *Mississippi Social-Studies Framework (2004)*

Grade Four

4. Identify the interdependence of economics (self, family, local, and state).(C, H, G, E)
5. Integrate, connect, and apply social studies into other subject areas and everyday life. (G, H, C)

Grade Five

6. **Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (G, E)**
 - a. Compare and contrast human and physical factors that affect economic development in various regions (e.g., households, businesses, banks, government agencies, labor unions, corporations, etc.).

Grade Six

4. **Examine the economic interactions of individuals, families, communities, businesses, and governments in the Western Hemisphere. (H, G, E)**

Grades 9-12

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objectives

3. Discuss relationships among the various economic systems (e.g., households, business firms, banks, government agencies, labor unions, and corporations, etc.). (C, H, G, E)

Connections between Hands on Banking and *Mississippi Business and Technology Framework, (2004)*

Computation in Business: Grade Levels 9-12

Content Strands:

- **Accounting (A)**
- **Career Development (C)**
- **Computation (CP)**
- **Economics and Personal Finance (EP)**
- **Information Technology (IT)**

COMPETENCIES and Suggested Teaching Objectives:

1. **Review and apply basic mathematical operations**
 - a. Use appropriate mathematical operations to solve problems

- 2. Apply mathematical operations to banking procedures**
 - a. Demonstrate basic banking procedures
 - b. Reconcile a bank statement
- 3. Solve business problems relating to installment buying**
 - a. Compute installment payments
 - b. Compare cash price and installment price

Financial Technology: Grade Levels 9-12

Content Strands:

- Accounting (A)
- Career Development (C)
- Computation (CP)
- Economics and Personal Finance (EP)
- Information Technology (IT)

COMPETENCIES and Suggested Teaching Objectives:

- 1. Develop consumer skills through the use of technology**
 - a. Identify steps in a purchase decision while developing comparison shopping skills.
 - b. Identify consumer protection and assistance agencies.
- 2. Using technology, apply budgeting techniques that involve transportation, housing, insurance, and leisure expenses**
 - a. Research the purchase of a vehicle, including taxes, maintenance, and other incidental costs.
 - b. Compare the advantages and disadvantages of home ownership versus renting.
 - c. Research the process of renting an apartment ...
 - d. Discuss types of insurance.
 - e. Develop a budget for expenses.
- 3. Describe banking services and use application software to prepare related documents**
 - a. Describe services provided by banks and online banking.
 - b. Using appropriate software, prepare appropriate documents such as checks, register, deposits, and reconciliation forms.
- 4. Explore the advantages and disadvantages involved in securing credit**
 - a. Explain various methods of financing a purchase.
 - b. Compare terms and conditions required by credit sources.
 - c. Explore and discuss consequences of overdrafts and debit card abuse.
 - d. Examine and discuss credit rating, credit applications, credit problems, and bankruptcy.

Personal Finance: Grade Levels 9-12

Content Strands:

- Accounting (A)
- Career Development (C)
- Computation (CP)
- Economics and Personal Finance (EP)
- Information Technology (IT)

COMPETENCIES and Suggested Teaching Objectives:

1. Develop basic consumer-awareness skills

- a. Identify steps in a purchase decision while developing comparison shopping skills.
- b. Identify consumer protection and assistance agencies.

2. Using technology, apply budgeting techniques that involve transportation, housing, insurance, and leisure expenses.

- a. Research the purchase of a vehicle, including taxes, maintenance, and other incidental costs.
- b. Compare the advantages and disadvantages of home ownership versus renting.
- c. Develop a budget.

3. Identify banking services and prepare related documents

- a. Using appropriate software, prepare appropriate documents such as checks, registers, deposits, and withdrawals.
- b. Reconcile a bank statement.
- c. Identify various savings mechanisms (e.g., interest-bearing checking accounts, savings accounts, savings bonds, and certificates of deposit).

5. Explore the process involved in securing credit and the effects of poor credit management.

- a. Explore the pros and cons of various methods of financing a purchase (e.g., loan, installment, layaway, credit cards, etc.).
- b. Identify personal qualifications necessary to obtain credit along with the purpose of credit reports.
- d. Identify sources of assistance for credit problems, bankruptcy, and the need for a sound credit rating.

Connections between *Hands on Banking* and *Mississippi Language Arts Framework Standards (2006)*

Grades Four-Six

1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)

4. Read, listen to, and view multimedia sources to select and use information.
(R, W, S, L, V)

- a. Read and interpret information from charts, graphs, maps, tables, schedules, timelines

6. Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product. (R, W, S, L, V)

- 10.** Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)
- 13.** Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. (R, W, S, L, V)
- 14.** Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)
 - a. Identify and locate information to solve real-life problems.
 - b. Integrate speaking, listening, writing, and reading to study and solve problems.

Grade 9 -12

- 1.** The student will develop and apply expansive knowledge of words and word meanings to communicate.
- 2.** The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

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