



Money skills you need for life.

Hands on Banking[®]



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

- *South Carolina Academic Standards for Mathematics* (2007)
- *South Carolina Social Studies Academic Standards* (2005)
- *South Carolina English-Language Arts Academic Standards* (2007)
- *Standards, Guidelines and Classroom Resources for the Instruction of Financial Literacy; from the South Carolina Department of Education's Office of Academic Standards* (2009)
- *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 (2010)
- *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 *South Carolina Academic Standards for Mathematics* (2007)

Grade 4

Standard 4-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 4-2: The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals.

Grade 5

Standard 5-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 5-2: The student will demonstrate through the mathematical processes an understanding of the place value system; the division of whole numbers; the addition and subtraction of decimals; the relationships among whole numbers, fractions, and decimals; and accurate, efficient, and generalizable methods of adding and subtracting fractions.

Grade 6

Standard 6-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 6-2: The student will demonstrate through the mathematical processes an understanding of the concepts of whole-number percentages, integers, and ratio and rate; the addition and subtraction of fractions; accurate, efficient, and generalizable methods of multiplying and dividing fractions and decimals; and the use of exponential notation to represent whole numbers.

Grade 7

Standard 7-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Standard 7-2: The student will demonstrate through the mathematical processes an understanding of the representation of rational numbers, percentages, and square roots of perfect squares; the application of ratios, rates, and proportions to solve problems; accurate, efficient, and generalizable methods for operations with integers; the multiplication and division of fractions and decimals; and the inverse relationship between squaring and finding the square roots of perfect squares.

Grade 8

Standard 8-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

High School Core Area Standards for Math

Elementary Algebra

Standard EA-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Intermediate Algebra

Standard IA-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation

Connections between *Hands on Banking* and South Carolina Economics Curriculum Standards (2002)

Grade 12

Standard ECON-1: ***The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations.***

Indicators:

ECON-1.1 Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants. (E, G)

ECON-1.2 Explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis, including analyzing marginal costs and marginal benefits and assessing how their choices may result in trade-offs. (E)

Standard ECON-3: ***The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy.***

Indicators

ECON-3.1 Compare personal income distribution and functional income distribution, including how distribution of income affects public policy. (E)

Standard ECON-4: The student will demonstrate an understanding of personal economic decision making to maximize the net benefits of personal income.

Indicators

ECON-4.1 Summarize types of personal economic decisions and choices that individuals make, including determining how to budget money; establishing short- and long-term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; and considering investment options. (E)

ECON-4.2 Explain influences on personal economic decision making and choices, including the effect of education, career choices, and family obligations on future income; the influence of advertising on consumer choices; the risks and benefits involved in short- and long-term saving and investment strategies; and the effect of taxation and interest rates on household consumption and savings. (E)

Connections between *Hands on Banking* and South Carolina English-Language Arts Academic Standards (2007)

Grade 4

4-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read **fluently**.

4-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information

4-R1.7 Demonstrate the ability to ask and answer questions about texts

4-R1.15 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.

4-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word.

4-C2.1 Demonstrate the ability to follow multistep oral directions.

4-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.

4-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.

4-C3-3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.

4-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.

4-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.

Grade 5

5-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning and to read fluently.

5-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

5-R1.14 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.

5-C3-3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.

5-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.

5-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.

Grade 6

6-R1.1 Demonstrate the ability to read a variety of texts fluently.

6-R1.2 Demonstrate the ability read independently for extended periods of time to derive pleasure and to gain information.

6-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

6-R1.11 Demonstrate the ability to follow multistep directions such as those for preparing applications and completing forms.

6-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.

6-C3.3 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.

6-C3.11 Demonstrate the ability to make connections between **nonprint sources** and his or her prior knowledge, other sources, and the world.

6-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.

6-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered.

Grade 7

7-R1.1 Demonstrate the ability to read a variety of texts fluently.

7-R1.2 Demonstrate the ability read independently for extended periods of time to derive pleasure and to gain information.

7-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

7-R1.11 Demonstrate the ability to follow multistep directions such as those for preparing applications and completing forms.

7-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.

7-C3.2 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.

7-C3.11 Demonstrate the ability to make connections between **nonprint sources** and his or her prior knowledge, other sources, and the world.

7-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.

7-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered.

Grade 8

8-R1.1 Demonstrate the ability to read a variety of texts fluently.

8-R1.2 Demonstrate the ability read independently for extended periods of time to derive pleasure and to gain information.

8-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

8-R1.11 Demonstrate the ability to follow multistep directions such as those for preparing applications and completing forms.

8-R1.12 Demonstrate the ability to use **graphic representations** such as charts, graphs, pictures, and **graphic organizers** as information sources and as a means of organizing information and events logically.

8-C3.2 Demonstrate the ability to **summarize** information that he or she receives from **nonprint sources**.

8-C3.11 Demonstrate the ability to make connections between **nonprint sources** and his or her prior knowledge, other sources, and the world.

8-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.

8-RS2.4 Demonstrate the ability to **summarize** the information that he or she has gathered.

Grades 9-10

Reading Goal (R) The student will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads.

English I, English II, English III, English IV:

R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.
E1-R1.1, E2-R1.1, E3-R1.1, E4-R1.1 - Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

Connections between *Hands On Banking* and South Carolina Financial Literacy Standards (2009)

Grade 4-5

Financial Responsibility and Decision Making

Standard 1 – The student will apply reliable information and systematic decision making to personal financial decisions.

- 1.1 Take responsibility for personal financial decisions
- 1.4 Make financial decisions by systematically considering alternatives and consequences.

Planning and Money Management

Standard 3 – The student will understand how to organize personal finances and use a budget to manage cash flow

- 3.1 Develop a plan for spending and saving
- 3.2 Develop a system for keeping and using financial records
- 3.3 Describe how to use different payment methods
- 3.4 Apply consumer skills to purchase decisions
- 3.6 Develop a personal financial plan

Credit and Debt

Standard 4 -The student will understand how to maintain creditworthiness, borrow at favorable terms, and manage debt.

- 4.1 Identify the costs and benefits of various types of credit
- 4.2 Explain the purpose of a credit record and identify borrowers' credit report rights

Savings and Investing

Standard 6 – The student will understand how to implement a diversified investment strategy that is compatible with personal goals

- 6.1 Discuss how saving contributes to financial well-being
- 6.2 Explain how investing builds wealth and helps meet financial goals
- 6.3 Evaluate investment alternatives

Grades 6-12

Financial Responsibility and Decision Making

Standard 1 – The student will apply reliable information and systematic decision making to personal financial decisions.

- 1.1 Take responsibility for personal financial decisions
- 1.4 Make financial decisions by systematically considering alternatives and consequences.

Planning and Money Management

Standard 3 – The student will understand how to organize personal finances and use a budget to manage cash flow

- 3.1 Develop a plan for spending and saving
- 3.2 Develop a system for keeping and using financial records
- 3.4 Apply consumer skills to purchase decisions
- 3.6 Develop a personal financial plan

Credit and Debt

The student will understand how to maintain creditworthiness, borrow at favorable terms, and manage debt.

- 4.1 Identify the costs and benefits of various types of credit
- 4.2 Explain the purpose of a credit record and identify borrowers' credit report rights

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