



Money skills you need for life.

Hands on Banking®



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

- *Mathematics Curriculum Standards* Tennessee State Board of Education (2009-2010)
- *Social Studies Curriculum Standards* Tennessee State Board of Education (2009)
- Tennessee English/Language Arts Curriculum Standards, 2009-2010
- *Career and Technical Education Standards* Tennessee State Board 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)
- 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 *Mathematics Curriculum Standards* Tennessee State Board of Education (2009-2010)

Grade 4

Standard 1 – Mathematical Processes

SPI 0406.1.2 Compare decimals using concrete and pictorial representations.

SPI 0406.1.3 Determine the correct change from a transaction

Standard 2 -Number and Operations

GLE 0406.2.1 Understand place value of numbers from hundredths to the hundred-thousands place.

GLE 0406.2.2 Develop fluency with multiplication and single-digit division.

GLE 0406.2.4 Understand and use the connections between fractions and decimals.

GLE 0406.2.6 Solve problems involving whole numbers, fractions, and/or decimals using all four arithmetic operations.

SPI 0406.2.9 Add and subtract decimals through hundredths

SP 0406.2.10 Solve contextual problems using whole numbers, fractions, and decimals

SPI 0406.2.11 Solve problems using whole number multi-digit multiplication

SPI 040.2.12 Solve problems using whole number division with one-or tow-digit division

Grade 5

GLE 0506.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.

SPI 0506.1.2 Estimate fraction and decimal sums or differences

Standard 2 -Number and Operations

GLE 0506.2.5 Develop fluency in solving multi-step problems using whole numbers, fractions, mixed numbers and decimals

Grade 6

Standard 1 – Mathematical Processes

GLE 0606.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation and reasonableness of the solution

Standard 2 -Number and Operations

GLE 0606.2.2 Solve multi-step mathematical, contextual and verbal problems using fractions, mixed numbers and decimals.

GLE 0606.2.3 Understand and use ratios, rates and percents.

SPI 0606.2.3 Solve problems involving the addition, subtraction, multiplication, and division of decimals.

SPI 0606.2.6 Solve problems involving ratios, rates and percents.

Grade 7

Standard 1 – Mathematical Processes

GLE 0706.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation and reasonableness of the solution

Standard 2 -Number and Operations

SPI 0706.2.7 Use ratios and proportions to solve problems

Grade 8

Standard 1 – Mathematical Processes

GLE 0806.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation and reasonableness of the solution

SPI 0806. 1.3 Calculates rates involving cost per unit to determine the best buy.

Standard 2 -Number and Operations

GLE 0806.2.3 Solve real-world problems using rational and irrational numbers.

Grades 9-12

Algebra I

Standard 1 – Mathematical Process

- CLE 3102.1.1 – Use mathematical language, symbols, definitions, proofs and counterexamples correctly and precisely in mathematical reasoning.

Standard 2 – Number & Operations

- CLE 3102.2.1 – Understand computational results and operations involving real numbers in multiple representations.

Algebra II

Standard 1 – Mathematical Process

- Use mathematical language, symbols, definitions, proofs and counterexamples correctly and precisely in mathematical reasoning.

Connections between *Hands on Banking* and *Social Studies Curriculum Standards* Tennessee State Board of Education, 2009

Grade 4

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

2.02 Give examples of the interaction of groups, businesses, and governments in a market economy.

2.03 Understand fundamental economic concepts.

Grade 5

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

2.02 Understand fundamental economic concepts.

2.03 Understand the interaction of individuals, families, communities, businesses, and governments of Tennessee and the United States in a market economy.

At Level 1, the fifth-grade student is able to:

differentiate between needs and wants on a personal and national level.

At Level 2, the fifth-grade student is able to:

recognize the concept of buying on credit.

interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).

Grade 6

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

2.01 Understand fundamental economic concepts and their application to a variety of economic systems.

2.02 Discuss economic connections, conflicts, and interdependence.

2.03 Understand the potential costs and benefits of individual economic choices.

Grade 7

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

2.01 Understand fundamental economic concepts and their application to a variety of economic systems.

Grade 8

Content Standard: 2.0

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

2.1 Understand fundamental economic concepts and their application to a variety of economic systems.

2.3 Understand the potential costs and benefits of individual economic choices in the market economy.

At level 1, the eighth-grade student is able to:

differentiate between credit and debt.

High School Economics

6.1 understand the elements of personal and fiscal responsibility.6.2 understand how socioeconomic status contributes to the development of sense of self. Identify values and standards associated economically on his/her lifestyle.6.3 understand the knowledge, skills, and attitudes necessary to function effectively in a technologically expanding global economy.

6.1 understand the elements of personal and fiscal responsibility.

At Level 1, the student is able to:

Understand how each economic choice they make involves an opportunity cost;
Explain their personal responsibilities in using the three basic buying principles;
Explain consumer rights and responsibilities.

At Level 2, the student is able to:

Demonstrate skills needed for computing finance charges, safe debt loads, and personal budgets;
Describe their rights and responsibilities as a borrower;
Understand their investment choices and how a person determines the amount to save and invest;

At Level 3, the student is able to:

Know that an interest rate is a price of money that is borrowed or saved and that the forces of supply and demand determine interest rates;
Know that the real interest rate is the nominal or current interest rate minus the expected rate of inflation;
Explain why riskier loans command higher interest rates than safer loans;
Describe why higher interest rates reduce business investment spending and consumer spending.

Standard 2.0 - Economics

The student will:

- 2.2 understand the concepts and impact of the American financial structure, including banking and monetary policy.

Connections between *Hands on Banking* and Tennessee English/Language Arts Curriculum Standards, 2009-2010

Grade 4

Standard 6 – Informational Text

GLE 0401.6.1 Apply skills and strategies to comprehend informational texts.

GLE 0401.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).

Grade 5

Standard 6 – Informational Text

GLE 0501.6.1 Apply appropriate skills and strategies to comprehend informational texts.

GLE 0501.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).

Grade 6

Standard 6 – Informational Text

GLE 0601.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.

0601.6.11 Follow instructions in informational texts.

Grade 7

Standard 6 – Informational Text

GLE 0701.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.

0701.6.11 Follow instructions in informational or technical texts

Grade 8

Standard 6 – Informational Text

GLE 0801.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.

0801.6.12 Comprehend and interpret factual, quantitative, technical, or mathematical information presented in maps, charts, graphs, time lines, tables, and diagrams.

0801.6.13 Follow instructions in informational texts.

Grades 9-12

English I

Standard 2 – Communication

- CLE 3001.2.1 – Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

Standard 6 – Informational Text

- CLE 3001.6.3 – Read, interpret, and analyze graphics that support informational and technical texts.

English II

Standard 2 – Communication

- CLE 3002.2.1 – Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

Standards 6 – Informational Text

- CLE 3002.6.3 Read, interpret, and analyze graphics that support informational and technical texts.

English III

Standard 2 - Communication

- CLE 3003.2.1 – Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

Standard 6 – Informational Text

- CLE 3003.6.3 Read, interpret, and analyze graphics that support informational and technical texts.

English IV

Standard 2 - Communication

- CLE 3005.2.1 – Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.
- CLE 3005.6.3 Read, interpret, and analyze graphics that support informational and technical texts.

Content Area Reading 3081

Standard: The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, and evaluation of print and non-print text.

Connections between *Hands on Banking* and Business Technology Education, 2009-2010

Banking & Finance

Standard 3.0 – The student will investigate budgets and financial records.

- 3.1 Analyze personal budgets

Standard 4.0 – The student will examine checking accounts and banking services.

- 4.1 Examine checking accounts.
- 4.2 Analyze bank reconciliation

Standard 5.0 – The student will compare savings options.

- 5.1 Investigate compound interest
- 5.2 Compare saving options, including money market funds, CD savings accounts, regular savings accounts.
- 5.3 Establish a savings plan

Family and Consumer Science 2009-2010:

Consumer Economics

Consumer Finance

Standard 3.0 – Integrate knowledge, skills, and practices required for management of resources in a technologically expanding global economy.

- 3.4 Assess the need for personal and family financial planning.

Personal Finance

Standard 1.0 – Analyze factors affecting income throughout the life span.

- 1.1 Interpret factors affecting income

Standard 2.0 – Evaluate practices for successful money management.

- 2.2 Design a current personal financial plan.
- 2.4 Understanding banking procedures and services.

Standard 3.0 – Analyze the risks, costs, and benefits of financial management decisions.

- 3.1 Demonstrate knowledge of basic principles of consumer finance.
- 3.3 Analyze consumer debt management.
- 3.4 Examine various forms of credit payment.

Standard 4.0 – Investigate opportunities available for saving and investing.

- 4.1 Identify reasons for saving and investing.
- 4.2 Evaluate methods of saving.

Teen Living:

- Standard 4.0 - 4.1 Analyze ways to manage resources effectively.
 2. Determine ways to manage time, energy, and money.
 3. Utilize the decision-making process to guide financial goal setting.
- 4.2 Evaluate budgets, spending habits, goals and plans.
- 4.3 Assess financial services.

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