



Money skills you need for life.

Hands on Banking®



How Hands on Banking® / El futuro en tus manos® Aligns with Virginia 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 Standards of Learning Curriculum Framework (Adopted 2009)*
- *History and Social Science Standards of Learning Curriculum Framework (2008)*
- *English Standards of Learning Curriculum Framework (Adopted 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 *Mathematics Standards of Learning for Virginia Public Schools (2009)*

Grade 4

Number and Number Sense

Focus: Place Value, Fractions, and Decimals

- 4.1 The student will
- c) round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.
- 4.3 The student will
- a) read, write, represent, and identify decimals expressed through thousandths;
 - b) round decimals to the nearest whole number, tenth, and hundredth;
 - c) compare and order decimals

Computation and Estimation

Focus: Factors and Multiples, and Fraction and Decimal Operations

- 4.4 The student will
- a) estimate sums, differences, products, and quotients of whole numbers;
 - b) add, subtract, and multiply whole numbers;
 - c) divide whole numbers, finding quotients with and without remainders; and
 - d) solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers.
- 4.5 The student will
- c) add and subtract with decimals; and
 - d) solve single-step and multistep practical problems involving addition and subtraction with fractions and with decimals.

Grade 5

Number and Number Sense

Focus: Prime and Composite Numbers and Rounding Decimals

- 5.1 The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.
- 5.2 The student will
- b) compare and order fractions and decimals in a given set from least to greatest and greatest to least.

Computation and Estimation

Focus: Multistep Applications and Order of Operations

- 5.4 The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.
- 5.5 The student will
- a) find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and
 - b) create and solve single-step and multistep practical problems involving decimals.

Grade 6

Number and Number Sense

Focus: Relationships among Fractions, Decimals, and Percents

- 6.2 The student will
- investigate and describe fractions, decimals, and percents as ratios;
 - identify a given fraction, decimal, or percent from a representation;
 - demonstrate equivalent relationships among fractions, decimals, and percents; and
 - compare and order fractions, decimals, and percents.

Computation and Estimation

Focus: Applications of Operations with Rational Numbers

- 6.7 The student will solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of decimals.

Grade 7

Number and Number Sense

Focus: Proportional Reasoning

- 7.1 The student will
- compare and order fractions, decimals, percents, and numbers written in scientific notation;

Grade 8

Number and Number Sense

Focus: Relationships within the Real Number System

- 8.1 The student will
- compare and order decimals, fractions, percents, and numbers written in scientific notation.

Connections between Hands on Banking History and Social Science Standards of Learning for Virginia Public Schools (2008)

Civics and Economics

STANDARD CE.11

The student will demonstrate knowledge of how economic decisions are made in the marketplace by

- applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption.
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- describing the characteristics of the United States economy, including free markets, private property, profit, and competition.

STANDARD CE.12

The student will demonstrate knowledge of the structure and operation of the United States economy by

- a) describing the types of business organizations and the role of entrepreneurship
- b) explaining the circular flow that shows how consumers (households), businesses (producers) and markets interact
- c) explaining how financial institutions channel funds from savers to borrower

STANDARD CE.14

The student will demonstrate knowledge of personal finance and career opportunities by

- e) describing the importance of education to lifelong personal finances
- f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties and guarantees.

Economics and Personal Finance Standards of Learning (Approved: November 17, 2009)

Beginning with students entering ninth grade in fall 2010, one standard unit of credit in Economics and Personal Finance is required for graduation with a Standard Diploma or an Advanced Studies Diploma.

EPF.1 The student will demonstrate knowledge of basic economic concepts and structures by

- b) explaining that choices often have long-term unintended consequences;

EPF. 4 The student will demonstrate knowledge that many factors affect income by

- a) examining the market value of a worker's skills and knowledge

EPF.10 The student will develop consumer skills by

- d) determining the consequences of conspicuous consumption
- g) maintaining a filing system for personal financial records
- j) explaining consumer rights, responsibilities, remedies, and the importance of consumer vigilance
- k) examining precautions for protecting identity and other personal information.

EPF.11 The student will demonstrate knowledge of planning for living and leisure expenses by

- a) comparing the costs and benefits of purchasing vs. leasing a vehicle;
- b) comparing the advantages and disadvantages of renting vs. purchasing a home;

EPF.12 The student will demonstrate knowledge of banking transactions by

- e) preparing all forms necessary for opening and maintaining a checking and a savings account;
- f) reconciling bank statements;
- g) comparing costs and benefits of online and traditional banking

EPF.13 The student will demonstrate knowledge of credit and loan functions by

- a) evaluating the various methods of financing a purchase;
- b) analyzing credit card features and their impact on personal financial planning;
- f) identifying strategies for effective debt management, including sources of assistance;
- g) explaining the need for a good credit rating;
- h) comparing the costs and conditions of secured and unsecured loans

EPF.15 The student will demonstrate knowledge of income earning and reporting by

- a) examining how personal choices about education, training, skill development, and careers impact earnings;

EPF.17 The student will demonstrate knowledge of personal financial planning by

- a) identifying short-term and long-term personal financial goals;
- d) developing a personal budget;

- EPF.18 The student will demonstrate knowledge of investment and savings planning by
- a) comparing the impact of simple interest vs. compound interest on savings;
 - b) comparing and contrasting investment and savings options;

Connections between *Hands on Banking* and *English Standards of Learning Curriculum Framework (2002)*

Grade 4

- 4.2** The student will make and listen to oral presentations and reports
- a) Use subject-related information and vocabulary.
 - b) Listen to and record information
 - c) Organize information for clarity.
- 4.3** The student will read fiction and nonfiction with fluency and accuracy
- a) Use context to clarify meanings of unfamiliar words.
 - b) Explain words with multiple meanings
 - c) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.
 - d) Use word-reference materials, including the glossary, dictionary, and thesaurus.
- 4.5** The student will read and demonstrate comprehension of nonfiction.
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
 - b) Formulate questions that might be answered in the selection.
 - f) Summarize content of selection, identifying important ideas and providing details for each important idea
 - g) Describe relationship between content and previously learned concepts or skills.
 - i) Identify new information gained from reading.
- 4.9** The student will use information resources to research a topic.
*Use available technology.

Grade 5

- 5.1** The student will listen, draw conclusions, and share responses in subject-related group learning activities.
- a) Participate in and contribute to discussions across content areas.
 - c) Summarize information gathered in group activities.
- 5.4** The student will read fiction and nonfiction with fluency and accuracy
- a) Use context to clarify meaning of unfamiliar words.
 - b) Use knowledge of root words, prefixes, and suffixes
 - c) Use dictionary, glossary, thesaurus, and other word-reference materials.
- 5.5** The student will read a variety of literary forms, including nonfiction.
- 5.6** The student will read and demonstrate comprehension of nonfiction
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information.
 - g) Identify new information gained from reading.
- 5.7** The student will demonstrate comprehension of information from a variety of print resources
- a) Develop notes that include important concepts, summaries, and identification of information sources.

Grade 6

6.3 The student will read and learn the meanings of unfamiliar words and phrases.

d) Use word-reference materials.

6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry

f) Use information stated explicitly in the text to draw conclusions and make inferences

h) Paraphrase and summarize the main points in the text.

6.5 The student will read and demonstrate comprehension of a variety of informational selections

a) Identify questions to be answered.

c) Use context to determine meanings of unfamiliar words and technical vocabulary.

d) Draw conclusions and make inferences based on explicit and implied information

e) Organize the main idea and details to form a summary.

f) Compare and contrast information about one topic contained in different selection

g) Select informational sources appropriate for a given purpose.

Grade 7

7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry

e) Draw conclusions based on explicit and implied information

f) Make inferences based on explicit and implied information.

g) Summarize text.

7.6 The student will read and demonstrate comprehension of a variety of informational texts

a) Use knowledge of text structures to aid comprehension.

f) Summarize what is read

g) Organize and synthesize information for use in written and oral presentations.

Grade 8

8.6 The student will read, comprehend, and analyze a variety of informational sources

a) Draw on background knowledge and knowledge of text structure to understand selections.

d) Analyze details for relevance and accuracy

e) Read and follow instructions to complete an assigned task.

f) Summarize and critique text

g) Evaluate and synthesize information to apply in written and oral presentations.

h) Draw conclusions based on explicit and implied information

i) Make inferences based on explicit and implied information.

Communication: Speaking, Listening, Media Literacy (Adopted for 2011-2012 school year)

Reading

Grade 9

9.5 The student will read and analyze a variety of nonfiction texts.

c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.

g) Analyze and synthesize information in order to solve problems, answer questions or complete a task.

k) Use the reading strategies to monitor comprehension throughout the reading process.

Grade 10

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- c) Skim manuals or informational sources to locate information.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Use reading strategies throughout the reading process to monitor comprehension.

Grade 11

11.5 The student will read and analyze a variety of nonfiction texts.

- a) Use information from texts to clarify understanding of concepts.
- d) Draw conclusions and make inferences on explicit and implied information using textual support

Grade 12

12.5 The student will read and analyze a variety of nonfiction texts.

- b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- f) Draw conclusions and make inferences on explicit and implied information using textual support.

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