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We will discuss the pitches and analyze the requests vs. the owner’s deal.* | | | | | ***Independent Practice:***  *Students will work with a handout to assess understanding of basic employment concepts and knowledge of the steps needed to achieve a career in financial planning.*  *Materials: Notebook, Computer, Internet, handouts.* | | | | |  |  | |  | |  | | | | |  | | | |  |  |  |  | | --- | --- | --- | | *Teacher:*  ***Giles*** | *Subject Area:*  ***Money Matters*** | | | ***Business start ups*** | | Business risks | | | ***Lesson Date:***  *May 1,, 2015* | ***Meeting Time/Period:***  *Odd periods* | | | ***Objective?***  *SWBAT identify speculative business risks*  ***Define:***  investors, venture capitalists  *Identify speculative business plans*  *Describe and compare different types of investors with risks*  ***Differentiated Objective(s):*** *Students will answer vocabulary and concepts with assistance of sentence stems.* | | | | | |  | | --- | | TEKS: 130.162.(c)(14)(D) (15) (D) (E)  **Identify** speculative business risks  **Explain** sources of business credit | | | | | | ***Bell Ringer:*** *www.edmodo.com*  How do presentation skills make a difference when soliciting capital? | | | | | ***Instructional Delivery:***  *Direct Instruction*  *Peer-tutoring*  *Guided Practice*  *Independent Practice*  *Facilitator*  *Quizzes & Tests* | | | | | ***Guided Practice and Monitoring:***  *“Dragons Den” compare and contrast the final outcomes using season 9 episode 20, and Shark Tank”success stories. We will discuss the pitches and analyze the requests vs. the owner’s deal.* | | | | | ***Independent Practice:***  *Students will work with a handout to assess understanding of basic employment concepts and knowledge of the steps needed to achieve a career in financial planning.*  *Materials: Notebook, Computer, Internet, handouts.* | | | | |  |  | | |  |  |  |  |  | | --- | --- | --- | --- | | *Teacher:*  **Giles** | *Subject Area:*  **Money Matters** | | *Room No.:*  **C224** | | ***Business start ups*** | | Business risks | | | ***Lesson Date:***  April 27, 2015 | ***Meeting Time/Period:***  Odd periods | | ***Grade Levels:***  10-12 | | ***Objective?***   *SWBAT identify speculative business risks*  **Define:** investors, venture capitalists  **Identify** risks in obtaining capital for a small business  **Describe** and compare different types of investors with risks  ***Differentiated Objective(s):*** Students will answer vocabulary and concepts with assistance of sentence stems. | | | | | TEKS: 130.162.(c)(14)(D) (15) (D) (E)  **Identify** speculative business risks  **Explain** sources of business credit | | | | | ***Bell Ringer:*** *www.edmodo.com*  *How do small companies obtain capital to expand? What are current creative ways to obtain that credit?* | | | | | ***Instructional Delivery:***  Direct Instruction  Peer-tutoring  Guided Practice  Independent Practice  Facilitator  Quizzes & Tests | | | | | ***Guided Practice and Monitoring:***  *“Shark Tank” compare and contrast the three pitches of season 6 episode 615. We will discuss the pitches and analyze the requests vs. the owner’s deal.* | | | | | ***Independent Practice:***  *Students will work answer comprehension questions based on watching and discussion*  ***Materials/References:***  Notebook, Computer, Internet, handouts. | | | | |  |  | |  | |  | | | | |  | | | | | |  |  |  |  | | --- | --- | --- | --- | | *Teacher:*  **Giles** | *Subject Area:*  **Money Matters** | | *Room No.:*  **C224** | | ***Business credit and Control*** | | Obtaining business or personal loans | | | ***Lesson Date:***  March 23, 2015 | ***Meeting Time/Period:***  Odd periods | | ***Grade Levels:***  10-12 | | ***Objective?***  SWBAT investigate process to obtain business credit for operations or other purposes  **Define:** lending institutions, bank card acceptance, financing, loan criteria, packages, banking relationships  Describe: How banking relationships enhance business operations through lending  ***Differentiated Objective(s):*** Students will answer vocabulary and concepts with assistance of sentence stems. | | | | | TEKS: 130.162(c)(15)(A),(B)(C)  **Explain** the purposes and importance of obtaining business credit;  **Analyze** critical banking relationships  **Make** critical decisions regarding acceptance of bank cards | | | | | ***Bell Ringer:*** *www.edmodo.com*  With what banking relationships are you familiar? | | | | | ***Instructional Delivery:***  Direct Instruction  Peer-tutoring  Guided Practice  Independent Practice  Facilitator  Quizzes & Tests | | | | | ***Guided Practice and Monitoring:***  Classroom discussion and notes from powerpoints of commercial lending | | | | | ***Independent Practice:***  Students will work using SBA.gov to answer questions about the benefits of commercial lending.  ***Materials/References:***  Notebook, Computer, Internet, handouts. | | | | |  |  | |  | |  | | | | |  | | | | | *Teacher:*  **Giles** | *Subject Area:*  **Money Matters** | *Room No.:*  **C224** |
|  |  | ***Business credit and Control*** | Obtaining business or personal loans |  |
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|  |  | ***Lesson Date:***  March 23, 2015 | ***Meeting Time/Period:***  Odd periods | ***Grade Levels:***  10-12 |
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