|  |
| --- |
|  |
|

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| *Teacher:* ***Giles*** | *Subject Area:* ***Money Matters*** | *Room No.:* ***C224*** |
| ***Business start ups*** | Business risks |
| ***Lesson Date:*** *April 29, 2015*  | ***Meeting Time/Period:*** *Odd periods* | ***Grade Levels:*** *10-12* |
| ***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 two pitches of season 9 episode 18. 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 relationshipsDescribe: 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 |  |
|

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| *Teacher:* ***Giles*** | *Subject Area:* ***Money Matters*** | *Room No.:* ***C224*** |
| ***Introduction to Financial Planning*** | Personal future plan |
| ***Lesson Date:*** *April 15, 2015*  | ***Meeting Time/Period:*** *Odd periods* | ***Grade Levels:*** *10-12* |
| ***Objective?***  *SWBAT assess and adjusts personal knowledge of future financial plan****Define:***  financial literacy, financial responsibility, economy, financial capability, financial planning*Identify model concepts and match specifics**Describe: and compare model concepts to personal practice****Differentiated Objective(s):*** *Students will answer vocabulary and concepts with assistance of sentence stems.* |
|

|  |
| --- |
| TEKS: 130.162.(c)(1)(A)(B); (10)(A)**Discuss** nature and benefits of financial planning**Discuss** role of ethics and personal responsibility in financial planning**Analyze and Explain** nature of financial needs, including college and retirement planning |

 |
| ***Bell Ringer:*** *www.edmodo.com* How does the economy affect your personal financial success? |
| ***Instructional Delivery:***  *Direct Instruction*  *Peer-tutoring*  *Guided Practice*  *Independent Practice*  *Facilitator*  *Quizzes & Tests*  |
| ***Guided Practice and Monitoring:*** *Review of concepts concerning planning and responsibility.* |
| ***Independent Practice:*** *Students will complete a reflection based on story http://www.onyourown.org/blog/best-friends-worst-roommates.aspx?utm\_source=Various&utm\_medium=Blog&utm\_content=Link%20to%20Best%20Friends%2C%20Worst%20Roommates&utm\_campaign=Visit%20OYO%20website**Materials: 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 relationshipsDescribe: 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** |
|  |  | ***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 relationshipsDescribe: 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. |  |  |