|  |
| --- |
|  |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | *Teacher:*  ***Giles*** | *Subject Area:*  ***Money Matters*** | | *Room No.:*  ***C224*** | | ***Job seeking tools*** | | Work in Texas.org | | | ***Lesson Date:***  *May 13, 2015* | ***Meeting Time/Period:***  *Odd periods* | | ***Grade Levels:***  *10-12* | | ***Objective?***  *SWBAT identify available internet tools to assist in job seeking.*  ***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)(1)  **Identify** tools to assist with job seeking  **Explain** how to utilize Internet job search tools | | | | | | ***Bell Ringer:*** *www.edmodo.com*  Which websites do you regularly look at to find a new job? How do they help? | | | | | ***Instructional Delivery:***  *Direct Instruction*  *Peer-tutoring*  *Guided Practice*  *Independent Practice*  *Facilitator*  *Quizzes & Tests* | | | | | ***Guided Practice and Monitoring:***  *Class discussion and viewing of workintexas.org to see the types of tools available for job seekers* | | | | | ***Independent Practice:***  *Students will work with a handout to identify interesting jobs and note the qualifications needed*  *Materials: Notebook, Computer, Internet, handouts.* | | | | |  |  | |  | |  | | | | |  | | | |  |  |  |  | | --- | --- | --- | | *Teacher:*  ***Giles*** | *Subject Area:*  ***Money Matters*** | | | ***Business start ups*** | | Business risks | | | ***Lesson Date:***  *May 15, 2015* | ***Meeting Time/Period:***  *Odd periods* | | | ***Objective?***  *SWBAT begin review for final exam*  ***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** | | ***Review for final exam*** | |  | | | ***Lesson Date:***  May 19 and 21, 2015 | ***Meeting Time/Period:***  Odd periods | | ***Grade Levels:***  10-12 | | ***Objective?***   *SWBAT review for final exam*  **Describe** when a particular style is most effective.  ***Differentiated Objective(s):*** Students will receive a modified exam | | | | | TEKS: 130.162.(c)  . | | | | | ***Bell Ringer:*** *www.edmodo.com* | | | | | ***Instructional Delivery:***  Direct Instruction  Peer-tutoring  Guided Practice  Independent Practice  Facilitator  Quizzes & Tests | | | | | ***Guided Practice and Monitoring:***  *“Discussion of definitions and concepts using the review handout* | | | | | ***Independent Practice:***  *Students will work in groups to review for exam*  ***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 |  |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | | *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 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** |
|  |  | ***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. |  |  |