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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Principles of Business Management, Finance, and Marketing |
| **Lesson/Unit Title** | Banking Options |
| **TEKS Student Expectations** | **130.132. (c) Knowledge and Skills**  (9) The student understands the fundamental principles of money. The student is expected to:  (E) compare the advantages and disadvantages of different types of banking services |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The purpose of this lesson is to simulate opening and maintaining different types of banking services and to give them guidance and time to help determine advantages and disadvantages of these banking services.  SWBAT (Student Will Be Able To) look into:  • Opening a student checking account  • Opening a savings account  • Applying for a bank loan  • Setting up online banking  • Setting up online bill pay  • Compare advantages and disadvantages of different types of banking services and/or institutions |
| **Rationale** | Students will simulate opening and maintaining different types of banking services. |
| **Duration of Lesson** | 3-4 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Checking Account** - an account which allows the holder to write checks [or use debit card] against deposited funds.  **Savings Account** - a deposit account at a bank or savings and loan which pays interest, but cannot be withdrawn by check writing.  **Bank Loan** - a loan consisting of a principal and interest payments, which is provided by a banking institution to a borrower.  **Principal** - the amount borrowed or the part of the amount borrowed which remains unpaid.  **Interest**- the fee charged by a lender to a borrower for the use of borrowed money, usually expressed as an annual percentage of the principal.  **Online Banking** - a system allowing individuals to perform banking activities at home, via the internet. Online Bill Pay - allows customers to conduct financial transactions on a secure website operated by their retail or virtual bank, credit union, or building society. |
| **Materials/Specialized Equipment Needed** | Banking Options Database or document  Banking Options Test of your choosing online  Computers  Internet  Database software  Word processing software |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | To help students get some practice (minimal) in opening and maintaining different types of banking services and to give them guidance and time to help determine advantages and disadvantages of these banking services.  **ASK**: Do any of you have a checking account?  **ASK**: If yes, where do you bank? How did you select your financial institution?  **ASK**: Does anyone plan to never put their money in a bank or credit union?  **SAY and ASK**: Banking has come a long way in the last 5-10 years…what are some ‘new’ banking features that have come about in your lifetimes. |
| **Direct Instruction \*** | 1. Discovery (**NOTE:** Take time to let students search the term and come together as a group discuss their findings.)    1. Online search: have students search the term ‘banking options.’ 2. Introduction (**NOTE:** Use the provided objectives and terms by method of choice.)    1. Introduce the ‘why’ of the lesson: why we are doing this assignment    2. Need to Know Terms 3. Guided Practice 1 (NOTE**:** Since most banks have online applications, you can choose a couple of banks and either go through the information with the students or actually role play with them, having you be the account representative, and they are applying in person for the checking account, savings account, and/or bank loan. There isn’t a lot you can do to simulate any of these without actually doing them online. That’s the problem, because this generation is better versed at doing things online, rather than in person. Both online banking and online bill pay can also be done from home or in the financial institution, but you could take them through some different websites and show them where to find the information. Again, it’s very difficult to simulate any of these things without actually doing them. You may want to just give them some time to look around and see what is available out there.)    1. Applying/Setup (more like looking at the information) for the following:       1. A student checking account       2. A savings accounts       3. A bank loan       4. Online banking       5. Online bill pay 4. Independent Practice (**NOTE**: Have students use the provided a database or word processing document (table) to gather information on several different banking options. You may encourage them to choose at least one credit union.)    1. Banking Options Database or Document. 5. Summary (**NOTE:** Use the questions provided in the last slide of the presentation.)    1. Ask provided questions.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Have students go to the websites of your choice and help them see how to look around the site to find the information regarding checking accounts, savings accounts, bank loans, online banking, and online bill pay.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | After helping them download the file type (database or word processing program) of your choice, have them complete the data collection on banking options.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | To help students have time and resources to look into the following:   * Applying for a checking account * Applying for a savings account * Applying for a bank loan * Setting up online banking * Setting up online bill pay   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment:**  Walk around and spot check students as they work on their own.  Give deadlines for different stages of the assignment.  **Formal Assessment:**  Banking Options Test  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | <http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | To extend the lesson, have students go home and ask their parents what factors they took into consideration when deciding on their financial institution. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)