

|                          |  |
|--------------------------|--|
| <b>Lesson/Unit Title</b> | <b>Check it Out!—Banking Services</b>  |
| <b>Day(s)</b>            | Approximately 8 days   |
| <b>Grade Levels</b>      | 7-8 Middle School and/or 9-12 High School  |
| <b>Curriculum Areas</b>  | Business Math<br>Economics<br>Introduction to Business<br>Personal Finance   |
| <b>Website(s)</b>        | <p><a href="http://www.moneyinstructor.com/checks.asp">http://www.moneyinstructor.com/checks.asp</a><br/>Interactive lessons at this website deal with:</p> <ul style="list-style-type: none"> <li>• How to Write a Check</li> <li>• Check Resister Lesson</li> </ul> <p>NOTE TO TEACHERS: You MUST register to use these materials—many lessons and worksheets are FREE, but to utilize ALL curriculum materials, you must pay a fee. All moneyinstructor.com materials included in this lesson were obtained free from the site.</p> <p><a href="http://www.cornerstoneconnect.com/online/index2.htm">http://www.cornerstoneconnect.com/online/index2.htm</a><br/>This bank site demonstrates features of online banking</p> <p><a href="http://www.federalreserveeducation.org/fed101/services/check_sim.htm">http://www.federalreserveeducation.org/fed101/services/check_sim.htm</a> Life of a Check, including Check 21 regs</p> |
| <b>Teacher Resources</b> | <ul style="list-style-type: none"> <li>• “K-W-L” handout to be filled out at the beginning, during, and after the unit is completed</li> <li>• “Compare and Contrast” graphic organizer</li> <li>• “3-2-1 Sendoff” for field trip</li> <li>• Permission slip for field trip</li> <li>• Computer and access to Internet</li> <li>• “Banking Simulation,” by Jane Dexter</li> <li>• <u>Business Math</u> textbook, 15th Edition by Schultheis and Kaczmarshki, published by Thomson-South Western, 2003, ISBN#0-538-43255-1</li> </ul>   |
| <b>Unit Overview</b>     | <p>At the completion of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Correctly identify the various parts of a check</li> <li>• Correctly fill out a check</li> <li>• Prepare a deposit slip</li> <li>• Record entries in a check register</li> <li>• Record electronic banking transactions</li> <li>• Find account balance when banking electronically</li> <li>• Calculate account balance needed to make online payments.</li> <li>• Reconcile a bank statement</li> <li>• Reconcile and correct a check register</li> </ul>   |

|   |   |
|---|---|
| <p><b>Nebraska Frameworks Essential Learnings</b></p> | <p><i>BE 8.1.0</i> Students will understand basic business computations. They will demonstrate competency by performing calculations when processing personal financial documents and making business transactions.</p> <p><i>BE 8.7.0</i> Students will understand money management principles as they relate to personal decisions. They will demonstrate competency by applying financial principles in making their financial decisions.</p>  |
| <p><b>Links to Nebraska Standards</b></p>             | <p><i>S 8.1.1</i> Develop an understanding of systems, order, and organization.</p> <p><i>SS/H 12.4.27</i> Discuss, develop, and implement a plan for making informed personal economic decisions.</p> <p><i>R/W 12.1.1</i> Identify the basic facts and essential ideas in what they have read or viewed.</p> <p><i>R/W 12.3.1</i> Pose questions and contribute their own information or idea in group discussions in order to acquire new knowledge.</p> <p><i>R/W 12.4.1</i> Apply listening skills in a variety of settings.</p> <p><i>R/W 12.2.5</i> Use self-generated questions, note-taking, summarizing, and outlining to enhance learning.</p>   |
| <p><b>National Economics Standards</b></p>            | <p><b>Standard 10:</b> Role of economic institutions</p> <p><b>Standard 11:</b> Role of money</p> <p><b>Standard 12:</b> Role of interest rates</p>   |
| <p><b>National Personal Finance Standards</b></p>     | <p><i>8.7.3</i> Financial Services—utilize appropriate banking services</p> <p><i>12.7.6</i> Resource Management—evaluate the most effective use of resources including time, money, and energy</p>   |
| <p><b>Nebraska Math Standards</b></p>                 | <p><i>M 8.2.1</i> Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with and without the use of technology.</p> <p><i>M 8.2.3</i> Students will solve problems involving whole numbers, integers, and rational numbers with and without the use of technology. Problems should be of increasing level of difficulty and involve real-life situations.</p> <p><i>M 8.3.1</i> Students will select measurement tools and measure quantities for temperature, time, <i>money</i>, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.</p> <p><i>M 12.2.1</i> Students will solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scientific notation, absolute values, fractions, decimals, and percents, ratios and proportions, order of operations, and properties of real numbers.</p> |

|  |  |
|--|--|
|  | <p><i>M 12.2.3</i> Students will perform estimations and computations of real numbers mentally, with paper and pencil, and with technology.</p>  |
| <p><b>Teaching Strategies, Procedures and Activities</b></p> | <p><b>Day 1</b> Students will identify various parts of a check and prepare check(s) and deposit slip(s).<br/><i>Step 1:</i> Daily Work question:</p> <ul style="list-style-type: none"><li>• “Shirley deposited these items into her account at a bank: (bills) 14 twenties; (coins) 21 quarters, 6 dimes; (checks) \$322.94, \$1.45. She received 100 one-dollar bills in cash back. What was the amount of Shirley’s deposit?” (Answer: \$510.24)</li></ul> <p><i>Step 2:</i> Introduce Lesson (<i>Banking Services—Checking Accounts</i>) Class discussion will focus on:</p> <ul style="list-style-type: none"><li>• Ask how many students have a checking account? Discuss their experiences (good and bad) of having a checking account.</li><li>• Advantages and disadvantages of checking accounts?</li></ul> <p><i>Step 3:</i> K-W-L—What I Know; Want to Know; Learned</p> <ul style="list-style-type: none"><li>• Students identify everything they “Know”(or think they know) about banking services.</li><li>• Students write what they “Want to Learn” about topic.</li><li>• As students learn the material, they identify all of the new information they learned about the topic.</li></ul> <p><i>Step 4:</i> Read Lesson—record 3 things learned while reading<br/><i>Step 5:</i> Demonstrate check writing and completing a deposit slip (Transparency provided)<br/><i>Step 6:</i> Classroom discussion—Discuss students’ lists of three items learned in reading<br/><i>Step 7:</i> Classroom activity:<br/><a href="http://www.moneyinstructor.com/checks.asp">http://www.moneyinstructor.com/checks.asp</a></p> <ul style="list-style-type: none"><li>• Interactive lesson: <i>How to Write a Check</i></li></ul> <p><i>Step 8:</i> Permission slips are given for the Bank field trip that must be returned before the day of the field trip. (Example provided.)</p> <p><b>Day 2</b> Students will correctly and accurately record entries in a check register.<br/><i>Step 1:</i> Daily Work question—(see below)</p> <ul style="list-style-type: none"><li>• “In one day Katy deposited her \$890.50 paycheck at an ATM and withdrew \$200 in cash. She also made two debit card purchases for \$12.87 and \$118.94. If she started the day with a bank balance of \$1,248.40, what was her balance at the end of the day?” (Answer: \$1,807.09)</li></ul> <p><i>Step 2:</i> Work through example problems in class. Students complete lesson exercises on checking accounts, deposit slips, and check register. (Checking Account assignment)<br/><i>Step 3:</i> Students are given three days to contact a local bank and/or research an online bank to find out what checking</p> |

|  |  |
|--|--|
|  | <p>accounts they offer. Each student reports back to the class on a different bank.</p> <p><i>Step 4:</i> Classroom activity<br/><a href="http://www.moneyinstructor.com/checks.asp">http://www.moneyinstructor.com/checks.asp</a><br/>Interactive lesson: <i>Check Register Lesson</i></p> <p><i>Step 5:</i> Students design their own checks using Microsoft Word (Instructions and examples included)</p> <ul style="list-style-type: none"><li>• Reviews the parts of a check</li><li>• Use designed checks in a banking simulation later</li></ul> <p><i>Step 6:</i> Add new “learned” information to the previous K-W-L handout throughout the unit.</p> <p><b><u>Day 3</u></b> Students will record electronic banking transactions and determine the account balance when banking electronically.</p> <p><i>Step 1:</i> Daily Work questions—“Silent Conversations “</p> <ul style="list-style-type: none"><li>• I give a daily work question, the student answers the question, writes another question, passes that question to another student, that student answers the question, etc. “Silent Conversations” can continue for as many times as you like. As classroom discussion, go through the questions that were raised through the silent conversation.</li><li>• Example: “What is it called when companies use EFT to pay their employees by transferring funds directly into their employee’s bank accounts without writing any checks to the employees?” (Answer: direct deposit.) The student adds, “What form of EFT allows you to pay for your purchases without using cash. The computer system subtracts the amount of each purchase automatically from your checking account and adds the same amount to the store’s bank account?” (Answer: debit card.)</li></ul> <p>The student adds another question: “If Bill had a balance of \$437.01 at the start of the day and he used his debit card to pay for: tools, \$83.12; clothes \$46.75; and groceries, \$54.79, what is his new balance?” (Answer: \$252.35). Continue with additional questions as desired.</p> <p><i>Step 2:</i> Introduce Lesson (Banking Services—Electronic Banking)</p> <ul style="list-style-type: none"><li>• Marc uses his charge card to pay for almost everything he buys. Leanne pays most of her purchases with a debit card. Which approach is best?</li><li>• Using the graphic organizer “Compare and Contrast,” discuss Debit and Credit Cards (Example provided.)</li></ul> <p><i>Step 3:</i> Reading Lesson: Using the “hotdog fold” of an 8 ½ x 11 piece of paper, write the terms on the right hand side, flip the paper and write the definition on the right hand side lined up with the term, cut between the terms (1/2 of the</p> |
|--|--|

|  |   |
|--|---|
|  | <p>fold) so that lifting the cut piece reveals the definition.</p> <p><i>Step 4:</i> Class discussion: Review terms and look again at the “Compare and Contrast activity” and add anything else learned while reading</p> <p><i>Step 5:</i> Students complete their designed checks. Print eight checks. (Example provided.)</p> <p><i>Step 6:</i> Add new “learned” information to the previous K-W-L handout throughout the unit.</p> <p><b><u>Day 4</u></b> Students will calculate account balance needed to make online payments.</p> <p><i>Step 1:</i> Daily Work question—(see below)</p> <ul style="list-style-type: none"><li>• What is it called when you do your banking by using your personal computer and the Internet?<br/>Answer is Online Banking</li></ul> <p><i>Step 2:</i> Introduce Lesson (Banking Services—Online Banking)</p> <ul style="list-style-type: none"><li>• Your friend, Bill, received a letter from his bank inviting him to enroll in the bank’s online banking program. Bill thinks he would like to use this service, but the monthly charge is \$5.95. What advice would you give your friend?</li><li>• Suggested answers: Check to see if the bank may offer a demonstration program of its online service, talk to others that use online banking to see how their experience has been, and/or try the online banking for a short time, if it doesn’t work out, he can always switch back to his previous bill payment method.</li></ul> <p><i>Step 3:</i> Optional: Observe online banking—I use my personal banking account</p> <p><i>Step 4:</i> View Demo about online banking:<br/><a href="http://www.cornerstoneconnect.com/online/index2.htm">http://www.cornerstoneconnect.com/online/index2.htm</a></p> <p><i>Step 5:</i> Students read lesson information and add additional terms to the previous hotdog fold paper.</p> <p><i>Step 6:</i> Work through example problems in class. Students complete lesson exercises for electronic and online banking (Electronic and Online Banking Assignment)</p> <p><i>Step 7:</i> Add new “learned” information to the previous K-W-L handout throughout the unit.</p> <p><b><u>Day 5</u></b> Students will reconcile a bank statement.</p> <p><i>Step 1:</i> Daily Work question—(see below)</p> <ul style="list-style-type: none"><li>• “What monthly report, sent by the bank, keeps track of checking account transactions and is sent to the depositor?” Answer: bank statement.</li></ul> <p><i>Step 2:</i> Introduce Lesson (Banking Services—Check Register Reconciliation) What is to reconcile?</p> <ul style="list-style-type: none"><li>• Show a poster to the class for ten seconds. Put the poster away and have students write a description of the poster’s message, colors, size, scene depicted, etc. Then select</li></ul> |
|--|---|

|                           |   |
|---------------------------|---|
|                           | <p>two students to read their descriptions and have the class identify and resolve the differences between the two observations that are in dispute.</p> <ul style="list-style-type: none"> <li>• Relate the reconciliation process to the resolution of a dispute. This approach may be used: identify the facts in dispute (bank statement and check register do not agree); do research (find the items unaccounted for in each record); resolve the dispute (do the reconciliation).</li> </ul> <p><i>Step 3:</i> Students read lesson information, add more terms to the previous hotdog fold paper or make another sheet.</p> <p><i>Step 4:</i> Work through example problems in class. Students complete lesson exercises on check register reconciliation. (Check Register Reconciliation Assignment)</p> <p><i>Step 5:</i> Add new “learned” information to previous K-W-L handout</p> <p><b><u>Day 6:</u></b> Students will complete a banking simulation.</p> <p><i>Step 1:</i> Review terms using “Swat The Spot!”</p> <ul style="list-style-type: none"> <li>• Write all terms on the chalkboard, form two teams, a person from each team is standing at the board holding a fly swatter, read the definition and the first person to swat the term, their team receives a point. Each member of the team has a chance at a new term.</li> </ul> <p><i>Step 2:</i> Discuss results of local banks (Day 2 assignment) and what they have to offer for checking accounts.</p> <p><i>Step 3:</i> Using the designed checks (Day 2 and 3 assignment), complete a banking simulation, “Where Does the Money Go.” (Simulation provided)</p> <p><i>Step 4:</i> Last day to add new “learned” information to the previous K-W-L handout throughout the unit.</p> <p><b><u>Day 7:</u></b> Students will be tested over banking unit with a problem and term test. (Sample test questions provided.)</p> <p><i>Step 1:</i> Answer any last minute questions before the test.</p> <p><i>Step 2:</i> After the test:</p> <ul style="list-style-type: none"> <li>• Write out 3 questions to ask during field trip to the bank.</li> </ul> <p><b><u>Day 8:</u></b> <i>Objective:</i> Students will visit a bank and see how it operates. They will be given the chance to ask questions and see the banking process for checking accounts, depositing money, ATM operation, etc.</p> <p><i>Step 1:</i> Students complete a graphic organizer “3 . . 2 . . 1 Send Off “ (Example given)</p> |
| <p><b>Assignments</b></p> | <p><b>Assignment 1:</b> K-W-L throughout the lesson</p> <p><b>Assignment 2:</b> Permission slip returned before the field trip</p> <p><b>Assignment 3:</b> Call, get pamphlets, or check online for checking accounts offered by local banks—report to the class</p> <p><b>Assignment 4:</b> Lesson exercises dealing with:</p> <ul style="list-style-type: none"> <li>-Checks, deposit slips, and the check register</li> <li>-Electronic and online banking</li> </ul>  |

|  | <p>-Check register reconciliation<br/> <b>Assignment 5:</b> Design personal checks using MS Word<br/> <b>Assignment 6:</b> Banking vocab terms on “hotdog” fold paper<br/> <b>Assignment 7:</b> Complete a banking simulation using designed checks created in assignment 5<br/> <b>Assignment 8:</b> Complete 3 . . .2 . . .1 . . .Send Off graphic organizer following the bank field trip</p>  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
|--|---|--|---------------|-----------------------|----|------------|----|--------------------------------|------------|--|---|--|---|--|---|--|------------|------------------------|----|--------------------|----|--|------------|-----------------------------------|------------|--------------------------|------------|------------------|--|
| <p><b>Math Applications</b></p>                            | <p>Math applications, projects and activities include:</p> <ul style="list-style-type: none"> <li>• Writing checks: Write each number in words</li> <li>• Subtract cash received on a deposit slip</li> <li>• Add deposit slips, including bills, coins, check amounts.</li> <li>• Calculate coins—22 quarters is \$5.50</li> <li>• Calculating bank balances</li> <li>• Solving exercise problems in assignments</li> <li>• Check Register: Add/subtract whole numbers and decimals as currency/money amounts</li> <li>• Check Register: Use mathematical skills for checkbook reconciliation</li> </ul> <p><b>Banking Simulation</b> (Handouts provided)<br/> <i>Step 1:</i> Using personalized checks designed in Assignment 5, complete a banking simulation<br/> <i>Step 2:</i> Follow instructions provided on handout<br/> <i>Step 3:</i> Use the textbook for any questions needed to complete the simulation</p>   |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| <p><b>Assessment</b></p>                                   | <p>Students will be assessed in the following areas:</p> <table border="1" data-bbox="732 1119 1409 1791"> <thead> <tr> <th><b>Lesson/Unit Evaluation Criteria</b></th> <th><b>Points</b></th> </tr> </thead> <tbody> <tr> <td>K-W-L Evaluation form</td> <td>20</td> </tr> <tr> <td>Daily Work</td> <td>25</td> </tr> <tr> <td><b>Total Daily Work points</b></td> <td><b>/45</b></td> </tr> <tr> <td>Lesson Exercises-checks, deposit slips, and check register</td> <td>5</td> </tr> <tr> <td>Lesson Exercises-electronic &amp; online banking</td> <td>5</td> </tr> <tr> <td>Lesson Exercises-check register reconciliation</td> <td>5</td> </tr> <tr> <td><b>Total Lesson Exercise assignments</b></td> <td><b>/15</b></td> </tr> <tr> <td>Design personal checks</td> <td>25</td> </tr> <tr> <td>Banking Simulation</td> <td>50</td> </tr> <tr> <td><b>Total Classroom activity points</b></td> <td><b>/75</b></td> </tr> <tr> <td><b>Banking Services Unit Test</b></td> <td><b>/25</b></td> </tr> <tr> <td><b>TOTAL UNIT POINTS</b></td> <td><b>160</b></td> </tr> <tr> <td><b>Comments:</b></td> <td></td> </tr> </tbody> </table> | <b>Lesson/Unit Evaluation Criteria</b> | <b>Points</b> | K-W-L Evaluation form | 20 | Daily Work | 25 | <b>Total Daily Work points</b> | <b>/45</b> | Lesson Exercises-checks, deposit slips, and check register | 5 | Lesson Exercises-electronic & online banking | 5 | Lesson Exercises-check register reconciliation | 5 | <b>Total Lesson Exercise assignments</b> | <b>/15</b> | Design personal checks | 25 | Banking Simulation | 50 | <b>Total Classroom activity points</b> | <b>/75</b> | <b>Banking Services Unit Test</b> | <b>/25</b> | <b>TOTAL UNIT POINTS</b> | <b>160</b> | <b>Comments:</b> |  |
| <b>Lesson/Unit Evaluation Criteria</b>                     | <b>Points</b>   |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| K-W-L Evaluation form                                      | 20  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| Daily Work   | 25  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| <b>Total Daily Work points</b>                             | <b>/45</b>  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| Lesson Exercises-checks, deposit slips, and check register | 5   |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| Lesson Exercises-electronic & online banking               | 5   |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| Lesson Exercises-check register reconciliation             | 5   |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| <b>Total Lesson Exercise assignments</b>                   | <b>/15</b>  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| Design personal checks                                     | 25  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| Banking Simulation   | 50  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| <b>Total Classroom activity points</b>                     | <b>/75</b>  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| <b>Banking Services Unit Test</b>                          | <b>/25</b>  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| <b>TOTAL UNIT POINTS</b>                                   | <b>160</b>  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| <b>Comments:</b>   |   |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| <p><b>Teacher’s Name</b></p>                               | <p>Jane Dexter</p>  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |
| <p><b>School</b></p>                                       | <p>Chambers Public High School</p>  |  |               |                       |    |            |    |                                |            |  |   |  |   |  |   |  |            |                        |    |                    |    |  |            |                                   |            |                          |            |                  |  |

Used with permission. Chambers High School, Nebraska.

| <b>Banking Lessons: Know – Want - Learn</b> |                         |                                 |   |                                      |
|---|-------------------------|---------------------------------|---|--------------------------------------|
| <b>Student:</b>                             |                         |                                 | <b>Class:</b>                                 |                                      |
| <b>Date:</b>                                |                         |                                 | <b>Possible Points: 16</b>                    |                                      |
| <b>Know</b><br>(4 pts.)                     | <b>Want</b><br>(4 pts.) | <b>Learn Duties</b><br>(4 pts.) | <b>Learn Technological Skills</b><br>(4 pts.) | <b>Learn Assignments</b><br>(4 pts.) |
|   |                         |                                 |   |                                      |
|   |                         |                                 |   |                                      |
|   |                         |                                 |   |                                      |
|   |                         |                                 |   |                                      |

## Banking Lessons: Know-Want-Learn Evaluation

### Know:

List as many items as possible(+4) \_\_\_\_\_

### Want:

4 different questions are asked (+4) \_\_\_\_\_

3 different questions are asked (+3) \_\_\_\_\_

2 different questions are asked (+2) \_\_\_\_\_

1 question is asked (+1) \_\_\_\_\_

### Learn:

#### *Information Learned:*

4 ideas identified (+4) \_\_\_\_\_

3 ideas identified (+3) \_\_\_\_\_

2 ideas identified (+2) \_\_\_\_\_

1 idea identified (+1) \_\_\_\_\_

#### *Technological Skills Learned (Computer designed checks)*

4 skills identified (+4) \_\_\_\_\_

3 skills identified (+3) \_\_\_\_\_

2 skills identified (+2) \_\_\_\_\_

1 skill identified (+1) \_\_\_\_\_

#### *Learning Through Activities*

Contacted a local bank (1 pt.) \_\_\_\_\_

Hotdog fold of terms (1 pt.) \_\_\_\_\_

Complete all lesson exercises (1 pt.) \_\_\_\_\_

Permission slip returned for field trip (1 pt.) \_\_\_\_\_

**Total** (16 points) \_\_\_\_\_

### Comments:

## “Designing Personalized Checks” Instructions

**Start with a new document in Microsoft Word.**

*Step 1:* Set margins for the page—

File—Page Setup—Top Margin .3”—Bottom Margin .46”—Side Margins at 1.25”

*Step 2:* Insert a table: 1 column and 4 rows

*Step 3:* Follow the example checks to design one complete check in the first row of the table

*Step 4:* Arrange font size so that four checks will fit on one page

*Step 5:* Select (highlight the first designed check), then Copy and Paste to the other three rows

\*\*\*Make sure to change the check numbers for the second, third, and fourth check so that they increase by one.

**Include the following Check Features:**

*Step 6:* AutoShape—Basic Shapes—Rectangle, for the box where the number amount of the check should be entered.

*Step 7:* Choose ClipArt, lighten and place behind the text, and center on the check (Make sure the pictures are appropriate for school!)

*Step 8:* Print one copy of the checks and then change check numbers again to continue increasing check numbers. Print another copy of checks. (Need eight checks)

**Be able to recognize the different parts of the check.**

The checks will be used in a Banking Simulation at a later time.

| <b>Evaluation Rubric for Personally-Designed Checks</b> |  |   |   |  |              |
|---|--|---|---|--|--------------|
|   | <b>1 pt.</b>   | <b>2 pts.</b>   | <b>3 pts.</b>                               | <b>4-5 pts.</b>                                | <b>Score</b> |
| <b>Followed directions</b>                              | Completed less than 5 steps of the directions        | Completed 5-6 steps of the directions   | Completed 7 steps of the directions         | Completed all 8 steps of the directions        |              |
| <b>Check parts</b>                                      | Check is missing 3 or more parts                     | Check is missing 2 parts  | Check is missing 1 part                     | Contained all check parts (10)                 |              |
| <b>Work Ethic</b>                                       | Time was wasted, project didn't get finished in time | Time was wasted, project was rushed   | Some time was wasted, but job was completed | No time was wasted in finishing the assignment |              |
| <b>Spelling</b>   | 3 or more errors                                     | 2 errors  | 1 error                                     | 0 errors                                       |              |
| <b>Format and Creativity</b>                            | Incorrect layout<br>Minimal creativity               | Acceptable layout and personalization, but could be more professional in appearance, creativity, etc. |   | Correct layout<br>Exhibits creativity          |              |
|   |  |   |   | <b>Total Points</b>                            |              |
|   |  |   |   | <b>25 possible</b>                             |              |
| <b>Comments:</b>  |  |   |   |  |              |



# Sample Blank Checks

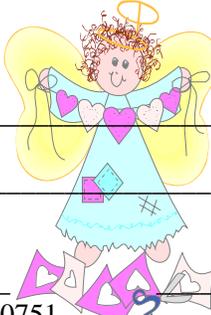
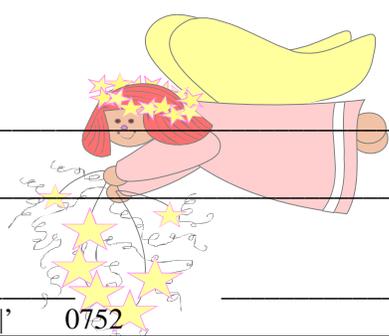
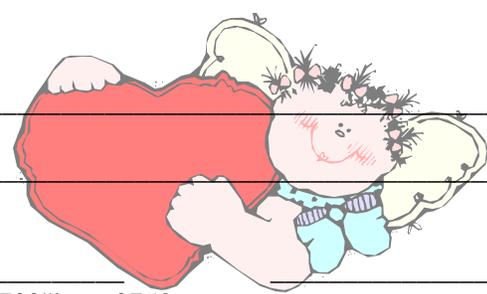
Source: [www.moneyinstructor.com](http://www.moneyinstructor.com)

|   |          |
|---|----------|
| DATE _____  | 101      |
| PAY TO THE<br>ORDER OF _____  | \$ _____ |
| DOLLARS   |          |
|  <b>MoneyInstructor.com Bank</b><br>1221 Main Street<br>Anywhere, US 10001 |          |
| FOR _____   |          |
| ⑆43618071⑆ 7279678402⑆ 0101⑆  |          |

|   |          |
|---|----------|
| DATE _____  | 102      |
| PAY TO THE<br>ORDER OF _____  | \$ _____ |
| DOLLARS   |          |
|  <b>MoneyInstructor.com Bank</b><br>1221 Main Street<br>Anywhere, US 10001 |          |
| FOR _____   |          |
| ⑆43618071⑆ 7279678402⑆ 0102⑆  |          |

|   |          |
|---|----------|
| DATE _____  | 103      |
| PAY TO THE<br>ORDER OF _____  | \$ _____ |
| DOLLARS   |          |
|  <b>MoneyInstructor.com Bank</b><br>1221 Main Street<br>Anywhere, US 10001 |          |
| FOR _____   |          |
| ⑆43618071⑆ 7279678402⑆ 0103⑆  |          |

## SAMPLE PERSONALIZED CHECKS

|   |  |                         |
|---|--|-------------------------|
| <p>Jane M. Student<br/>48649 Anywhere Road.<br/>Nowhere, NE 68711</p> | Date _____ 20____  | 750<br>76-680/1041      |
| Pay to the<br>order of _____  |  | \$ <input type="text"/> |
| _____   |  | dollars                 |
| Anytown State Bank<br>Mytown, Nebraska<br>For _____                   |  |                         |
| :.104106800.: 214 700  ' 0750   |    |                         |
| Jane M. Student<br>48649 Anywhere Road<br>Nowhere, NE 68711           | Date _____ 20____  | 751<br>76-680/1041      |
| Pay to the<br>order of _____  |  | \$ <input type="text"/> |
| _____   |  | dollars                 |
| Anytown State Bank<br>Mytown, Nebraska<br>For _____                   |  |                         |
| :.104106800.: 214 700  ' 0751   |    |                         |
| Jane M. Student<br>48649 Anywhere Road<br>Nowhere, NE 68711           | Date _____ 20____  | 752<br>76-680/1041      |
| Pay to the<br>order of _____  |  | \$ <input type="text"/> |
| _____   |  | dollars                 |
| Anytown State Bank<br>Mytown, Nebraska<br>For _____                   |  |                         |
| :.104106800.: 214 700  ' 0752   |  |                         |
| Jane M. Student<br>48649 Anywhere Road<br>Nowhere, NE 68711           | Date _____ 20____  | 753<br>76-680/1041      |
| Pay to the<br>order of _____  |  | \$ <input type="text"/> |
| _____   |  | dollars                 |
| Anytown State Bank<br>Mytown, Nebraska<br>For _____                   |  |                         |
| :.104106800.: 214 700  ' 0753   |  |                         |

## “Where Does the Money Go” Banking Simulation

**Materials needed:** Personally-designed checks, copies of deposit slips, and check register handout

**Directions:** Complete the following simulation to reinforce the learning of check writing, deposit slips, filling out the check register, and electronic banking.

**November 1** Open a checking account with the deposit of your bi-weekly paycheck from \_\_\_\_\_ for \$200.

**November 10** Write check 1 for \$25.24 to Central Valley Co-op for last months charges.

**November 12** You use the ATM machine to withdraw \$20.

**November 15** You had a flat tire on the way to O’Neill. You need to write a check to Triple R for \$90.

**November 16** You decide to got to the movies in O’Neill. You put \$20. worth of gas in your vehicle and get an extra \$20. cash for the evening. Write a check to Green Acres for \$40.

**November 19** Make the deposit of your bi-weekly paycheck for \$200. You decide to get \$20. cash for spending money at the time of the deposit.

**November 20** Went on a shopping spree! You wrote two checks to two different businesses.  
\_\_\_\_\_ \$ \_\_\_\_\_ for \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_ for \_\_\_\_\_

**November 21** You have decided to have a Thanksgiving party. Friends chipped in for expenses giving you the amount of \$52.50. You make a direct deposit at the ATM machine.

**November 22** You need supplies for the Thanksgiving party. You spent \$45.90 at Anytown Village Market for snack foods.

**November 25** You need a new lunch ticket at school. Write a check to Anytown Public School for \$16.

**November 27** You helped \_\_\_\_\_ for working on \_\_\_\_\_.  
You earned \$\_\_\_\_\_ and deposited your earnings at the bank.

**November 30** You need to start buying Christmas gifts. You purchase \_\_\_\_\_ at \_\_\_\_\_ for \$ \_\_\_\_\_.

You’ve completed the banking simulation. Please turn in your checks, deposit slips, and check register. The following rubric will be used to grade the simulation.

| <b>Banking Simulation Rubric</b> |   |   |  |   |               |
|----------------------------------|---|---|--|---|---------------|
| <b>Student Name:</b> _____       |   |   | <b>Date:</b> _____   |   |               |
|                                  | <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4-5</b>  | <b>Points</b> |
| <b>Neatness</b>                  | The simulation is very sloppy; hard to read                         | Several entries are not easily read   | A few entries are not as easily read   | Checks, register, and deposit slips are very neat and easily read |               |
| <b>Attention to Detail</b>       | Too many entries throughout the simulation are missing              | Several entries are missing throughout the simulation                       | A few entries are missing throughout the simulation                                  | Contains thorough written information                             |               |
| <b>Grammar and Spelling</b>      | Contains 6 or more errors in spelling of the numbers on checks      | Contains 4-5 errors in spelling of the numbers on checks                    | Contains 2-3 errors in spelling of the numbers on checks                             | Has 0-1 errors in spelling of the numbers on checks               |               |
| <b>Time Management</b>           | Time was wasted so simulation didn't get done in the time permitted | Time was wasted so the simulation was completed in a rush, just to get done | Some time was wasted, but the simulation was completed in an adequate amount of time | Time was spent working hard to complete the simulation            |               |
| <b>Checks</b>                    | 5-0 pts. for many errors  | 4-6 pts. for checks with some errors  | 7-9 pts for checks with a few errors   | 10 pts for completed checks with no errors                        |               |
| <b>Deposit Slips</b>             | 5-0 pts. for many errors  | 4-6 pts. for deposit slips with some errors                                 | 7-9 pts for deposit slips with a few errors  | 10 pts for completed deposit slips with no errors                 |               |
| <b>Check Register</b>            | 5-0 pts. for many errors  | 4-6 pts. for check register with some errors                                | 7-9 pts for check register with a few errors   | 10 pts for completed check register with no errors                |               |
|                                  |   |   |  | <b>Total:<br/>Possible 50<br/>Points</b>                          |               |
| <b>Comments:</b>                 |   |   |  |   |               |

# 3-2-1 send off

**3 important facts I learned . . .**

**2 interesting ideas I want to remember . . .**

**One important point from the field trip that I will use in the future . . .**

## Checking Account Assignment

Name: \_\_\_\_\_

Complete the following exercises:

1. Eva deposited these checks into her account: \$384.39, \$12.44, \$284.12. She received no cash back. What was her deposit total?

**Answer: \$680.95**

2. June's account had a beginning balance of \$288.43. She made a deposit of \$627 and wrote two checks for \$35.87 and \$263.56. What was the final balance in her check register?

**Answer: \$616.00**

3. The Singer family had a moving sale. The next day they made this deposit with no cash back: 25 twenties, 19 tens, 28 fives, 18 ones; 15 quarters; and checks for \$25, \$20, \$85. What was the amount of their deposit?

**Answer: \$981.75**

4. Yolanda's checking account balance was \$182.63. She made a deposit of \$218.55 and wrote checks for \$25, \$30.17, and \$46.07. What was the new balance in Yolanda's check register?

**Answer: \$299.94**

5. Don's checking account balance was \$3,060.65. A deposit of \$1,603.48 was made and checks for \$1,780.44, \$22.74, \$9.10, and \$125 were written. What was the new balance of her account?

**Answer: \$2,726.85**

## Electronic and Online Banking Assignment

Name: \_\_\_\_\_

Complete the following exercises:

1. After work, Gladys used the ATM to deposit her paycheck for \$638.77 and to withdraw \$200 cash. If her starting bank balance was \$418.03, what is her new balance?

**Answer: \$856.80**

2. Abby started the day with a bank balance of \$343.64. She used another bank's ATM to withdraw \$100 cash. The charge for using the ATM was \$2.50. Abby then used her card to make purchases of \$85.10, \$23.95, and \$8.47. Find the balance in her account after the bank processed these transactions.

**Answer: \$123.62**

3. After making his online payments a week ago, Brian's checking account balance was \$67. In the past seven days, he had these transactions in his checking account: deposit, \$728; debit card purchases of \$36.90 and \$112.85; two checks written for \$270 and \$15. Today Brian is making online payments for bat insurance, \$128; charge card \$89.23; medical bill, \$45.50. What will be the balance of his checking account after all the transactions and online payments are entered.

**Answer: \$97.52**

4. Toni's checking account balance on Monday, April 13, is \$540; her savings balance is \$980. On Tuesday, April 14 she made an ATM withdrawal of \$86. On April 15, Toni plans to make these online payments: income tax bill, \$823, utility bill, \$98, charge account bill, \$127. How much money, if any, will Toni have to transfer into her checking account from savings to cover the online payments and leave a balance of \$50 in the checking account?

**Answer: \$644**

5. Kuo plans to make these online payments: store charge account, \$160; charitable donation, \$40; rent, \$550; cable bill, \$42.01. She began the day with a checking account balance of \$16.83. Later that same day she estimated her online payments and transferred \$800 into checking from savings to cover the expected payments. What will be the balance of her checking account after the online payments are made?

**Answer: \$24.82**

## Check Register Reconciliation Assignment

Name \_\_\_\_\_

Complete the following exercises:

1. Maria's bank statement showed a closing balance of \$1,383.53, no outstanding deposits, and two outstanding checks for \$129.45 and \$87.39. Reconcile her bank statement.

**Answer: \$1,166.69**

2. Xavier had a closing balance of \$793.57 in his bank statement. The outstanding items were: a deposit of \$312.09, Check 278 for \$174.85, and Check 280 for \$32.78. Reconcile his bank statement.

**Answer: \$898.03**

3. The bank statement of Dottie showed a closing balance of \$3,150.18. the transactions outstanding included three checks for \$12.87, \$39.47, and \$840. Reconcile Dottie's bank statement.

**Answer: \$2,257.84**

4. Roger's check register balance was \$745.84. His bank statement showed an ATM deposit of \$82.67 that was not recorded in his check register, interest earned of \$0.87, and a \$18 charge for printing new checks. Reconcile Roger's check register.

**Answer: \$811.38**

5. Phoebe's check register balance on Nov. 30 was \$984.09. Her Nov. 30 bank statement showed a balance of \$1,462.25. Checks outstanding were 207 for \$298.12, 209 for \$86.73, and 210 for \$105.03. The bank service charge for Nov. was \$12.80 and the interest earned was \$1.08. Reconcile Phoebe's check register.

**Answer: \$972.37**



# Compare and Contrast

## Debit Card

- Money comes directly out of your checking account
- No interest involved
- No check writing
- Must have money in your account at that time
- Can be used to withdraw cash
- Sometimes called a check card
- It's an EFT (Electronic Fund Transfer)

## Credit Card

- Used for payments
  - Don't have to carry cash
  - Easy to use
  - Fees can be charged
  - Limited amount that can be spent
- You will write a check to make a payment
  - Interest is charged if not paid
  - Don't have to have the money immediately (it's not a good idea to use your credit card if you cannot pay for the bill when it comes)
  - Should check your sales slips with the credit card statement

Used with permission. Chambers High School, Nebraska.

## Field Trip Permission Slip

**Dear Parent/Guardian:**

Our \_\_\_\_\_ class has recently completed a unit on banking services. As a part of this unit, I would like to take the class to the \_\_\_\_\_ Bank, where they will be shown their banking system and given the opportunity to observe banking operations and ask questions. The plan is to walk/drive to the bank during our class time: \_\_\_\_\_ a/pm.

**Please complete the following:**

I/We give permission for \_\_\_\_\_, to participate in the field trip to the local above-mentioned bank during class time.

Parent/Guardian signature \_\_\_\_\_

Date: \_\_\_\_\_, 20\_\_\_\_.

Permission slip sent home \_\_\_\_\_, 20\_\_\_\_.

If you have any questions, please feel free to contact me at school by calling \_\_\_\_\_ between the hours of \_\_\_\_\_ and \_\_\_\_\_ or after school before \_\_\_\_\_ pm.

\_\_\_\_\_, Business Teacher

# Banking Services Unit Test

25 Possible Points

Name: \_\_\_\_\_

## Vocabulary Review

Automated Teller Machine, ATM  
bank statement  
deposit slip  
debit card  
interest  
outstanding checks  
service charge

balance  
check register  
direct deposit  
Electronic Funds Transfer, EFT  
online banking  
reconciliation form  
transaction

### Part I. Fill in the blanks with one of the terms above. Terms are used only once. (1 point each = 5 points)

1. An electronic method allowing you to pay bills using your home computer is online banking.
2. A printed report of bank transactions given to a depositor is called (a, an) bank statement.
3. A record you keep of deposits made and checks written is called (a, an) check register.
4. When employers send the pay of employees to their bank account instead of issuing a paper check, they are making (a, an) direct deposit.
5. The movement of money from one bank's computer to another computer is called Electronic Funds Transfer (EFT).

### Part II. Complete the following problems. Show your work! (4 points each = 20 points)

6. Justin listed these items on his deposit slip: (bills) 8 one-hundreds, 27 fifties, 83 fives, 141 ones; (coins) 13 quarters, 117 nickels; (checks) \$317.94, \$57.89, \$527.24, \$77.49. He received cash back of 30 twenties and 11 tens. What total deposit did he make?  
**\$2,985.66**
7. Julie had a balance of \$1,189.17 in her checking account. She wrote checks for \$62.41, \$224.14, \$12.92, and \$357.16. Her deposits were \$197.34 and \$879.13. What was Julie's new bank balance?  
**\$1,609.01**
8. At the start of the day, Grace's checking account had a \$201.87 balance. She used her debit card to pay \$56.12 for groceries and \$28.45 for cleaning. Grace then transferred \$150 to her checking account from savings using her bank's ATM. She also directed her bank to transfer funds electronically from her checking account to pay a charge account bill of \$187.12. What was the balance of Grace's checking account at the end of the day?  
**\$80.18**

*Used with permission. Chambers High School, Nebraska.*

**Part II. Complete the following problems. Show your work! (2 points each = 20 points)**

9. Basil's online checking account had a balance of \$371.07. The balance did not include a direct deposit of \$672.80 that will be transferred to the checking account by Basil's employer at 11:00 a.m. Basil's bank will automatically deduct a house payment of \$720 at the end of the business day. Basil plans to make online payments for \$34.85, \$90.29 and \$368.20.

How much money does Basil need to transfer to complete these transactions and still have a balance of \$100?

**\$269.47**

10. Jill's bank statement shows a balance of \$539.22. Checks outstanding were #841 for \$29.67, #843 for \$89.02, and #844 for \$9.76. A \$130 deposit was outstanding. Reconcile Jill's bank statement.

**\$540.77**