

<b>Lesson/Unit Title</b>	<b>Money, Banking and Budgeting</b>
<b>Day(s)</b>	7 days
<b>Grade Levels</b>	9
<b>Curriculum Areas</b>	Economics Personal Finance
<b>Website(s)</b>	<a href="http://www.bankingonkids.com/">www.bankingonkids.com/</a> “Banking on Kids” website, with links to creating/opening your school’s own student-run bank! <a href="http://www.howstuffworks.com/bank3.htm">www.howstuffworks.com/bank3.htm</a> How money works <a href="http://www.fdic.gov/news/news/financial/2004/fil5404.html">www.fdic.gov/news/news/financial/2004/fil5404.html</a> Check 21 rules <a href="http://www.macomb.k12.mi.us/wq/cg2ucs.htm">www.macomb.k12.mi.us/wq/cg2ucs.htm</a> Web Quest lesson plan, “Your First Paycheck Has Arrived” <a href="http://www.treas.gov/kids/kidsmoney.html">www.treas.gov/kids/kidsmoney.html</a> Treasury Department’s “Know Your Money for Kids” website
<b>Teacher Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint” “Budgeting for Jay’s Jean Junket”</li> <li>• Computer Lab</li> <li>• (optional) Calculator to perform mathematical applications</li> </ul>
<b>Unit Overview</b>	<p>In the unit, students will become familiar with responsibilities of having a checking account. At the completion of the unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define and utilize terms relating to money, budgeting, and banking</li> <li>• Identify qualities necessary for choosing a banking institution</li> <li>• Create and understand how a budget works</li> <li>• Develop check writing and recording skills</li> <li>• Use websites to research a possible future profession, the college education needed, and the average salary for such profession</li> </ul> <p><b>Daily Lesson Overview:</b>  <b>Day 1:</b> What I know about banking  <b>Day 2:</b> Field trip to bank  <b>Day 3:</b> Terms, difference in institutions, and parental choice  <b>Day 4:</b> How checking accounts work  <b>Day 5:</b> Budgeting  <b>Day 6:</b> Review terms and personal income/expenses  <b>Day 7:</b> Quiz – Set up personal budget</p>
<b>Nebraska Frameworks Essential Learnings</b>	<p><b>Business Administration--Economics and Personal Finance</b>  <b>BE 12.3.1 Career Exploration</b>—explore career opportunities and projected trends nationally and internationally; investigate required education, training, and experience; and develop an individual educational plan</p> <p><b>BE 12.7.1 Banking and Financial Services</b>—identify and utilize financial services and resources necessary to obtain a loan</p> <p><b>Example Indicators</b>  <b>Personal Finance</b> – budget income and expenses as related to a particular profession so to live within ones means while</p>

	<p>financially planning for the future  <b>Personal Decision Making/Resource Management</b> – use sound decision-making process as it applies to the banking and money management</p>
<b>Link to Nebraska Standards</b>	<p><b>Reading/Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>• Students will locate, evaluate, and use primary and secondary resources for research (12.1.2)</li> <li>• Students will participate in student directed discussions by eliciting questions and responses (12.3.1)</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• 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 (12.2.1)</li> <li>• Students will justify solutions to mathematical problems (12.2.2)</li> <li>• Students will perform estimations and computations of real numbers mentally, with paper and pencil, and with technology (12.2.3)</li> <li>• Students will apply deductive reasoning to arrive at a conclusion (12.4.7)</li> </ul>
<b>NBEA Curriculum Standards</b>	<p><b>Personal Finance</b>  <b>III. Managing Finances and Budgeting</b>  <b>Level 1: Performance Expectations</b></p> <ul style="list-style-type: none"> <li>• Apply a rational decision-making process to income and expenditures</li> <li>• Create a budget based on personal spending/income</li> </ul> <p><b>Level 2: Performance Expectations</b></p> <ul style="list-style-type: none"> <li>• Describe why budgeting is beneficial for future finances and understand the logistics between different professions and their budgets</li> <li>• Use reliable consumer resources to collect information for making decisions about banking institutions</li> </ul> <p><b>Level 3: Performance Expectations</b></p> <ul style="list-style-type: none"> <li>• Identify the advantages and disadvantages of budgeting, financing institutions, saving and spending</li> </ul>
<b>National Economics Standards</b>	<p><b>Standard 4:</b> Role of incentives  <b>Standard 11:</b> Role of money</p>
<b>National Personal Finance Standards</b>	<p><b>Standard 1:</b> Income  <b>Standard 2:</b> Money management</p>
<b>Nebraska Math Standards</b>	<ul style="list-style-type: none"> <li>• 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 (12.2.1)</li> <li>• Students will justify solutions to mathematical problems (12.2.2)</li> <li>• Students will perform estimations and computations of real numbers mentally, with paper and pencil, and with</li> </ul>

	<p>technology (12.2.3)</p> <ul style="list-style-type: none"> <li>Students will apply deductive reasoning to arrive at a conclusion (12.4.7)</li> </ul>				
<p><b>Teaching Strategies, Procedures and Activities</b></p>	<p><b>Day 1:</b> Students will understand how a bank operates</p> <p><b>Step 1:</b> Bell Ringers: <i>Know/Want-to-know/Learned</i> strategy:</p> <table border="1" data-bbox="670 365 1416 636"> <tr> <td data-bbox="670 365 1044 499">“What I know about banking”</td> <td data-bbox="1044 365 1416 499">“What I want to learn about banking”</td> </tr> <tr> <td data-bbox="670 499 1044 636">“Why it’s important that I understand how banks operate”</td> <td data-bbox="1044 499 1416 636">“What I have learned about banking”</td> </tr> </table> <p><b>Step 2:</b> Discuss various purposes of why we use banks</p> <p><b>Step 3: Assignment 1</b> – Interview parents about their bank and reasons for this choice:</p> <ul style="list-style-type: none"> <li>“Why did you choose where you bank?”</li> <li>“When opening a checking account, what characteristics are you looking for? (interest, free checks, etc)”</li> <li>“What advice do you have when I go to open an account?”</li> <li>Students must ask four additional questions of their own.</li> </ul> <p><b>Day 2</b> Students will tour the local bank</p> <p><b>Day 3</b> Students will become familiar with banking terms and differentiate between various banking institutions</p> <p><b>Step 1:</b> Bell Ringer – “<i>Whose job is this?</i>” riddles: Students solve two riddles on board:</p> <p style="text-align: center;"><i>Desk bound most of the day A trip to the files some may say, is a treat. I am not a receiver-just the opposite instead Look me up if there is a leak over your head.</i></p> <p style="text-align: center;"><b>Answer: Loan officer</b></p> <p style="text-align: center;"><i>Hail, hail go away Come again when my worries are at bay. I give piece of mind, when it is hard to find!</i></p> <p style="text-align: center;"><b>Answer: Insurance agent</b></p> <p><b>Step 2:</b> Web site <a href="http://www.howstuffworks.com/bank3.htm">www.howstuffworks.com/bank3.htm</a> – “How money works”</p> <p><b>Step 3:</b> Group discussions on parents’ banking choices</p> <p><b>Step 4: Assignment 2</b> – Terms – Make “Old Teacher” cards</p> <p><b>Day 4</b> Students will be explain how checks and checking accounts are handled</p> <p><b>Step 1:</b> Bell Ringer – “Old Teacher” card game</p> <p><b>Step 2:</b> How banks handle and process checks</p> <p><b>Step 3:</b> Check 21 and implications for banks, customers</p>	“What I know about banking”	“What I want to learn about banking”	“Why it’s important that I understand how banks operate”	“What I have learned about banking”
“What I know about banking”	“What I want to learn about banking”				
“Why it’s important that I understand how banks operate”	“What I have learned about banking”				

	<p><b>Step 4:</b> Income and expenses related to checking accounts</p> <p><b>Day 5</b> Students will explain how a budget works and the benefits of using a budget</p> <p><b>Step 1:</b> Bell Ringer: Take out a piece of paper. Let’s pretend: <i>I am going to take you to the mall to shop. On your paper, write down every thing you want to buy and list an estimated price by each item. List the items you desire the most first. You will have three minutes to list as many items as you can. After three minutes – Say “stop.”</i></p> <p><i>Let’s pretend my Great Aunt just died and left me a multi millionaire and I want to share two hundred dollars with each of you. Take a look at your list for the mall. Make me a list of how you are going to spend your \$200. Will you spend it all or not?? Spend a few minutes discussing how every one spent their money.</i></p> <p><b>Step 2:</b> PowerPoint – “<i>Budgeting for Jay’s Jean Junket</i>”</p> <p><b>Step 3: Assignment 3</b> – Create budget for “<i>Jay’s Jean Junket</i>”</p> <p><b>Day 6</b> Students will review vocabulary terms of unit.</p> <p><b>Step 1:</b> Bell Ringer – Draw card from terms deck and ask students for a banking sentence that properly uses the term.</p> <p><b>Step 2:</b> Game of “<i>Memory Match</i>” with terms</p> <p><b>Step 3:</b> Discuss personal income and how each student acquires money to spend.</p> <p><b>Step 4: Assignment 4</b> – List everything you have purchased with your own money the last month. List how and where you received money from for the last month.</p> <p><b>Day 7</b> Students will be demonstrate they understand the unit by taking a vocabulary quiz and creating a personal budget based on last months income and expenses.</p> <p><b>Step 1:</b> Quiz on Banking Terms</p> <p><b>Step 2:</b> Create a personal one month budget using Excel</p>
<p><b>Assignments</b></p>	<p><b>Assignment 1: Interview adult about their banking choices</b>  Students will interview an adult (parents, guardian, or appropriate other person) to learn why they bank where they do. What features and services are important when selecting a banking institution? What did they look for when opening a checking account?</p> <ul style="list-style-type: none"> <li>* Why did you choose where you bank?</li> <li>* When opening a checking account, what characteristics are you looking for? (interest, free checks, etc)</li> <li>* What advice do you have when I go to open an account?</li> <li>* Students need to ask four more questions.</li> </ul> <p><b>Assignment 2: Vocab Review Playing “Old Teacher” card game!</b> Students will use the index cards to make a card deck. On the top half of the front side, they will write the term; on the</p>

bottom half of the same side, they will write its meaning. The cards are then sliced in half. The students will not mark the back side of each card. On game days the teacher divides the students into groups of four and all four students combine their cards into one deck, with the teacher adding one card which is labeled “Old Teacher.” The students then proceed to play a version of “Old Maid.” The object is to lay down the cards that match – word with definition – and the one left with the “Old Teacher” card loses!

**Assignment 3: Jay’s Jean Junket** Using the information from the “*Budget for Jay’s Jean Junket*” PowerPoint, students will work in pairs to create a budget using Excel. Sample budget is included as follows:

Joe’s September Budget			
Income			
Bob’s Market		350	
Newspaper route		150	
Total Income			500
Expenses			
Car payment		190	
Gas		90	
Ski trip savings		40	
College		100	
Clothing		40	
Misc/various		40	
Total Expenses			500

**Assignment 4: List on paper what you spent/earned last month!** Students will think back about the past 30 days and try to remember every thing they bought and what they paid for it. Record where the money they spent came from if they have a job or earn an allowance.

**Math Applications**

**Mathematics**

- 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 (12.2.1)
- Students will justify solutions to mathematical problems (12.2.2)
- Students will perform estimations and computations of real numbers mentally, with paper and pencil, and with technology (12.2.3)
- Students will apply deductive reasoning to arrive at a conclusion (12.4.7)

<b>Assessment</b>	<b>Lesson/Unit Evaluation Criteria</b>		<b>Points</b>
	Student participation		0 - 70
	Assignment 1: Banking Choice interview		0 - 10
	Assignment 2: Old Teacher Cards		0 - 20
	Assignment 3: Jay's Budget		0 - 30
	Assignment 4: Future One-Month Budget		0 - 30
Vocabulary terms quiz		0 - 40	
<b>Unit Possible Points</b>		<b>200</b>	
<b>Grading Scale:</b>		<b>Instructor Comments:</b>	
A = 185-200			
B = 165-184			
C = 145-164			
D = 125-144			
F = 0- 124			
<b>Teacher</b>	Mary Bartak		
<b>School</b>	Elgin Pope John XXIII		

### Vocabulary List of Terms

Deposit	Withdrawal
Interest	Service Charge
Overdraft	Wire transfer
Direct deposit	Credit union
Thrift institutions	Savings banks
Commercial banks	Loan officer
Cashier	Statement
Money Market	Income
Expense	Budget
Balance Budget	Checking Record

**Suggested answers/definitions:**

<b>Balanced budget</b>	When income matches expense
<b>Budget</b>	A plan that illustrates income and expense
<b>Cashier</b>	Bank employee who directly works with the public taking deposits, posting information, and processing the statements
<b>Checking record</b>	Book where checks are recorded as they are written
<b>Commercial banks</b>	Originally started for businesses
<b>Credit union</b>	Originally started for people who shared a common bond (factory workers) so they could borrow money
<b>Deposit</b>	Money that is added to the account
<b>Direct deposit</b>	When money is deposited electronically (ie., from your employer/paycheck to your bank account)
<b>Expense</b>	Money that is spend or goes out
<b>Income</b>	Money that is earned
<b>Interest</b>	Fee paid/charged to borrow money
<b>Loan officer</b>	Bank employee who lends money to an individual or business
<b>Money Market</b>	Special savings account that pays a higher interest rate
<b>Overdraft</b>	Fee charged to the account because there are insufficient funds in account to cover a written check
<b>Savings banks</b>	Originally started so low-income earners could save money
<b>Service Charge</b>	Fee charged to your bank account by the bank
<b>Statement</b>	Monthly record of the activity of a bank account
<b>Thrift institutions</b>	Savings banks, savings and loans, cooperative banks and credit unions
<b>Wire transfer</b>	Sending money electronically
<b>Withdrawal</b>	Money that is removed from a bank account


**Cards**

<b>Deposit</b>	<b>Interest</b>	<b>Overdraft</b>	<b>Direct Deposit</b>
<b>Thrift Institution</b>	<b>Commercial Banks</b>	<b>Cashier</b>	<b>Money Market</b>
<b>Expense</b>	<b>Balance Budget</b>	<b>Withdrawal</b>	<b>Service Charge</b>
<b>Wire Transfer</b>	<b>Credit Union</b>	<b>Savings banks</b>	<b>Loan officer</b>
<b>Statement</b>	<b>Income</b>	<b>Budget</b>	<b>Checking Record</b>

**DIRECTIONS:** Students will create cards that are blank on one side and have either the term or the definition on the other side. An extra card with “Old Teacher” needs to be created for the old teacher game. For “Memory” game, divide students into pairs and have them use both sets of cards. Place cards with words down on desk, arrange in a checker board fashion after mixing up cards. Students take turns turning over cards until they match a term with its definition. Student with the most pairs wins the game. For “Old Teacher,” place students in groups of four or five. Two students will put their cards together to form a deck of cards. An “Old Teacher” card needs to be added before the deck is shuffled. Five cards are dealt to each student. The student on the left of the dealer starts the game by drawing one card from a player of his choice. After having drawn, if the student can not lay down a card then they must draw from the deck. First player to lay down all their cards through matches wins and the game is played until only the “Old Teacher” card remains.



### Definitions for Reverse of Cards

	<p><b>Money that is added to the account</b></p>	<p><b>Money that is removed from the account</b></p>	<p><b>Money paid on borrowed money</b></p>
<p><b>Money charged to the account by the bank for various reasons</b></p>	<p><b>Money charged to the account because there is not enough money in account to cover a written check</b></p>	<p><b>Sending money electronically</b></p>	<p><b>When money is deposited electronically from an employer</b></p>
<p><b>Originally started for people who shared a common bond (factory workers) so they could borrow money</b></p>	<p><b>Savings banks, savings and loans, cooperative banks, &amp; credit unions</b></p>	<p><b>Originally started so lower income people could save money</b></p>	<p><b>Originally started for businesses</b></p>
<p><b>Bank employee who can lend an individual or business money</b></p>	<p><b>Bank employee who directly works with the public taking deposits, posting information, and processing the statements</b></p>	<p><b>A monthly record of the activity of a bank account</b></p>	<p><b>A special savings account that pays a higher interest rate</b></p>
<p><b>Money that is made or brought in</b></p>	<p><b>Money that is spent or goes out</b></p>	<p><b>A plan that illustrates income and expense</b></p>	<p><b>When income matches expense</b></p>
<p><b>Book where checks are recorded as they are written</b></p>			

**Budgeting Final Quiz**

**40 points**

Name \_\_\_\_\_

1- You have gone to SpendKo to buy a new bike. The cost of the bike is \$153.49. You pay for the bike with a check. Where do you record the information that is found on your check to SpendKo for the bike so you know what occurred? **Checking record** (2 pts.)

2 - The following transactions have occurred within your checking account: You wrote check no. 3412 to John Smith for restringing your baseball glove; you went to the bank and had the cashier give you \$20 so you had some cash for your date this weekend; and you also gave the cashier a check to deposit for mowing that you received from Mr. Tate. Using the above information, list all deposits and withdrawals. (4 pts.)

**Deposit-check for mowing Withdrawals-\$20 cash and check 3412**

3 - This is the monthly information one receives that shows all account transactions. (2 pts.)  
**Statement**

4 - Explain how a budget works and what a balanced budget is. (8 pts.)  
**A budget helps you plan for the future by realizing income and planning expenses.  
Income is money brought in and expenses are things I have to buy or spend money on.  
A balanced budget is when income and expenses match.**

5 - List and explain two different positions of a bank employee. (4 pts.)  
**Cashier -- directly works with public by taking deposits, posting information, and processing statements**

**Loan officer -- decides if the patron can be loaned money, if patron has enough assets to ensure the loan**

6 - I have a mortgage loan with the bank for my house and a money market account that has the \$10,000 I received from my Grandmother's estate at the First Bank. How would interest affect each of these situations? **I'll pay interest on the loan and earn interest from the money market account** (2 pts.)

7 - What is an overdraft? (2 pts.)  
**A charge or fee for covering a check because I had insufficient funds in my account**

8 - My bank charges 25 cents for every check I write and 50 cents for every check that is automatically removed at the store sites. How would these charges be illustrated on my monthly statement? **They are service charges.** (2 pts.)

9 - What are Thrift institutions? (2 pts.)  
**Savings banks, savings and loans, cooperative banks and credit unions**

10 - My grandfather worked at a meat packing house in Omaha. He deposited his paycheck in the local credit union. Who would have been the majority of the local credit union's patrons? Why? **The rest of the meat packing employees would have probably used this bank to try to save money.** (2 pts.)

11 - Compare and contrast a traditional commercial bank and a savings bank. (4 pts.)  
**Commercial banks were for businesses, whereas savings banks were for low- income people**

**12** - I just won a small lottery and have \$45,000 coming my way. I want to put this money in the bank so it can earn the most interest possible, but I want to have easy access to it so when my 'dream house' becomes available so I can use the money for a down payment. What would be a good investment account for my lucky earnings? **A money market account** (2 pts.)

**13** - Every teacher at my school never sees a paycheck, yet they are paid monthly. The school most likely uses what type of transaction to pay its teachers? **Direct deposit** (2 pts.)

**14** - My very distant cousin in Florida is in jail, and I owe him one big favor. So, when he calls and asks to borrow \$500 today so he can get out on bond, what would be the fastest way to get the money to the county court house where he is in jail? **Electronic transfer** (2 pts.)