

Unit #6: Banking and Financial Institutions

Content Area: **Math**
Course(s):
Time Period:
Length: **6 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Banking and Financial Institutions

Learning Objectives

- Objective 1 - Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- Objective 2 - Solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise.
- Objective 3 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Objective 4 - Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- Objective 5 - Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).
- Objective 6 - Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).

Essential Skills

- Essential Skill 1 - Explain the steps to solving an equation.
- Essential Skill 10 - Evaluate services and related costs associated with financial institutions in terms of personal banking needs.
- Essential Skill 11 - Identify various types of financial institutions.
- Essential Skill 12 - List the basic services provided by financial institutions.
- Essential Skill 13 - Identify the rights and responsibilities associated with using a checking account.
- Essential Skill 14 - Describe the steps involved in opening and using a checking account.

- Essential Skill 15 - Differentiate among types of electronic monetary transactions (e.g. debit cards, ATM, and automatic deposits/payments) offered by various financial institutions
- Essential Skill 16 - Identify other means of transferring funds (e.g., money orders and certified checks).
- Essential Skill 17 - Describe and use the steps involved in the bank reconciliation process.
- Essential Skill 18 - Compare and contrast the various forms of endorsement.
- Essential Skill 19 - Compare costs and benefits of online and traditional banking.
- Essential Skill 2 - Construct a viable argument to justify a solution method.
- Essential Skill 20 - Analyze privacy and security issues associated with financial transactions.
- Essential Skill 21 - Identify the functions of the Federal Reserve System
- Essential Skill 22 - Explain how certain historical events have influenced the banking systems and other financial institutions.
- Essential Skill 23 - Examine the use of banks and other financial institutions from a global consumer perspective (e.g., immigrants to the U.S., fear of banks, cash-based systems in some countries, safety if deposits made in banks in other countries).
- Essential Skill 3 - Solve simple rational and radical equations.
- Essential Skill 4 - Identify extraneous solutions.
- Essential Skill 5 - Create equations that represent relationships between quantities.
- Essential Skill 6 - Graph equations on axes with labels and scales.
- Essential Skill 7 - Represent solutions of equations, inequalities, and systems to real-world applications.
- Essential Skill 8 - Interpret solutions as viable based on the constraints of the application.
- Essential Skill 9 - Compare and contrast the different types of checking accounts offered by various institutions.

Standards

MATH.9-12.A.CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
MATH.9-12.A.CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
MATH.9-12.A.REI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
MATH.9-12.A.REI.A.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
PFL.9.1.12.FI.3	Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement).
PFL.9.1.12.FI.4	Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

Instructional Tasks/Activities

- http://www.handsonbanking.org/nav_elements/teachers_guide_PDF/Teen_T_Guide.pdf

- <https://www.education.ne.gov/bmit/pdf/curric/f/banking/CheckItOutBankingunit.pdf>
- https://www.richmondfed.org/education/for_teachers/lesson_plans_and_classroom_activities

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher Observation
- Test
- Verbal Assessment
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quizizz

- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load

- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- <https://www.ixl.com>
- <https://www.khanacademy.org/>