

DESE Model Curriculum: Business Finance (CIP Code: 52.0803)

GRADE LEVEL/UNIT TITLE: 11-12/Unit 3 - Employment Skills

COURSE INTRODUCTION				
<p>This is an introductory course for Banking and Financial Support Services which also operates a student bank as the implementation practicum. This course also introduces the student to personal finance, including opening and maintaining a checking account, and credit card pitfalls and proper use, a very important skill for all young adults. It is designed to familiarize the student with all aspects of a typical bank including savings, loans, operations, and audit functions. It also covers the history of banking, the organizational structure, and the operations and marketing of a student bank.</p> <p>Course rationale: Financial literacy is essential in meeting the financial challenges of the 21st Century. The course provides valuable experience in running an actual bank while learning to analyze personal financial decisions, evaluate the costs and benefits of their decisions, recognize the rights and responsibilities as consumers, and apply the knowledge learned in school to financial situations encountered later in life.</p>				
UNIT DESCRIPTION			SUGGESTED UNIT TIMELINE	
The operation of a student run banking operation is valuable to provide relevance to learning business procedures, learn how to apply for a job, acquire cash handling experience, and to experience a simplified but valid practice of running a business at the high school level.			3 weeks	
			CLASS PERIOD (min.)	
			50 min.	
ESSENTIAL QUESTIONS				
1. What qualities are employers looking for in an employee? 2. What does a resume say about you and how do you develop an effective resume? 3. What similarities to a full service bank does this student run bank serve its customers and how? 4. What position within a student bank are you most suitable to serve as your first bank position? 5. What banking procedures do you need to know as a bank employee?				
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		NBEA STANDARD		DOK
1. Develop a resume, cover letter to apply for a position with the student bank through an interview. Illustrate how students build good quality resumes, model the best interviewing techniques and then conduct interviews.		CD.IV.A.1	CD.V.A.1	4
		CD.IV.A.2	CD.V.A.2	
		CD.IV.A.3	CD.V.A.3	
		CD.IV.A.4	CD.V.A.4	
		CD.IV.B.1	CD.V.B.1	
		CD.IV.B.2	CD.V.B.2	
		CD.IV.B.3	CD.V.B.3	
		CD.IV.B.4	CD.V.B.4	

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<p>2. Instructor led illustrations whereby students will learn all positions of a student run bank. Compare similarities to a full service commercial bank to develop critical skills for students to enter business careers. Develop skill set that will be sought by financial institutions or retail businesses.</p>	<p>PF.VI.1 PF.VI.2 CD.IV.A.1 CD.IV.A.2 CD.IV.A.3 CD.IV.A.4 CD.IV.B.1 CD.IV.B.2 CD.IV.B.3 CD.IV.B.4</p>	<p>CD.V.A.1 CD.V.A.2 CD.V.A.3 CD.V.A.4 CD.V.B.1 CD.V.B.2 CD.V.B.3 CD.V.B.4</p>	<p align="center">3</p>
ASSESSMENT DESCRIPTIONS			
Formative assessments will include the resume and cover letter. Summative assessment will be the written interview of the bank or community leader interview.			
OBJ. # INSTRUCTIONAL STRATEGIES			
1, 2	1. Explain and demonstrate resume procedures, interview procedures, and proper resume and cover letter writing methods. These will be matched to work positions within a bank. If possible, use banking industry personnel to conduct interviews and recommend positions with the best fit for skills and talent.		
1, 2	2. Teacher led discussion on the good and bad examples that the banking students see in others who seek jobs. Lead students into a discussion of what a successful person looks and acts like.		
1, 2	3. Demonstrate various physical aspects of interviewing, i.e., firm handshake, eye contact, sitting when invited, no slouching, no mismatched clothing, mannerisms, and what is appropriate to wear. Lead the discussion and end with what is expected from a professional banking employee.		
OBJ. # INSTRUCTIONAL ACTIVITIES			
1, 2	1. Prepare a resume and cover letter for specific student bank jobs desired. (conduct the resume exercises in conjunction with banking procedures processing methodology to facilitate relevance to information retention)		
1, 2	2. Sponsoring bank managers provide interviews to the students. Students will come prepared with a resume and cover letter to demonstrate acquired lesson knowledge.		
1, 2	3. Students will conduct an after action discussion of what they wish they had done better, what they think went well, and lessons learned for successive job interviews in their future.		

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UNIT RESOURCES

1. See resumes Do's and Don'ts at <http://www.youtube.com/watch?v=7bQgMTAH4TI>
2. See article for resume development: Words that hurt: overused terms to remove from your resume
3. See interviews Do's and Don'ts at <http://www.youtube.com/watch?v=S1ucmfPOBV8> or just go to youtube.com and enter subject
4. See attached files: Words That Hurt Your Resume
5. jobsearch.about.com/.../interviewquestionsanswers
6. Textbook suggestion: Banking & Financial Systems, 2013 by The Goodheart-Willcox Company, Inc.: print 139781605257785
7. Textbook suggestion: Personal Finance, 2012 by Kapoor, Dlabay, Hughes - McGraw-Hill: print 139780073530697
8. Textbook suggestion: Banking Systems, 2nd edition 2010, Cengage Learning: eText 139781439028483, print 139780538449281