

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Banking Internship

Course Code: 034303

CIP Code: 52.0803

COURSE INTRODUCTION:

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.

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.

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<p>UNIT 13, DESCRIPTION: Adult students will have an additional component of job shadowing and subsequent internship with local businesses. Local banks will be solicited to place high school and adult students into internship positions. They are typically paid positions but may be unpaid. The high school program is not an essential component of the banking program but is prescribed for adult students because placement is key to success for the student and their return to the workforce.</p>	<p>SUGGESTED UNIT TIMELINE: 2nd semester of school year</p> <p>CLASS PERIOD (min.): 50 min.</p>					
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What level of technical competency is the employing community seeking in a new employee? 2. What risks or restrictions does the employer face in the banking community who are not necessarily an issue in other businesses? (e.g.: age, criminal record, times available to work) 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Students placed into internships will be monitored for performance success.					CD.V.1 CD.V.2 CD.V.3	4
2. Coordination between educator and business supervisor will be conducted at least monthly throughout the internship. Evaluate performance and correct any deficiencies. Mentor for success.					CD.V.1 CD.V.2 CD.V.3	4
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p>						

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<p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1,2	1. Instructors will build relationships with local banks and credit unions to inform them that our program offers students experience with money handling, internal control procedures, and business manners. Use Advisory Council as placement resources.
1,2	2. If the school has a sponsoring bank, encourage them to participate in an internship placement, however any bank or credit union is a prospective placement location.
1,2	3. The instructor will sit with the intern weekly to provide advice and give feedback to challenges faced in the banking workplace. Any warning signs will be addressed with the sponsoring bank manager on a one on one basis.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1,2	1. Students will apply for internship positions whenever any opening for a teller becomes available. Use the resume developed to apply for a student bank position and the developed skills that come from money handling and transaction activity to apply for a position at a bank.
1,2	2. Students will be evaluated every thirty days by the sponsoring bank and the course instructor. The student serving an internship should give the banking class a weekly rundown of lessons learned.
1,2	3. At the ninety day mark of internship, the intern will be evaluated for fully trained status. Experience has indicated that interns are retained as regular employees almost always.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Textbook suggestion: Banking & Financial Systems, 2013 by The Goodheart-Willcox Company, Inc.: print 139781605257785 Textbook suggestion: Personal Finance, 2012 by Kapoor, Dlabay, Hughes - McGraw-Hill: print 139780073530697 Textbook suggestion: Banking Systems, 2nd edition 2010, Cengage Learning: eText 139781439028483, print 139780538449281</p> <p>Resources @ MCCE: BE DVD ROM 11 - Partnership Prospecting for Chapter Advisors</p>	

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Rich King

SPOKANE, WA, ACUMEN DEVELOPMENT SYSTEMS, INC., 2004.

DVD ROM — This DVD program details a step-by-step approach to help chapter advisors focus in on and call upon select area companies to secure financial and in-kind donations, mentors for student officers, coaches to help prepare members for competitions, internships to provide invaluable work experience, regular speakers, volunteers, and more! The program takes Chapter Advisors through the prospecting process to include sorting opportunities; making an initial, compelling contact; follow-up telephone contact skills; and getting an appointment with a decision-maker.

C&E DVD ROM 24 - Career Exploration & Planning: What Will I Do With My Life?

LINX Educational, Inc.

JACKSONVILLE BEACH, FL, LINX EDUCATIONAL, INC., 2003.

DVD ROM — This program helps the viewer look at ways to explore career fields to learn more about the options. It tells how to assess interests, skills, and abilities and suggests ways to use the "Occupational Outlook Handbook" and "O*NET Guide" to match up with the right career. Then it shows how to begin planning for the career you want...what education or training is needed, any licensing or certification required. Suggests job shadowing, internships, volunteering, and part-time jobs to learn more about a career field. Grades 6-12. 25 minutes.

C&E 10.0050 CDJS24 - Creating Your High School Portfolio: A Guide for Documenting and Planning Your Education, Career, and Life, Third Edition

The Editors @ JIST

INDIANAPOLIS, IN, JIST PUBLISHING, 2009.

BOOK — Student guide for planning and documenting their education and future. Worksheets and activities take students through self-assessment, education and career planning, and portfolio development (including electronic portfolios). Shows how to create a unique portfolio that showcases performance, special skills, course accomplishments, and other successes. Students also learn how to begin a professional portfolio. Can be used as a complete curriculum or as part of a course or program that includes portfolio development.