

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

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

| COURSE INTRODUCTION | | | |
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| <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 | | |
| 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. | 2 nd semester of school year | | |
| | CLASS PERIOD (min.) | 50 min. | |
| ESSENTIAL QUESTIONS | | | |
| 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 | | NBEA STANDARD | 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 |
| OBJ. # | INSTRUCTIONAL STRATEGIES | | |
| 1, 2 | 1. The teacher 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 teacher will sit with interns 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. | | |

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| OBJ. # | INSTRUCTIONAL ACTIVITIES |
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| 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, student interns will be evaluated for fully trained status. Experience has indicated that interns are retained as regular employees almost always. |