

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

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

<b>COURSE INTRODUCTION</b>			
<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>			
<b>UNIT DESCRIPTION</b>	<b>SUGGESTED UNIT TIMELINE</b>		
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		
	<b>CLASS PERIOD (min.)</b>	50 min.	
<b>ESSENTIAL QUESTIONS</b>			
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?			
<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>	<b>NBEA STANDARD</b>		<b>DOK</b>
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>
<p><b>OBJ. #    INSTRUCTIONAL STRATEGIES</b></p>			
<p>1, 2</p>	<p>1. The teacher will 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.</p>		
<p>1, 2</p>	<p>2. The teacher leads a 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.</p>		
<p>1, 2</p>	<p>3. The teacher will 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.</p>		
<p><b>OBJ. #    INSTRUCTIONAL ACTIVITIES</b></p>			
<p>1, 2</p>	<p>1. Students will 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)</p>		
<p>1, 2</p>	<p>2. Students will be interviewed by sponsoring bank managers. Students are to come prepared with a resume and cover letter to demonstrate acquired lesson knowledge.</p>		
<p>1, 2</p>	<p>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.</p>		