

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

GRADE LEVEL/UNIT TITLE: 11-12/Unit 4 - Banking Transaction

<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 process of learning to handle, count, and account for cash is taught in this unit. The recording of transactions is an essential part of learning banking via a manual record keeping.		4 weeks and throughout year		
		<b>CLASS PERIOD (min.)</b>		
		50 min.		
<b>ESSENTIAL QUESTIONS</b>				
1. How do you protect customer funds and ensure the safety of moneys? 2. What are the methods of transactions? 3. Is it always in the form of currency? 4. Is your deposited money sitting somewhere waiting for you?				
<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>		<b>NBEA STANDARD</b>		<b>DOK</b>
1. Define terminology related to deposit functions and compare and contrast other financial institutions		PF.VI.1 PF.VI.2 PF.VII.1	PF.VII.2 PF.VII.3-4	3
2. Identify type and ownership of accounts (Apply each type of account to differing situational needs and discuss)		PF.VI.1 PF.VI.2		2
3. Explain the authority to open accounts (age and independent status) and access to those accounts		PF.VI.1 PF.VI.2		3
4. Classify the types of deposit items used in a bank and the purposes of each		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 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

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5. Illustrate how customers make deposits. Demonstrate the types of deposits, withdrawals, and other demand items (check cashing) and how to process them.	PF.VI.1 CD.IV.B.1 CD.V.A.3 PF.VI.2 CD.IV.B.2 CD.V.A.4 CD.IV.A.1 CD.IV.B.3 CD.V.B.1 CD.IV.A.2 CD.IV.B.4 CD.V.B.2 CD.IV.A.3 CD.V.A.1 CD.V.B.3 CD.IV.A.4 CD.V.A.2 CD.V.B.4	3
6. Explain the right way to count and account for cash. Demonstrate cash handling and accompanying recordkeeping criteria and specifications.	PF.VI.1 CD.IV.B.1 CD.V.A.3 PF.VI.2 CD.IV.B.2 CD.V.A.4 CD.IV.A.1 CD.IV.B.3 CD.V.B.1 CD.IV.A.2 CD.IV.B.4 CD.V.B.2 CD.IV.A.3 CD.V.A.1 CD.V.B.3 CD.IV.A.4 CD.V.A.2 CD.V.B.4	4
7. Identify various careers in business finance and specifically banking.	CD.II.A.1 CD.II.A.2 CD.II.A.3 CD.II.A.4	3
<b>OBJ. #</b>	<b>INSTRUCTIONAL STRATEGIES</b>	
1-6	1. The teacher will illustrate and model the operation of a student run bank whereby the bank provides the practice and method of manual transactions and cash handling experience within a typical bank. This kinesthetic activity provides the essential skills desired by employers.	
2-6	2. The teacher will provide students examples of the changes in money over time, the challenges faced by banks from photocopied currency, and cashier's checks including the money scams experienced via the internet, identity theft, and EBay scam.	
5, 6	3. The teacher will illustrate the accounting principles of banking with the manual forms to accomplish each sample transaction for deposits, withdrawals, opening accounts, loans, check cashing functions. Create and practice transaction exercises prior to opening the student run practicum. (prior to opening a student run bank or in lieu of that activity, students may use monopoly money and record all transactions which then approximate banking activity – but they need the practice of real money)	
5-7	4. The teacher will demonstrate money handling procedures and the security presentation of the transfer activity, and counterfeit checks and currency with internet based video support.	
<b>OBJ. #</b>	<b>INSTRUCTIONAL ACTIVITIES</b>	
4-7	1. Students will create counterfeit checks in order to understand how easy it is to use the computer resources of today and why it presents such a challenge to banks and business. (although not inherently obvious of the wisdom for this exercise, it is important for students to understand how easy it is to produce a printed check that is a quality product that would fool many tellers and cashiers) Explore and write about security functions with the Federal Reserve, The Treasury Department, and the Secret Service	

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2-6	2. Students will operate a student bank with most transactional activity of a small community bank. (This student bank will not create its own checking accounts. (Only: savings accounts, loans, and change services) (see notes under resources for cautions)
5, 6	3. Students will practice money handling by extensive counting practice prior to operating a student bank. Additionally, practice money counting services for student and staff money making activities for which a fee is charged (example: \$1 per counting service). Loan services are provided by the student bank for student field trips, or technical center fee based projects for which fees are charged and some students need loans to front load cost of field trip or activity.