

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

GRADE LEVEL/UNIT TITLE: 11-12/Checking & Debit

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	
Define and explain obligations of the parties for checks and debit draws with the resulting clearing and financial responsibility, endorsement requirements, clearing procedures, statements, dishonored items, fraud by check, identity theft, bank fees	4 weeks	
	CLASS PERIOD (min.)	50 min.
ESSENTIAL QUESTIONS		
<ol style="list-style-type: none"> 1. What is a negotiable instrument? 2. In comparing and contrasting the various types of negotiable instruments, what elements of checking and notes dictate a reliable and secure method of payment? 3. How do you detect check fraud, note fraud, and internet commerce fraud? 		
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	NBEA STANDARD	DOK
1. Define and understand the terminology related to payable items	PF.VI.1 PF.VI.2 PF.VI.3-4	2
2. Identify and familiarize with encoding and proofing of payable items and vulnerabilities	PF.VI.1 PF.VI.2 PF.VI.3-4	2
3. Identify and familiarize Item capture and sorting	PF.VI.1 PF.VI.2 PF.VI.3-4	2
4. Introduce clearing alternatives and the history of payables clearing from Fed check processing and facsimile filing now used	PF.VI.1 PF.VI.2 PF.VI.3-4	3
5. Understand the receipt timing and process by the paying bank	PF.VI.1 PF.VI.2	2

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		PF.VI.3-4	
6.	Summarize the Document examination, counterfeit currency and other fraudulent payable items	PF.VI.1 PF.VI.2 PF.VI.3-4	3
7.	Elaborate on statements for customers, hidden costs associated with services	PF.VI.1 PF.VI.2 PF.VI.3-4	4
8.	Explain the dishonored items process and fee policies often used by banking. Ensure students understand fee avoidance measures	PF.VI.1 PF.VI.2 PF.VI.3-4	4
9.	Explain negotiable instruments and differentiate	PF.VI.1 PF.VI.2 PF.VI.3-4	3
OBJ. #	INSTRUCTIONAL STRATEGIES		
1-3	1. The teacher will lead instruction from banking text on specifics of various negotiable instruments. Differentiate between the various types of means of making payment. Use YouTube website to demonstrate the payment process. Explain and demonstrate each informational component part of a check and credit card.		
2, 6	2. The teacher will demonstrate actions necessary for robbery prevention and mitigation. The sponsoring bank will likely have counterfeit currency on occasion that is due to be forwarded to the Fed. Ask the bank to show any counterfeit currency to the class whenever they have any in possession.		
1, 4, 7, 8	3. The teacher will lead discussion about bank fees and where banks earn revenue in the post 2008 economy where loans are either scarce or government sourced or backed. Refer to handout (The Use of an ATM at College - Word file enclosed)		
OBJ. #	INSTRUCTIONAL ACTIVITIES		
1, 3, 6, 7	1. Students will research and write about what are Smart Cards and with their convenience, do they pose any security issues? Discuss and debate.		
1, 2, 6	2. Students will use Word, Desktop Publisher, or PPT to create as realistic a check as they can. (example enclosed) They will see that a check created within the class would pass most tests of appearance to the real thing. It will make them aware and wary of accepting checks at glance.		
4-7	3. Students will research the various vulnerabilities of identity theft. Write each on the board and discuss on how to reduce the vulnerability. (cell phone – signal interception, physical theft of info on cell phone, cell phone contacts lead to burglary or bank info compromise, check header should differ from signature, when paying credit card bill, enter only last four digits of number, cross cut shredder instead of spaghetti shredder, database mining for personal info, stored personal information on copier machines, etc.) Cooperative learning opportunity is available –most students know someone who has been the victim of identity theft. Encourage discussion of how to avoid by sharing stories.		

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2, 6	4. Students will be engaged in an exercise with the sponsoring bank on bank robber identification. During a bank visit and orientation, arrange a brief visit by another bank employee who hands a note to the presenter without speaking and leaves. About three minutes later, indicate that the bank has just been robbed by a person who passed a note to this presenter. Ask students to identify this person as clearly as they can. (see attached form: CommercialRobberyIDForm.pdf) Discuss as after action.
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