

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Unit 1 - Federal Reserve System

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.

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Unit 1 - Federal Reserve System

Course Code: 034303

CIP Code: 52.0803

<p>UNIT 1, DESCRIPTION: Describe why and how the Federal Reserve System was created and its regulatory powers. List the services offered by the Federal Reserve and explain its impact on the banking system. Explain the weaknesses of the early banking system; define the Impact of the Great Depression on the banking system and the resulting legislation.</p>	<p>SUGGESTED UNIT TIMELINE: 3 weeks</p> <p>CLASS PERIOD (min.): 50 min.</p>					
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. Why is it important to have banks in a modern society? 2. What is the structure of the banking system and why do students care about learning about how banking systems function? 3. Why does a nation need a central bank? 4. What role does our modern financial system have in International commerce? 5. What are the major categories of financial services? 6. What statistical benchmarks are used in our everyday lives in banking, government, and other financial systems? 7. What major economic events in this country have shaped modern banking? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER NBEA Standards	DOK
<p>1. Define terminology related to cash control and banking activities.</p>				<p>RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.8</p>	<p>PF.VI.1 PF.VI.2</p>	2
<p>2. Introduce banking's role in the economy. Why are banks important to the economy? Familiarization with The Great Depression, the National Bank Act, and the Federal Reserve Act of 1913 and their roles in the economy.</p>				<p>RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.8</p>	<p>ECON.III.1 ECON.III.2 ECON.VII.1 ECON.VII.2 ECON.VII.3 ECON.VII.4</p>	4

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Unit 1 - Federal Reserve System

Course Code: 034303

CIP Code: 52.0803

3. Introduce the various types of financial institutions.					ECON.III.2 ECON.III.3 ECON.III.4	2
4. Learn about careers in banking and the Federal Reserve System and its control of interest rates and money supply.					ECON.III.2	4
5. Illustrate the development of US banking over time.					ECON.VIII.1 ECON.VIII.2 ECON.VIII.3 ECON.VIII.4 PF.VI.1 PF.VI.2	3
6. Introduce the Federal Deposit Insurance Corporation and the changes in banking philosophy and the long term low interest rates and what it foretells.					ECON.VIII.1 ECON.VIII.2 ECON.VIII.3 ECON.VIII.4	2
<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> <p>See Appendix A, Unit 1 Lesson Plan sequencing See Appendix B, Unit 1 Lesson Plans See Appendix C, Unit 1 Assessments See Appendix D, Vocabulary</p> <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, 2,5,6	1. Using Federal Reserve of St. Louis website, explain the purposes of research data and scope. Compare various economic indicators.					
1	2. Explain the theory of money supply and money multiplier effect of banks. Model the Rule of 72.					

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Unit 1 - Federal Reserve System

Course Code: 034303

CIP Code: 52.0803

1,3,4	3. Model the functioning of banks with a Bank tour of local bank with explanations and demonstrations of functions and duties.
3	4. Compare and contrast banks, credit unions, finance companies, mortgage companies, pay day loans, pawn shops, and owner financed activities.
5	5. Introduce, review and analyze the reading of chapter one of Money Mischief by Milton Friedman pertaining to stone money on the Island of Yap.
2,5	6. Play excerpts of “It’s a Wonderful Life” movie and discuss its implications on the role of banking and the depth of the Great Depression. Identify the causes of The Great Depression and discuss. Adapt those experiences to the current economic problems.
2,5	7. Review the economic timeline with the Government’s intervention in 2008 and 2009 with economic stimulus to the banking industry. Deduce the cause and effect relationships.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1,2,4,5	1. Explore all parts of Federal Reserve website. Each student will pick or be assigned a function to explain to others. (Reserves requirement by banks, culling worn out currency from circulation, source of different
2,4	2. Students will research the Federal Reserve Bank website and report on advantages, disadvantages, pitfalls, and costs associated with the data gathered for use by individuals, companies, and other parts of the government.
1,2	3. Direct students to shadowstats.com website and assign written project and subsequent oral report based upon topics covered on the site. (ex: inflation, money supply, unemployment, participation rate, etc.) Students will pick one topic each and present same to the class and why this particular statistic is important.
2,6	4. Students will explore the major events of this country’s economic history and what impact it has had on our financial lives. Assess by student written product at conclusion.
UNIT RESOURCES: (include internet addresses for linking)	
Supplemental reading: Money Mischief by Milton Friedman, chapters 1 and 2	
Millionaire Next Door by Thomas Stanley and William Danko	

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Unit 1 - Federal Reserve System

Course Code: 034303

CIP Code: 52.0803

Youtube clips of “It’s a Wonderful Life”

<http://www.investopedia.com/terms/r/ruleof72.asp>

<http://www.moneychimp.com/features/rule72.htm> (Rule of 72 chart as well as compound interest rate calculator)

<http://www.stlouisfed.org/> (use throughout course – research materials, lesson plans, and projects) Can arrange tours too.

<http://www.shadowstats.com/>

See attached files: Banking Quiz on Great Depression

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

RESOURCES @ MCCE:

BE VIDEO 199 - The Fed Today

Federal Reserve Bank of Philadelphia

PHILADELPHIA, PA, FEDERAL RESERVE BANK OF PHILADELPHIA.

VIDEO — This 13 minute video covers the Fed's history from its creation in 1914 to the technological innovations of 21st century banking. It explores the structure of the Fed as well as monetary policy, banking supervision, financial services, and more.

BE 10.0102 B764 - Teaching Financial Crises

Brett Burkey, Fick Fenner, Cheryl H. Morrow, M. Scott Niederjohn

NEW YORK, NY, COUNCIL FOR ECONOMIC EDUCATION, 2010.

BOOK — This publication is a standards-based set of 8 lessons concerning critical issues related to financial crisis and the volatility that has accompanied recent, as well as historic, economic events. The resource has been aligned to economics content standards; and was written to include evergreen lessons that allow them to be of continual use—while germane to teaching about the recent crisis it is not simply applicable to current events topics in classrooms (which ultimately become outdated); and it is comprised of a variety of approaches to encourage higher-order thinking skills designed to assist students to engage in effective decision-making, undertake reasoned approaches to economic analysis, efficiently solve complex problems, and apply critical thinking skills.

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Unit 1 - Federal Reserve System

Course Code: 034303

CIP Code: 52.0803

BE 10.0102 L951 - Focus: International Economics

Gerald J. Lynch, Michael W. Watts, Donald R. Wentworth, Harlan Day, Jane Lopus, Charles Noussair, Caryn Kikta, Daniel Vazzanna
NEW YORK, NY, NATIONAL COUNCIL ON ECONOMIC EDUCATION, 1998.

BOOK — Examines basic concepts and issues in international economics. 20 lessons organized around several major content themes: international economics; global production and competition; exchange rates and issues in international finance; free trade vs. protectionism; international economic development; and, economic systems

BE 10.0102 M115 - Focus: Economic Systems

Sarapage McCorkle, Bonnie T. Meszaros, Sandra J. Odorzynski, Mark C. Schug, Michael Watts, George Horwich
NEW YORK, NY, NATIONAL COUNCIL ON ECONOMIC EDUCATION, 2002.

BOOK — Redefines the approach to teaching about different types of economic systems in light of the breakup of the former Soviet Union and market reforms now underway in many nations that were, until recently, the most important examples of centrally planned economies. 12 lessons compare the institutional arrangements that form the foundation of different nations' economic systems revealing a wide range, from largely individualistic and market-oriented approaches to a considerable degree of governmental intervention in the overall economy.