

## DESE Model Curriculum

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

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.

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<b>UNIT 4, DESCRIPTION:</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.		<b>SUGGESTED UNIT TIMELINE: 4 weeks and throughout year</b>				
		<b>CLASS PERIOD (min.): 50 min.</b>				
<b>ESSENTIAL QUESTIONS:</b>						
<ol style="list-style-type: none"> <li>1. How do you protect customer funds and ensure the safety of moneys?</li> <li>2. What are the methods of transactions?</li> <li>3. Is it always in the form of currency?</li> <li>4. Is your deposited money sitting somewhere waiting for you?</li> </ol>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER NBEA	DOK
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	3

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					<p>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</p>	
<p><b>5.</b> Illustrate how customers make deposits. Demonstrate the types of deposits, withdrawals, and other demand items (check cashing) and how to process them.</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                  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"><b>3</b></p>

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<p><b>6.</b> Explain the right way to count and account for cash. Demonstrate cash handling and accompanying recordkeeping criteria and specifications.</p>				<p>N.Q-1 N.Q-2 N.Q-3</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 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"><b>4</b></p>
<p><b>7.</b> Identify various careers in business finance and specifically banking.</p>				<p>RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.8</p>	<p>CD.II.A.1 CD.II.A.2 CD.II.A.3 CD.II.A.4</p>	<p align="center"><b>3</b></p>
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p>  <p><b>*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 #.)</b></p>						
<p><b>Obj. #</b></p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based):</b> (Teacher Methods)</p>					

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1,2,3,4,5,6	<b>1.</b> 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.
2,3,4,5,6	<b>2.</b> 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	<b>3.</b> 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)
5,6,7	<b>4.</b> 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: (What Students Do)</b>
4,5,6,7	<b>1.</b> 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
2,3,4,5,6	<b>2.</b> 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	<b>3.</b> Students 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.
<b>UNIT RESOURCES: (include internet addresses for linking)</b>	
A complete manual printed form set for typical banking transactions is essential to practicing banking procedures. This includes: cash in, cash out, deposit form with multiple scenario (cash back with deposit, checks and partial deposit, etc), withdrawal, loan disbursement, loan payment,	

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change orders, deposit slips – bank provided, account application, loan application.

Cautions: Student banks should not offer any form of a checking account program. This is due to difficulty in ensuring the academic environment exercise of check activity doesn't seep into the community by mistake with a paper check intended for school practice activity.

See attached C020 Deposit Form (student bank deposit into savings form sample)

See attached C030 Withdrawal Form (student bank withdrawal from savings form sample)

See attached G010 Cash Out/Generic Credit Form (student bank form used for distributing cash or recording a credit ledger account entry)

See attached G020 Cash In/Generic Debit Form (student bank form used for receiving cash or recording a debit ledger account entry)

See attached R010 Deposit Receipt (student bank form used for providing a customer with a receipt for a savings deposit)

See attached L050 Loan Agreement (Excel)

See attached Savings Trial Balance Report (tracks savings account balances, loan status, and interest payments)

See attached Listing of Bank Services

See attached T010 Teller Transaction Log (initial debit and credit balance)

See attached T020 Teller Cash Count (modify form if bank counting services are provided for other organizations) (charge modest fee for counting services for others)

See attached Chart of General Ledger Accounts

See attached Chart of Transaction Codes

See attached student bank position assignment list (will vary depending upon the number enrolled)

See attached Student Bank Duty Descriptions

See attached PowerPoint file on student bank accounting procedures (proprietary to US Bank)

See attached Files: 2012 Student Bank Positions, Generic Scoring Rubric – Short Answer, Internet Research Scoring Guide, Scoring Guide for Student Products, Coffee Shop Invoice Example, Financial Literacy Quiz – Pretest

The shortchange con Go to Youtube: Subject: SSS (1 of 14) - How the shortchange con works

**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, 2<sup>nd</sup> edition 2010, Cengage Learning: eText 139781439028483, print 139780538449281**

### **Resources @ MCCE:**

**BE DVD ROM 29.1 - Banks: A User's Guide**

Learning Seed

CHICAGO IL, LEARNING SEED, 2006.

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DVD ROM — This program helps viewers understand the basic principles of banking and teaches the basic skills needed to manage money: both the "why" and the "how". From the origins of money and banking, through the basics of checking, savings, and lending, viewers learn about the core functions of a bank, and how these fundamentals affect their daily lives. More than just numbers, the flow of money from depositor to bank to borrower and back again is clearly illustrated. Also covered; debit cards, EFT, online banking, and ATMs. 25 minutes.

### **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.