



TENNESSEE DEPARTMENT OF

**EDUCATION**

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## Banking and Finance

<b>Primary Career Cluster:</b>	Finance
<b>Consultant:</b>	Joy Smith, (615) 532-6248, <a href="mailto:Joy.Smith@tn.gov">Joy.Smith@tn.gov</a>
<b>Course Code(s):</b>	5899
<b>Prerequisite(s):</b>	<i>Personal Finance</i>
<b>Credit:</b>	1
<b>Grade Level:</b>	11-12
<b>Graduation Requirements:</b>	None
<b>Programs of Study and Sequence:</b>	This is the capstone course in the <i>Banking and Finance</i> program of study.
<b>Necessary Equipment:</b>	Computer laboratory
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> ; FBLA: <a href="http://www.fblatn.org">http://www.fblatn.org</a> Sarah Williams, (615) 532-2829, <a href="mailto:Sarah.G.Williams@tn.gov">Sarah.G.Williams@tn.gov</a>
<b>Coordinating Work-Based Learning:</b>	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit <a href="http://www.tn.gov/education/cte/wb/">http://www.tn.gov/education/cte/wb/</a> .
<b>Available Student Industry Certifications:</b>	None
<b>Dual Credit or Dual Enrollment Opportunities:</b>	There are local dual credit opportunities available for this course, such as through Nashville State Community College.
<b>Teacher Endorsement(s):</b>	030, 033, 035, 039, 052, 054, 201, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="http://www.tn.gov/education/cte/Finance.shtml">http://www.tn.gov/education/cte/Finance.shtml</a>

### Course Description

*Banking and Finance* is designed to challenge students with real-world banking and financial situations through a partnership with a local financial institution. This business partnership should provide resources for faculty and students that include but are not limited to mentors, seminars, and hands-on experience with day-to-day banking operations. Completion of this course provides students with a foundation for continued education in finance and business administration, specializing in occupations that support banking and financial institutions. Standards in this course are aligned with Tennessee

Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee Common Core State Standards in Mathematics.\*

## Program of Study Application

This is the capstone course in the *Banking and Finance* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Finance website at <http://www.tn.gov/education/cte/Finance.shtml>.

## Course Standards

### Introduction to Banking

- 1) Define the term *financial institution*. Compare and contrast the types of financial institutions (e.g., commercial banks, credit unions, savings and loans institutions, money center banks) and their major functions, services, and roles with the U.S. banking system; explain their impact on the economy and individual communities. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 4, 9)
- 2) Investigate the origins and purpose of banking. Explore the history of banking systems from ancient to modern times, evaluating models, milestone events, court decisions, and legislation that contributed to the system used by the United States today. Develop a timeline of major milestones in U.S. banking history. Prepare a presentation on one milestone event to illustrate its impact on banking, citing textual evidence to support the facts in the presentation. (TN CCSS Reading 1; TN CCSS Writing 7, 9)

### Money

- 3) Identify the characteristics and functions of money as well as the measures used by the Federal Reserve to calculate the money supply. Describe how money is created, valued, and exchanged. Using data from textbook(s) and/or industry publications and media, research and explain how banks make money focusing on the role of savers and borrowers, interest, and the fractional reserve system, citing evidence from the text. (TN CCSS Reading 1, 5, 9; TN CCSS Writing 2, 4, 8, 9)
- 4) Articulate the purpose, functions, and organization of the Federal Reserve System by describing its structure, including the role of the Board of Governors and Reserve Bank Districts and branches. Identify the Reserve Banks and branches that serve communities in Tennessee and explain how members of the Board of Governors are selected. (TN CCSS Reading 2; TN CCSS Writing 2, 4, 9)
- 5) Prepare an informative narrative explaining the chief objectives of American monetary policy, citing specific textual evidence to support analysis. Describe how the Federal Reserve maintains stability of the U.S. financial system by targeting and managing monetary policy. (TN CCSS Reading 1, 2; TN CCSS Writing 2, 4)

### Banking Regulations and Consumer Protection

- 6) Research and report on legislation and regulatory changes that have affected financial services and products in the U.S., including the Depository Institutions Deregulation and Monetary



Control Act of 1980; Gramm-Leach-Bliley Act (also known as the Financial Services Modernization Act of 1999); the Check Clearing for the 21st Century Act (also known as Check21); and Reserve Requirements. (TN CCSS Reading 2; TN CCSS Writing 7)

- 7) Identify and describe significant legislation and policies associated with credit and consumer protection, including Federal Deposit Insurance Corporation and National Credit Union Association Deposit Insurance Limits; Credit Card Accountability, Responsibility, and Disclosure Act of 2009; the Dodd-Frank Wall Street Reform and Consumer Protection Act; the Truth in Lending Act; and, the Fair and Accurate Credit Transactions Act. (TN CCSS Reading 2, 4; TN CCSS Writing 9)
- 8) Investigate banking rules and regulations; research and describe the relationship between local banks and their regulators (e.g., Federal Deposit Insurance Corporation, Office of the Comptroller of the Currency, Federal Reserve, National Credit Union Administration, Tennessee Department of Financial Institutions, Consumer Financial Protection Bureau) and how each contributes to stability in the financial markets, reinforces public confidence in the banking system, and compliance with applicable laws . (TN CCSS Reading 1, 5; TN CCSS Writing 4, 9)

### **Financial Services and Products**

- 9) Research financial services and products available across the financial services industry then compare and contrast the benefits and costs of common deposit accounts as well as other products and services, including investment tools. Given a scenario, craft an argumentative essay supported by evidence about selecting a specific financial account or service that will best meet the need of a prospective customer. (TN CCSS Reading 1, 9; TN CCSS Writing 1, 4, 6, 7, 9)
- 10) Investigate technological advances that have impacted the financial services industry. Working in student groups, prepare an informative presentation for community members about the evolving landscape of e-banking, including security and efficiency considerations. (TN CCSS Reading 2, 9; TN CCSS Writing 4, 8, 9)
- 11) Simulate or conduct procedures for student and teacher or mock customers. Prepare financial statements and determine efficient and confidential means of distributing statements, ranging from e-banking options to in-person transactions. Demonstrate proficiency in performing account reconciliation. Using a spreadsheet, perform and analyze the compound interest function. (TN CCSS Reading 3; TN CCSS Writing 4, 6; TN CCSS Math N-Q, A-CED, A-SSE, F-IF)

### **Credit**

- 12) Explore the concept of credit and articulate the importance of the credit function to society. Working in groups, debate the advantages and disadvantages of credit by crafting claim(s) and counterclaim(s), citing specific textual evidence from news media, professional analyses and scholarly commentary. (TN CCSS Reading 1; TN CCSS Writing 1, 9)
- 13) Explore credit and lending functions and products available from both traditional and nontraditional (e.g., payday loan) lenders. Compare and contrast the types of loans commonly available to consumers. Assess credit options as they relate to loan applications and design an electronic spreadsheet or utilize an online credit calculator for calculating the cost of credit



options. Demonstrate the entire loan process from customer inquiry through funding, including the evaluation of risk, debt to loan ratio, and payment delinquencies. (TN CCSS Reading 2, 3, 4, 6, 9; TN CCSS Writing 4, 9; TN CCSS Math N-Q, A-CED, A-SSE, F-IF)

- 14) Citing information from at least one of the three major credit reporting agencies, describe credit reports and credit scores; explain the impact of credit history on a customer's ability to secure credit, identifying key factors that influence one's credit score, such as paying bills on time. Analyze a sample credit report; interpret how the contents may affect a borrower's credit score, borrowing opportunities, and cost of credit; and, evaluate the credit risk to the financial institution. Role-play the part of a bank credit counselor in a scenario instructing a denied applicant ways to improve his or her credit score. (TN CCSS Reading 1, 8, 9; TN CCSS Writing 4, 9)

### **Bank Management, Policies, and Procedures**

- 15) Research the management and operations structure of a financial institution. Identify key banking positions such as branch managers, compliance officers, loan officers, finance managers, wealth advisors, and financial services specialists and describe their primary functions and responsibilities. Examine financial institution policies and procedures. Draft policies and procedures governing the day-to-day operations of a school-based or simulated financial institution based on the policies and procedures research and a survey of student body requests. Determine profit objectives and roles of employees (students) in the financial institution. (TN CCSS Reading 2; TN CCSS Writing 4, 9)
- 16) Explore the role of customer service in the financial services industry. Explain in a written narrative the impact of effective customer relations, including the importance of developing relationships, building rapport and trust, matching products and services to a customer's needs, and maintaining customer confidentiality. Provide examples of positive customer service through role-play activities with fellow classmates. (TN CCSS Reading 2, 4; TN CCSS Writing 2, 9)
- 17) Through a school-based financial institution, role-play situation, or student organization competitive event, conduct banking operations or simulate scenarios to demonstrate mastery of critical thinking, customer service, effective communication, security measures, and related employability skills that are considered essential workplace behaviors in the banking industry. Research workplace issues that may jeopardize customer privacy and confidentiality. Write an informative narrative explaining the importance of ethics and the fiduciary duty between banking professionals and their customers. (TN CCSS Reading 2; TN CCSS Writing 2, 4, 9)

### **Marketing Strategies Used by Financial Institutions**

- 18) Identify specific marketing segments for financial institutions; select a banking product and determine whether mass or targeted marketing strategies would be most effective in reaching the product's intended customers. Conduct an analysis of multiple case studies to draw conclusions and justify the strategic decision in writing. Develop a marketing presentation targeted at students and teachers related to the school-based or simulated financial institution and/or a specific product/service it offers. (TN CCSS Reading 4, 6, 9; TN CCSS Writing 2, 4, 6)



- 19) Analyze the impact of competition among financial institutions in the local community; identify the competitive advantages and disadvantages of products and services offered and make recommendations for a shift in marketing strategies, message, and/or pricing based on the research and observations. (TN CCSS Writing 2, 7)

### **Financial Industry Career Options**

The following can be undertaken in a school-based financial institution, a worksite learning experience, or through simulations of either.

- 20) Evaluate the diverse careers in banking and finance, including bank managers, loan officers, investment bankers, private client advisors, and similar positions. Complete a career interest inventory and use online resources such as the Bureau of Labor Statistics Occupational Outlook Handbook, Jobs4TN, and the websites of financial institutions, regulators, and/or other related organizations to research employment opportunities. Based on interests and skills, identify relevant careers and determine the educational, experience, and licensure/credentialing requirements. (TN CCSS Reading 2, 9; TN CCSS Writing 7, 9)
- 21) Conduct a job search or simulate the experience by researching employment options. Prepare a resume suited for employment searches in the banking industry. Participate in a mock interview with a financial institution, human resources department and /or through participation in student organization competitive events. Participate in job shadowing, internships, and/or career events at a financial institution or other related organization. Keep a journal documenting major worksite experiences and write a letter of thanks to the businesses upon completion of work-based learning experiences. (TN CCSS Reading 7; TN CCSS Writing 4)
- 22) Explore expectations of working in the financial services industry. Participate in face-to-face presentations or videoconferences with financial industry guest speakers to better understand real-world banking operations, employer expectations, and insight into careers in the industry. Construct interview questions to pose to industry guests. In groups, review the employee handbook of a financial institution. Identify additional expectations and draft an employee handbook for a school-based or simulated financial institution. Adopt the elements of the school-based or simulated financial institution handbook by class consensus. (TN CCSS Reading 6; TN CCSS Writing 4)



## Standards Alignment Notes

\*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
  - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- TN CCSS Math: [Common Core State Standards for Mathematics](#); Math Standards for High School: Number and Quantity, Algebra, Functions, Statistics and Probability.
  - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project-based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative, algebraic, functional, and statistical reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

