

Internship (BTMF)

Course Description

This course will provide students with opportunity to apply the new knowledge gained from Banking and Finance with an emphasis on credit union operations, management and logistics. Students will experience hands teller opportunities, individual career roles and responsibilities and measurable outcomes. Course content will align with the Structured Learning Experience program via NJDOE. Students will learn key banking and business terminology, financial literacy knowledge and career exploration within the banking industry. Students will have opportunities to demonstrate and apply a high level of academic attainment; develop career goals; and develop personal/social skills and goals.

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Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Career Awareness, Exploration, and Preparation	approx. 9 weeks
Unit 2	Career Education and Marketing	approx. 9 weeks
Unit 3	Personal Financial Literacy and Preparation	approx. 9 weeks
Unit 4	Career Readiness and Portfolio Building	approx. 9 weeks

Educational Technology Standards

8.1.12.A.3, 8.1.12.D.1, 8.1.12.F.1

➤ Technology Operations and Concepts

- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Example from unit: Students will create a professional marketing plan.

➤ Digital Citizenship

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Example from unit: Students will correctly cite all utilized research, as well as identify appropriate sources.

➤ Critical Thinking, Problem Solving, Decision Making

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Example from unit: Students will assess available school technology and determine most appropriate for their marketing plan.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example from unit: Students will work in teams on Marketing plans, per the direction of their worksite superiors.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example from unit: Students will articulate what is required of effective marketing, as custom to the needs of the employer.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Example from unit: Students will investigate and research impact of environmental and social impact marketing has on society.

Career Ready Practices

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Example from unit: Students will utilize technology to develop thorough marketing plans, per the needs of their employer.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example from unit: Students will work collaboratively among each other and employers, to produce effective marketing strategies.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/assignments, and tutorials outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Video lessons online 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Video lesson • Spell-checker • Text speech software 	<ul style="list-style-type: none"> • Adjusted rubrics for projects • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Differentiated Instruction

Strategies to Accommodate Students Based on Content-Specific Needs

- Paired instruction, on-site and in-classroom
- Frequent one-on-one reviews of Structured Learning Experience goals and objectives
- Frequent revision of Structured Learning Experience goals and objectives
- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home, school and SLE site
- Small group instruction

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Presentation of workplace readiness skills acquired
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Industry-applicable DBQs, Essays, Short Answer
- Spot site visits and demonstrations/role-plays
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Game Analysis
- Create an Original Song, Animation, Board Game

Interdisciplinary Connections

English Language Arts

- Close reading of industry-related content (NJSLSA.R1)
- Develop a Marketing Promotional Plan (NJSLSA.W2)

Social Studies

- Research the history of careers in field of site assignment (6.1.12)
- Research prominent historical individuals in a given industry/profession (6.2.12)

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry (1.2.12)
- Create a brochure for a specific industry (1.2.12)

Math

- Business Mathematics applications (N.Q.A.1)
- Budget and Financial Portfolio Planning (A.CED.A.1)

Science

- Research and discuss latest developments in technology (HS-ETS1-4)
- Investigate applicable-careers in STEM fields (9.2.12)

World Language

- Translate industry-specific content (7.1.ILA)
- Create a translated index of industry vocabulary (7.1.ILA)

New Jersey Student Learning Standards

9.3– Career and Technical Education

- 9.3.12.MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- 9.3.12.MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- 9.3.12.MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- 9.3.12.MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- 9.3.12.MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- 9.3.12.MK-MGT.2 Plan, manage and monitor day-to-day marketing management operations.
- 9.3.12.MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.12.MK-MGT.7 Communicate information about products, services, images and/or ideas.

New Jersey Student Learning Standards English Language Arts

- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mathematics

- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; Choose and interpret units consistently in formulas; Choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions and quadratic functions, and simple rational and exponential functions.

Common Career Technical Core (CCTC)

Marketing Career Cluster / Marketing Management Career Pathway (MK-MGT)

- MK.2 Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
- MK.3 Plan, monitor, manage and maintain the use of financial resources for marketing activities.
- MK.4 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
- MK.9 Communicate information about products, services, images and/or ideas to achieve a desired outcome.
- MK-MGT.1 Plan, organize and lead marketing staff to achieve business goals.
- MK-MGT.2 Plan, manage and monitor day-to-day marketing management operations.
- MK-MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.
- MK-MGT.7 Communicate information about products, services, images and/or ideas.

<p>Course: Internship (BTMF)</p> <p>Unit: 2 – Career Education and Marketing</p> <p>Grade Level: 10 - 12</p>	<p>Unit Overview: Students will develop and execute a marketing plan for a credit union by utilizing knowledge of the Banking and Finance and Marketing industries.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.12.MK.2, 9.3.12.MK.3, 9.3.12.MK.4, 9.3.12.MK.9, 9.3.12.MK-MGT.1, 9.3.12.MK-MGT.2, 9.3.12.MK-MGT.3, 9.3.12.MK-MGT.7 SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10 N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p>	
<p>Common Career Technical Core (CCTC): MK.2, MK.3, MK.4, MK.9, MK-MGT.1, MK-MGT.2, MK-MGT.3, MK-MGT.7</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Implement marketing research to obtain and evaluate information for the creation of a marketing plan.</p> <p>NJSLS: 9.3.MK.2 SL.11-12.4, SL.11-12.5 N.Q.A.1, N.Q.A.2, N.Q.A.3</p> <p>CCTC:</p>	<p>How can we gather feedback from the school community to successfully market the school based credit union branch CASTLE?</p>	<ul style="list-style-type: none"> • Communicating through presentation • Communicating new ideas • Communicating with technology • Communicating through written form • Understanding structure and scope • Creating ideas • Researching ideas • Reflecting on ideas • Originality 	<p>Survey creation and distribution.</p> <p>Data Collection.</p> <p>Analyze the target customer.</p>	<p>Google Forms, Survey Monkey</p> <p>http://kwhs.wharton.upenn.edu/</p> <p>PwC Earn Your Future Curriculum</p> <p>http://www.dol.gov/</p> <p>http://www.nj.gov/education/cte/</p> <p>Marketing Resources</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
MK.2		<ul style="list-style-type: none"> • Applying ideas • Assessing diverse resources • Analyzing source bias • Analyzing one’s own bias • Connecting data and argument • Drawing conclusions • Using multiple techniques 		
<p>Plan, manage and organize to meet the requirements of the marketing plan.</p> <p>NJSLS: 9.3.MK-MGT.3 W.11-12.5, W.11-12.10 N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p> <p>CCTC: MK-MGT.3</p>	<p>How can we utilize this knowledge to create a successful marketing plan?</p>	<ul style="list-style-type: none"> • Communicating through presentation • Communicating new ideas • Timely listing/speaking • Communicating with technology • Communicating through written form • Creating ideas • Evaluating material • Collecting data through technology • Assessing diverse resources • Connecting data and 	<p>Analyze the marketing mix.</p> <p>Analyze the elements of a marketing plan.</p> <p>Create a SWOT analysis.</p>	<p>Google Forms, Survey Monkey</p> <p>http://kwhs.wharton.upenn.edu/</p> <p>PwC Earn Your Future Curriculum</p> <p>http://www.dol.gov/ http://www.nj.gov/education/cte/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		argument • Drawing conclusions • Reflecting on research		
<p>Plan, monitor, manage and maintain the use of financial resources for marketing activities.</p> <p>NJSLS: 9.3.MK.3 W.11-12.5, W.11-12.10 N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p> <p>CCTC: MK.3</p>	<p>How do our financial resources enhance or limit the ability to develop and execute a promotional campaign?</p>	<ul style="list-style-type: none"> • Timely listing/speaking • Listening well • Communicating with technology • Verbalizing & respecting culture with action • Understanding structure and scope • Applying ideas • Working by self-direction • Collecting data through technology • Assessing diverse resources • Connecting data and argument • Using multiple techniques • Using feedback • Seeking solutions 	<p>Develop a budget for new marketing plan.</p> <p>Analyze survey results of budget and data collection to create a realistic marketing plan. Develop and implement the new marketing materials and strategies.</p>	<p>Google Forms, Survey Monkey</p> <p>http://kwhs.wharton.upenn.edu/</p> <p>PwC Earn Your Future Curriculum</p> <p>http://www.dol.gov/ http://www.nj.gov/education/cte/</p>
<p>Plan, monitor and</p>	<p>How do we continuously</p>	<ul style="list-style-type: none"> • Communicating 	<p>Continue marketing</p>	<p>Google Forms, Survey</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>manage the day-to-day activities required for continued marketing business operations.</p> <p>NJSLS: 9.3.MK.4</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p> <p>N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p> <p>CCTC: MK.4</p>	<p>evaluate and manage the promotional activity to create interest and value in the school based branch?</p>	<p>through presentation</p> <ul style="list-style-type: none"> • Communicating new ideas • Timely listing/speaking • Listening well • Communicating with technology • Communicating through written form • Understanding structure and scope • Evaluating material • Collecting data through technology • Assessing diverse resources • Using multiple techniques • Using feedback • Learning from the past • Learning from mistakes and success • Seeking solutions 	<p>promotions.</p> <p>Hands on teller experience.</p>	<p>Monkey</p> <p>http://kwhs.wharton.upenn.edu/</p> <p>PwC Earn Your Future Curriculum</p> <p>http://www.dol.gov/ http://www.nj.gov/education/cte/</p>
<p>Communicate information about products, services, images and/or ideas to achieve a desired</p>	<p>How can we continue to promote the school based credit union branch through a sales presentation?</p>	<ul style="list-style-type: none"> • Communicating through presentation • Communicating new ideas 	<p>Develop a sales presentation. Plan and schedule with other business and economics classes to promote the</p>	<p>Google Forms, Survey Monkey</p> <p>http://kwhs.wharton.upenn.edu/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>outcome.</p> <p>NJSLS: 9.3.MK.9</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p> <p>N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p> <p>CCTC: MK.9</p>		<ul style="list-style-type: none"> • Timely listing/speaking • Listening well • Communicating with technology • Communicating through written form • Valuing diversity • Verbalizing & respecting culture with action • Working by self-direction • Innovation through diversity • Analyzing source bias • Analyzing one’s own bias • Drawing conclusions • Seeking solutions 	<p>credit union. Students can present throughout the building.</p> <p>Plan and execute a Financial Literacy Seminar for the school community.</p>	<p>PwC Earn Your Future Curriculum</p> <p>http://www.dol.gov/ http://www.nj.gov/education/cte/</p>
<p>Communicate information about</p>	<p>How can we use the school community feedback to evaluate and</p>	<ul style="list-style-type: none"> • Communicating through presentation • Communicating new 	<p>Develop a sales presentation. Plan and</p>	<p>Google Forms, Survey Monkey</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>products, services, images and/or ideas.</p> <p>NJSLS: 9.3.MK-MGT.7</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p> <p>N.Q.A.1</p> <p>CCTC: MK-MGT.7</p>	<p>improve our current promotional materials?</p>	<p>ideas</p> <ul style="list-style-type: none"> • Timely listing/speaking • Listening well • Communicating with technology • Communicating through written form • Valuing diversity • Verbalizing & respecting culture with action • Understanding structure and scope • Creating ideas • Originality • Applying ideas • Working by self-direction • Innovation through diversity • Reasoning skills • Using multiple techniques • Using feedback 	<p>schedule with other business and economics classes to promote the credit union. Students can present throughout the building.</p> <p>Plan and execute a Financial Literacy Seminar for the school community.</p>	<p>http://kwhs.wharton.upenn.edu/</p> <p>PwC Earn Your Future Curriculum</p> <p>http://www.dol.gov/</p> <p>http://www.nj.gov/education/cte/</p>
<p>Plan, organize and lead marketing staff to achieve business goals.</p>	<p>How can we develop a marketing team to achieve the promotional</p>	<ul style="list-style-type: none"> • Communicating through presentation • Communicating new 	<p>Develop a sales presentation. Plan and schedule with other</p>	<p>Google Forms, Survey Monkey</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>NJSLS: 9.3.MK-MGT.1</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p> <p>N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p> <p>CCTC: MK-MGT.1</p>	<p>goals for the CASTLE?</p>	<ul style="list-style-type: none"> ideas • Timely listing/speaking • Listening well • Communicating with technology • Communicating through written form • Valuing diversity • Verbalizing & respecting culture with action • Understanding structure and scope 	<p>business and economics classes to promote the credit union. Students can present throughout the building.</p> <p>Plan and execute a Financial Literacy Seminar for the school community.</p>	<p>http://kwhs.wharton.upenn.edu/</p> <p>PwC Earn Your Future Curriculum</p> <p>http://www.dol.gov/</p> <p>http://www.nj.gov/education/cte/</p> <p>Marketing Resources</p>
<p>Plan, manage and monitor day-to-day marketing management operations.</p> <p>NJSLS: 9.3.MK-MGT.2</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p> <p>N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p>	<p>How do we effectively implement consistent and realistic distribution of promotional materials and knowledge to the school community?</p>	<ul style="list-style-type: none"> • Timely listing/speaking • Listening well • Communicating with technology • Communicating through written form • Understanding structure and scope • Creating ideas • Researching ideas • Reflecting on ideas • Originality • Applying ideas • Working by self- 	<p>Continue promoting marketing plan strategy.</p> <p>Hands on teller experience.</p>	<p>Google Forms, Survey Monkey</p> <p>http://kwhs.wharton.upenn.edu/</p> <p>PwC Earn Your Future Curriculum</p> <p>http://www.dol.gov/</p> <p>http://www.nj.gov/education/cte/</p> <p>Marketing Resources</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCTC: MK-MGT.2		direction <ul style="list-style-type: none"> • Evaluating material • Collecting data through technology • Assessing diverse resources • Analyzing source bias • Analyzing one's own bias • Connecting data and argument • Drawing conclusions • Reflecting on research • Reasoning skills • Using multiple techniques • Using feedback • Learning form the past • Learning from mistakes and success 		

Unit Vocabulary

Marketing Mix
Marketing
Promotion
promotional materials
data
analysis
community

requirements
campaign
management
communicate
products
services
operations

Suggested Unit Project

Develop, implement and manage a current and relevant promotional campaign for the school based Credit Union CASTLE Branch.

Suggested Structured Learning Experiences

Bright Knight School Store
 John F. Kennedy Educational Complex, BTMF

“The Castle”
 (student-run branch of North Jersey Federal Credit Union)
 John F. Kennedy Educational Complex, BTMF