



## **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.

## Internship (BTMF)

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 and a professional student-career portfolio.

### ➤ 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 student-career portfolio.

## 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 undergo Structured Learning Experience training in preparation for site placement.

### **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 employees at successful job sites.

### **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 decisions made in high school and college affect future careers.

## 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 characterize impacts of social networking applications have on future career procurement,

### **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 investigate careers that involves working with people from diverse cultures.

## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

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

## **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 Awareness, Exploration, and Preparation**

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. (9.2.12.C.5)
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

## 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.

<p><b>Course:</b> Internship (BTMF)</p> <p><b>Unit:</b> 4 – Career Readiness and Portfolio Building</p> <p><b>Grade Level:</b> 10 - 12</p>	<p><b>Unit Overview:</b> Students will revisit their professional resumes for review and update. Students will prepare an individual portfolio for college and career.</p>
<p><b>New Jersey Student Learning Standards (NJSLS):</b>            9.2.12.C.1, 9.2.12.C.1,2, 9.2.12.C.3, 9.2.12.C.5, 9.2.12.C.9            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>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Review career goals and determine steps necessary for attainment.</p> <p><b>NJSLS:</b>            9.2.12.C.1</p> <p>SL.11-12.4, SL.11-12.5</p> <p>N.Q.A.1, N.Q.A.2,            N.Q.A.3</p>	<p>Am I taking the proper steps to work toward goal attainment?</p>	<ul style="list-style-type: none"> <li>Realistic goal-setting</li> <li>Understanding process</li> <li>Balancing goals</li> <li>Professional advancement</li> <li>Technology for research</li> <li>Technology for presentation</li> <li>Influence of technology and intent</li> </ul>	<p>Review existing career opportunities and corresponding requirements. Students can present on their findings.</p>	<p><a href="http://www.nj.gov/education/cte/">http://www.nj.gov/education/cte/</a></p> <p><a href="http://www.nj.gov/education/cte/sle/">http://www.nj.gov/education/cte/sle/</a></p> <p><a href="http://kwhs.wharton.upenn.edu/">http://kwhs.wharton.upenn.edu/</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Assess and Modify Personalized Student Learning Plans to support declared career goals.</p> <p><b>NJSLS:</b>            9.2.12.C.2            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>Did I successfully reach my personalized learning goals and objectives for the year?</p>	<ul style="list-style-type: none"> <li>• Realistic goal-setting</li> <li>• Understanding process</li> <li>• Balancing goals</li> <li>• Professional advancement</li> <li>• Technology for research</li> <li>• Technology for presentation</li> <li>• Influence of technology and intent</li> </ul>	<p>Review SLE documentation and outcomes. Share results and lessons learned.</p>	<p><a href="http://www.nj.gov/education/cte/">http://www.nj.gov/education/cte/</a>  <a href="http://www.nj.gov/education/cte/sle/">http://www.nj.gov/education/cte/sle/</a>  <a href="http://kwhs.wharton.upenn.edu/">http://kwhs.wharton.upenn.edu/</a></p>
<p>Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.</p>	<p>How can I reach my career goals through strategic and educated decision making?</p>	<ul style="list-style-type: none"> <li>• Valuing diversity</li> <li>• Verbalizing &amp; respecting culture with action</li> <li>• Understanding structure and scope</li> <li>• Realistic goal-setting</li> <li>• Understanding process</li> <li>• Balancing goals</li> <li>• Professional advancement</li> </ul>	<p>Build a professional presence/Student Portfolio..</p>	<p><a href="http://www.nj.gov/education/cte/">http://www.nj.gov/education/cte/</a>  <a href="http://www.nj.gov/education/cte/sle/">http://www.nj.gov/education/cte/sle/</a>  <a href="http://kwhs.wharton.upenn.edu/">http://kwhs.wharton.upenn.edu/</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p><b>NJSLS:</b> 9.2.12.C.1</p> <p>W.11-12.5, W.11-12.10 SL.11-12.4, SL.11-12.5,</p> <p>N.Q.A.1, N.Q.A.2, N.Q.A.3, A.CED.A.1</p>		<ul style="list-style-type: none"> <li>• Technology for research</li> <li>• Technology for presentation</li> <li>• Influence of technology and intent</li> </ul>		
<p>Pursue a variety of activities related to career preparation (e.g. volunteer, seek employment, and/or apply for training grants, higher education grants, and loans.</p> <p><b>NJSLS:</b> 9.2.12.C.3</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 can I reach my career goals through strategic planning and educated decision making?</p>	<ul style="list-style-type: none"> <li>• Reading and Interpreting</li> <li>• Effective writing</li> <li>• Problem solving and critical thinking</li> <li>• Using resources to complete work</li> <li>• Valuing diversity</li> <li>• Verbalizing &amp; respecting culture with action</li> <li>• Understanding structure and scope</li> <li>• Realistic goal-setting</li> <li>• Understanding process</li> <li>• Balancing goals</li> <li>• Professional</li> </ul>	<p>Research for opportunities and application completion.</p>	<p><a href="http://www.nj.gov/education/cte/">http://www.nj.gov/education/cte/</a></p> <p><a href="http://www.nj.gov/education/cte/sle/">http://www.nj.gov/education/cte/sle/</a></p> <p><a href="http://kwhs.wharton.upenn.edu/">http://kwhs.wharton.upenn.edu/</a></p>



Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		advancement <ul style="list-style-type: none"> <li>• Technology for research</li> <li>• Technology for presentation</li> <li>• Influence of technology and intent</li> </ul>		
Investigate and Research career opportunities in the United States or and abroad [that involve working with people from diverse cultures and] that require knowledge of other world languages or and diverse cultures.  <b>NJSLS:</b> 9.2.12.C.5  SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10  N.Q.A.1, N.Q.A.2,	How can I match my character traits, strengths, skills and knowledge to a successful career and potential employers?	<ul style="list-style-type: none"> <li>• Act ethically</li> <li>• Adaptability to change</li> <li>• Time management</li> <li>• Focusing on a project</li> <li>• Responsibility &amp; Leadership</li> <li>• Appropriate questioning</li> <li>• Understanding systems</li> <li>• Valuing diversity</li> <li>• Verbalizing &amp; respecting culture with action</li> <li>• Understanding structure and scope</li> </ul>	Research opportunities and present on findings. Complete a self-assessment and align with career goals.	<a href="http://www.nj.gov/education/cte/">http://www.nj.gov/education/cte/</a> <a href="http://www.nj.gov/education/cte/sle/">http://www.nj.gov/education/cte/sle/</a> <a href="http://kwhs.wharton.upenn.edu/">http://kwhs.wharton.upenn.edu/</a> <a href="http://www.dol.gov/">http://www.dol.gov/</a>

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N.Q.A.3, A.CED.A.1		<ul style="list-style-type: none"> <li>• Engaging actively and respectfully</li> <li>• Respecting other ideas</li> <li>• Open to compromise</li> <li>• Balancing all views</li> <li>• Understanding culture</li> <li>• Understanding the larger community</li> </ul>		
<p>Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.</p> <p><b>NJSLS:</b> 9.2.12.C.9</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p>	<p>What does my digital presence look like? Am I creating a positive and professional online presence for college and career?</p>	<ul style="list-style-type: none"> <li>• Managing information</li> <li>• Managing respectfully through listening</li> <li>• Managing through communication</li> <li>• Managing through insight</li> <li>• Managing with integrity</li> <li>• Realistic goal-setting</li> <li>• Understanding process</li> <li>• Balancing goals</li> <li>• Professional advancement</li> </ul>	<p>Develop a personal brand.</p>	<p><a href="http://www.nj.gov/education/cte/">http://www.nj.gov/education/cte/</a></p> <p><a href="http://www.nj.gov/education/cte/sle/">http://www.nj.gov/education/cte/sle/</a></p> <p><a href="http://kwhs.wharton.upenn.edu/">http://kwhs.wharton.upenn.edu/</a></p> <p><a href="http://www.dol.gov/">http://www.dol.gov/</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
N.Q.A.1		<ul style="list-style-type: none"> <li>• Technology for research</li> <li>• Technology for presentation</li> <li>• Influence of technology and intent</li> </ul>		
<p>Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p><b>NJSLS:</b> 9.2.12.C.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>	How can I reach my career goals through strategic planning and educated decision making?	<ul style="list-style-type: none"> <li>• Realistic goal-setting</li> <li>• Understanding process</li> <li>• Balancing goals</li> <li>• Professional advancement</li> <li>• Technology for research</li> <li>• Technology for presentation</li> <li>• Influence of technology and intent</li> <li>• Engaging actively and respectfully</li> <li>• Respecting other ideas</li> <li>• Open to compromise</li> <li>• Balancing all views</li> <li>• Understanding</li> </ul>	<p>Research criteria and present on findings.</p> <p>Complete a self-assessment and align with career goals.</p>	<p><a href="http://www.nj.gov/education/cte/">http://www.nj.gov/education/cte/</a></p> <p><a href="http://www.nj.gov/education/cte/sle/">http://www.nj.gov/education/cte/sle/</a></p> <p><a href="http://kwhs.wharton.upenn.edu/">http://kwhs.wharton.upenn.edu/</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		culture <ul style="list-style-type: none"> <li>• Understanding the larger community</li> </ul>		
Analyze why employers use different interview techniques.  <b>NJSLS:</b> 9.2.12.C.1  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	How can I prepare and adapt my interviewing strategies to align with my goals and objectives?	<ul style="list-style-type: none"> <li>• Realistic goal-setting</li> <li>• Understanding process</li> <li>• Balancing goals</li> <li>• Professional advancement</li> <li>• Technology for research</li> <li>• Technology for presentation</li> <li>• Influence of technology and intent</li> </ul>	Review interview questions. Role play and practice interviewing skills and knowledge.	<a href="http://www.nj.gov/education/cte/">http://www.nj.gov/education/cte/</a> <a href="http://www.nj.gov/education/cte/sle/">http://www.nj.gov/education/cte/sle/</a>  <a href="http://kwhs.wharton.upenn.edu/">http://kwhs.wharton.upenn.edu/</a>

## Unit Vocabulary

portfolio  
digital presence  
career  
preparation  
strategy  
grants  
loans  
diversity  
culture

abroad  
language  
employment  
retention  
advancement  
networking  
personal brand  
credentials  
interview  
industry

**Suggested Unit Projects**

<p>Develop, implement and manage a current and relevant promotional campaign for the school based Credit Union CASTLE Branch.</p>	<p>Build a Digital Portfolio for College and Career</p>
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**Suggested Structured Learning Experiences**

<p>Bright Knight School Store          John F. Kennedy Educational Complex, BTMF</p>	<p>“The Castle”          (student-run branch of North Jersey Federal Credit Union)          John F. Kennedy Educational Complex, BTMF</p>
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