

Finance



Career Cluster Teacher Guide

Resource Description

Whether a business wants to offer a product or service to make a profit, or serve the public as a non-profit organization, they need to know how much money is necessary to continue to operate, make payroll, and pay expenses.

Materials and Resources

- Teacher guide
- <http://mygpsforsuccess.com/finance/>
- Cluster student viewing guide
- KWL Chart
- Display paper or individual sheets
- Pen/Pencil
- 1:1 computer or laptops; or group students if limited resources

Vocabulary & Definitions

Asset: Economic resource that is expected to be of benefit in the future.

Board of Directors: Group elected by the stockholders to set policy for a corporation and to appoint its officers.

Business Management: The activities associated with running a company, such as controlling, leading, monitoring, organizing, and planning.

Capital: Another name for the owners' equity of a business. Equity Value of the shares issued by a company.

Investment: Action or process of investing money for profit or material result.

Liability: company's legal financial debts or obligations that arise during the course of business operations.

Negotiation: Process by which compromise or agreement is reached while avoiding argument and dispute.

Net worth: Amount by which assets exceed liabilities.

Variable: Characteristic, number, or quantity that increases or decreases over time, or takes different values in different situations.

Bell Ringer

1. Have the following displayed on an easel, whiteboard, or individual sheets of paper for students to review and write down their responses:

What is the ultimate goal of a business? Because of this goal, what do you think is the most important department within a business?

2. Have some students share responses.
3. Make a class list of responses and then open the floor to additional responses after the list is constructed.
4. Facilitate student discussions about how vital Finance is to businesses while also discussing the importance of other departments, like manufacturing, by discussing responses.

Objectives

Objectives

The student will be able to:

- Identify the central aspects of the Finance Career Cluster including career paths, skills & interest, and education level
- Explore different careers within the Cluster
- Analyze what is known, wondered, and learned (KWL) about the career cluster to begin conceptualizing an individual career map

Anticipatory Set

1. Divide students into pairs – each student gets a KWL Cluster Chart.

Verbal instructions:

- *Review the importance of Finance careers in any type of business or non-profit from the Bell ringer.*
 - *With your partner, list at least 5 items you know about job details, necessary skills, etc. in the “Know” Section.*
2. Have two pairs of students join one-another to form a four-person group
- ### Verbal instructions:
- *Compare and discuss each list.*
 - *With your group, list at least 5 things you want to know about the Finance Cluster in the “Wonder” Section.*
3. Have groups share their new list with the class.

Introductory Questions

Introductory Questions:

Ask the following questions to the whole class with for students to write down their answers and/or discuss with a partner. Have 2-3 students share their answers:

- What is your idea of a “business”?
- What are some successful small businesses in your town/city?
- Why do you think some businesses fail?
- Is competition good or bad in business? How about among colleagues?

Learning Task & Exploration Activity

1. Introduce the Finance Career Cluster Videos.

Video Introduction:

Whether a business wants to offer a product or service to make a profit, or serve the public as a non-profit organization, they need to know how much money is necessary to continue to operate, make payroll, and pay expenses. Finance is the science of money management.

2. View the Finance Career Cluster Videos. Have students complete the Student Viewing Guide as they learn about the Career Cluster.
3. Students will fill out the “Career Cluster Research” section of the viewing guide and explore the Finance webpage on <http://mygpsforsuccess.com/finance/>

Closing

1. Have students complete the “Learned” Section of their KWL with at least 3 pieces of information they learned about the cluster. Students may share out in class as well as discuss with a partner once they have finished.
2. Engage students in a whole class or small group discussion using the Discussion Questions section of this instructional plan – students may use their KWL chart as reference.

Discussion Questions

1. How would you define this Career Cluster?
2. What surprised you about this Career Cluster?
3. What career pathways were represented in this video?
4. How do the skills and/or training necessary to be successful in these fields differ from one another?
5. What types of organizations or institutions need a financial department?
6. Why is important to have a good handle on finances for business and institutions to be successful?
7. Would you consider Finance to be a science?

Suggested activities to increase student learning and exposure to this Career Cluster.

- Set up a classroom or school store with students – have them budget, order, and sell products. Do a hypothetical school store if need be.
- Field Trip: Visit a bank or other financial institution.
- Have students document their income and spending for a month. Then have them complete a project in which they analyze their spending, financial responsibilities, and how they utilize their budget.
- Have each student select a career from this Career Cluster. Students will research the career and present information to the class in the form of an oral presentation, poster, PowerPoint, video or Prezi presentation. Information to research and share might include: salary, education required, typical day schedule, roles and responsibilities, positive aspects of the job and challenges associated with the job.
- Have each student make a list of the Career Readiness Skills that are his/her personal strengths, as well as a list of the skills and behaviors required for a career as an educator. Students compare the lists to determine what Career Readiness Skills need to be strengthened.
- Have students complete a job application and/or job interview with a local employer.
- Help students construct a resume for a specific career in this Career Cluster.
- Arrange for students to meet with the school counselor to discuss classes that would help prepare a student for careers in this Career Cluster and certifications that can be obtained during high school that would be of value.
- Have each student identify a postsecondary institution that is offering certifications or degrees that are required for working in this Career Cluster. He or she should obtain and complete admissions and scholarship applications for the school or program.

Notes to Educator

This packet includes suggested activities questions, and materials to enhance student understanding of this career cluster. Each component may be used individually or modified to fit the needs of your classroom.

More information on this Career Cluster can be found at:

<http://mygpsforsuccess.com/finance/>

In addition, GPS For Success has an array of resources, including:

- Interest Profiler: *online quiz to assist students in categorizing their interests by possible careers those interests apply to.*
- Scholarship opportunities
- Information on internships
- Sample resumes and cover letters
- Interview preparation materials
- Opportunities for students with disabilities