

**Business Management & Administration - Finance Career Clusters  
Foundations of Investing & Finance (MS-FIN-FIF)  
Course Number: 07.08500**

**Course Description:** This course will provide an exploratory foundation in financial and investing operations. It is designed to be taught in a 9-week rotation in 45-minute daily classes. Standards should be taught in the order presented with the exception of Standards 1 and 8 being embedded standards with ongoing learning regarding employability skills, career investigation, and career-technical leadership opportunities. Through integrated instructional activities, students will have opportunities to apply employability skills and to research possible career options in the financial industry area. They will also complete many hands-on activities to build a strong foundation in banking, accounting, and investing. Capstone projects should be incorporated at the completion of all standards as time allows. Keyboarding is now included at the elementary level in the GaDOE K-12 Computer Science standards. Students who successfully complete this course will be prepared for the following pathways upon entering high school: Advanced Accounting, Business Accounting, and Financial Services. This course may be taught in 6th, 7th, or 8th grade but is recommended for 8th grade.

**Course Standard 1**

**MS-BMF-FIF-1**

**Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

<b>Person-to-Person Etiquette</b>	<b>Telephone and Email Etiquette</b>	<b>Communicating at Work</b>	<b>Listening</b>
Interacting with Your Boss	Telephone Conversations	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls	Effective Written Communication	Ways We Filter What We Hear
		Effective Nonverbal Skills	Developing a Listening Attitude
		Effective Word Use	Show You Are Listening
		Giving and Receiving Feedback	Asking Questions
			Obtaining Feedback
			Getting Others to Listen

<b>Nonverbal Communication</b>	<b>Written Communication</b>	<b>Speaking</b>	<b>Applications and Effective Résumés</b>
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages		One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé

Improving Nonverbal Indicators		Large Group Communication	Terms to Use in a Résumé
Nonverbal Feedback		Making Speeches	Organizing Your Résumé
Showing Confidence Nonverbally		Answering Questions	Writing an Electronic Résumé
Showing Assertiveness		Visual and Media Aids	
		Errors in Presentation	

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<b>Teamwork and Problem Solving</b>	<b>Meeting Etiquette</b>
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Preparing Visual Aids

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

a. Investigate educational requirements, job responsibilities, employment trends, and opportunities within the national career clusters using credible sources.

<b>Problem Solving</b>	<b>Customer Service</b>	<b>The Application Process</b>	<b>Interviewing Skills</b>	<b>Finding the Right Job</b>
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Staying Motivated to Search
	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	
		When a Résumé Should be Used		

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

<b>Workplace Ethics</b>	<b>Personal Characteristics</b>	<b>Employer Expectations</b>	<b>Business Etiquette</b>	<b>Communicating at Work</b>
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers

Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
Use Technology Ethically & Efficiently	Expressing Yourself on a Team	Staying Organized
Interact Appropriately in a Digital World	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Behavior at Conventions		Proper Use of Cell Phone	Using Good Posture
Working in a Cubicle		Proper Use in Texting	Presenting Yourself to Associates
			Accepting Criticism
			Demonstrating Leadership

## Course Standard 2

### MS-BMF-FIF-2

**Investigate the financial terms and concepts involved in the banking industry.**

- 2.1 Explain the purpose and functions of a bank.
- 2.2 Differentiate between a central bank (Federal Reserve Bank) and your local bank.
  - a. Create a flow chart that tracks what happens to your money when you put it in a bank.

- 2.3 Analyze the different types of bank accounts and determine when it is appropriate to use each one, discussing the pros and cons of each (checking, savings, certificates of deposits, money markets, line of credit).
- 2.4 Practice basic record keeping of a bank account, such as writing checks, recording transactions in a check register, and understanding and reconciling a bank statement.
- 2.5 Differentiate between a credit card, a debit card, and a bank card.
- 2.6 Investigate the economic benefits of good credit and the consequences of debt.
- 2.7 Examine the different types of credit, such as credit cards and loans (auto, student), and determine the appropriate time to use each.

### Course Standard 3

#### MS-BMF-FIF-3

##### **Identify the characteristics and necessary choices associated with the establishment of personal financial goals.**

- 3.1 Develop and analyze a personal finance plan that shows understanding of the personal responsibility of spending choices.
  - a. Identify and explain needs versus wants in creating a financial plan.
  - b. Evaluate the effect of advertising on purchasing decisions.
- 3.2 Analyze different types of credit and their impact on personal financial planning.
- 3.3 Craft a sample balanced budget (include needs, wants, savings, and charitable giving).
  - a. Determine types of income and expenses and explain how and why it is important to budget and save money.
  - b. Explore and define opportunity costs associated with a purchase and explain what it means to be a smart shopper.

### Course Standard 4

#### MS-BMF-FIF-4

##### **Evaluate and investigate the industry of financial services.**

- 4.1 Identify the roles of insurance in financial planning.
  - a. Identify individual (personal) risks and compare insurance policies to minimize those risks.
  - b. Identify risks to a business and research ways to manage those risks.
- 4.2 Investigate how the financial service industry impacts customers, their homes, and local business owners.
  - a. Compare common investment instruments and assess the best situations for investing in each. (e.g., 401k, 403b, individual retirement accounts (IRA), annuities)

### Course Standard 5

#### MS-BMF-FIF-5

##### **Connect accounting procedures to real world experiences.**

- 5.1 Define common accounting terms (assets, liabilities, owner's equity/capital, income/revenue, expenses) and illustrate their effect on the accounting equation.
- 5.2 Utilize basic spreadsheets used in accounting, including charts to create visual comparisons.
- 5.3 Include the use of formulas and formatting tools.
- 5.4 Identify different taxes (sales, income, property, ad valorem) and discuss how those taxes are used to benefit your community.
- 5.5 Use basic math skills to determine tax calculations.

## Course Standard 6

### MS-BMF-FIF-6

#### **Apply the concepts of free enterprise to the operations of a company.**

- 6.1 Describe free enterprise (capitalism) and its effect on the economy of a nation.
- 6.2 Explain the theory of supply and demand.
  - a. Chart the effects on price when there are changes in supply, demand, or both.
- 6.3 Investigate the basics of running a business, incorporating simple forms used in recordkeeping. (e.g., order forms, invoices, sales receipts, packing slips)

## Course Standard 7

### MS-BMF-FIF-7

#### **Explore the changing trends in the use of technology in finance, accounting, and banking (FinTech).**

- 7.1 Analyze the effect of technology on financial transactions, including the invention of automatic teller machines (ATM), online banking, using smartphones to make purchases, and other ways technology has impacted the movement of money.
- 7.2 Predict the effect of digital currencies on the banking industry and the economy, including the impact of how people and businesses will make transactions in the future.
- 7.3 Compare and contrast current ways financial transactions occur, including ATMs, debits, checks, Zelle, bitcoin, and other emerging trends.

## Course Standard 8

### MS-BMF-FIF-8

#### **Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.**

- 8.1 Research the history of Future Business Leaders of America (FBLA).
- 8.2 Discuss the mission, purpose, motto, colors, official dress, and other distinguishing characteristics of FBLA.
- 8.3 Explain how participation in FBLA can promote lifelong responsibility for community service, professional growth, and development.
- 8.4 Create a personal leadership plan to participate in programs, conferences, community service, and competitive events on the local, state, and national level that align with the competencies, skills, and knowledge of this course.