

LOCALLY DEVELOPED COURSE OUTLINE

Surviving Financially As An Adult25

Submitted By:

The Clearview School Division

Submitted On:

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Course Basic Information

| <u>Outline Number</u> | <u>Hours</u> | <u>Start Date</u> | <u>End Date</u> | <u>Development Type</u> | <u>Proposal Type</u> | <u>Grades</u> |
|-----------------------|--------------|-------------------|-----------------|-------------------------|----------------------|---------------|
| 25-5 | 125.00 | 09/01/2021 | 08/31/2025 | Developed | Authorization | G11 |

Course Description

This course provides students with an opportunity to increase their financial literacy. It is an area of study which would be beneficial in equipping and supporting students for life regardless of what they choose to explore after they have completed high school. The intent of this course is to provide some basic background information in the world of finance. Through explicit instruction, guided practice, collaboration and feedback, students will be not only be able to develop an understanding of the financial world around them; but also personalize the course to their specific needs and individual interests. This will equip students to make financially sound choices to ensure success for themselves as they start and continue on their life journey after high school.

Course Prerequisites

Math 10C or Math 20-3

Sequence Introduction (formerly: Philosophy)

· Every life path is touched by finances in some way. Students often leave high school with a limited understanding of the financial world and how it works. This course will allow students to explore finances through a personal lense, a collective lens and a provincial/national/international lens. This should allow students to transition more successfully as they move from a secure/supported setting at home to one of less support and higher risk. They will develop the tools they need for better financial survival after high school whether they choose a post secondary path or enter directly into a career pathway.

Student Need (formerly: Rationale)

Independent financial knowledge is an area of need for the youth of Alberta. Increased practice, collaboration and application of the learning outcomes presented in this course will assist students in developing skills for a greater self confidence and appreciation of the interconnectedness of how finance works on an individual level, a community level, a national level and a global level. This will allow students to transfer their skills to various self selected scenarios and support their own role in an ever changing and technological society. This course also offers many opportunities to create community connections thereby allowing students to appreciate the financial relationships they may have with local businesses and experts in their own community.

- Community programs/experts do offer advice for adults but not with a focus on student context. (Programs like 4H and other student activities do have students fill the position of treasurer, but that only meets the needs of the one student who is tasked with this position.) This course is focused on the collective and individual financial needs of students with opportunities to forge new community connections supporting a student focus.

- There are suggested activities offered by various organizations. (eg. Playing the Stock Market Virtual Simulation by Junior Achievement) This course offers an opportunity to embed these experiences for students into a continuous timeline which in turn, can give students an appreciation for the interconnectedness of the financial world.

- To my knowledge there are not any extracurricular programs that exist solely to provide financial experiences for students.

- There are small overlaps (cited later in this document) of financial outcomes in various courses. These are spread out, compartmentalized and often not available to all students because of the course streams they have chosen for their studies.

- Student need could be effectively addressed with this locally developed course. This course would provide “a one stop shopping” inclusive experience for all students as they are about to embark on their own journey. The academic nature of this course is intended to allow all students to experience success and build a financial awareness of the world around them regardless of the academic stream they have chosen for the rest of their studies.

Scope and Sequence (formerly: Learner Outcomes)

The learner outcomes in this course have been designed to assist high school students in developing a better understanding of how they can cope on a day to day basis with financial scenarios that could affect their personal lifestyle and/or business portfolio. An ever changing society presents opportunities for students to have more than one employment focus in their lifetime. These outcomes will assist students in transitioning through the various phases they may enter into throughout their life journey.

This course is designed to actively involve students in their learning where they will be expected to assume a greater responsibility in planning, monitoring and evaluating their own learning choices. It will allow students to not only self-examine, but to also collaborate with others and be receptive to alternative points of view in the world of finance. Students can then approach different scenarios with the confidence to ask inquiry questions which will help them make better choices for themselves and/or those around them.

Guiding Questions (formerly: General Outcomes)

- 1 What basic financial information do students need to understand to survive on a daily basis when they are living independently?**
- 2 What are the consequences of personal and/or professional financial decisions?**

Learning Outcomes (formerly: Specific Outcomes)

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| 1 What basic financial information do students need to understand to survive on a daily basis when they are living independently? | 25-5 |
| 1.1 Develop an understanding of the value of money. | X |
| 1.2 Develop an understanding of how net pay, gross pay and payroll deductions are related. | X |
| 1.3 Develop skills for tracking and reconciling money. | X |
| 1.4 Acquire skills and understand how to develop a budget. | X |
| 1.5 Demonstrate the ability to plan a trip abroad. | X |
| 1.6 Develop an understanding of how simple and compound interest works. | X |
| 1.7 Understand the difference between mortgages, loans and leases. | X |
| 1.8 Demonstrate the ability to devise a plan to purchase a vehicle. | X |
| 1.9 Gain an understanding of how insurance works and is applied to daily activities. | X |
| 1.10 Develop an understanding of unit pricing. | X |
| 1.11 Develop an understanding of property value and the various types of taxes. | X |
| 1.12 Develop an appreciation for finance on a personal, community, national and global level. | X |
| 1.13 Develop spreadsheet skills. | X |

| | |
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| 2 What are the consequences of personal and/or professional financial decisions? | 25-5 |
| 2.1 Demonstrate transference of spreadsheet skills to personal finances and business finances. | X |
| 2.2 Demonstrate the ability to explore, plan and budget your first year of independent living. | X |

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| 2.3 Explore, discuss and evaluate various financial games and the stock market. | X |
| 2.4 Demonstrate the ability to design and pitch a small business plan. | X |
| 2.5 Develop an appreciation for owning/running/maintaining a small business. | X |
| 2.6 Investigate an area of interest regarding finance. | X |
| 2.7 Develop the ability to organize, manage and adjust timelines to achieve a goal. | X |

Facilities or Equipment

Facility

No unique facilities required.

Facilities:

Equipment

No unique equipment required.

Learning and Teaching Resources

No specific resources required.

Sensitive or Controversial Content

Appendix I

Sample letter re:Controversial and Sensitive Issues

Sample letter:

<Insert date>

Dear Parent(s)/Guardian(s):

I am so pleased your child has chosen to take Finance. This course will prepare your child for the world of finance when they move out and begin to build a life of their own. Students will learn how to budget, shop for vehicles, prepare their own income tax, become familiar with banking procedures, start a business and much more!

You are the best resource for your child for this course, and from time to time your child may be drawing on your life experience, and expertise, about money. We will be creating budgets and I will be asking students to have conversations with their parent(s)/guardian(s) to see how much it costs to live/raise a child. Please be assured that the only person to read this information will be your child. I will not see it, nor will I use it as part of a lesson presentation. It is to give your child a starting place so he/she can build a budget for themselves.

If you have any questions or concerns do not hesitate to contact me. Please sign this letter and have your child return it to me.

Thank you for your support in helping your child begin their own unique financial journey.

Your truly,
<insert closing>

Parent/Guardian Signature _____

Issue Management Strategy

Health and Safety

There are no directly related health and safety risks associated with this course

Risk Management Strategy

Statement of Overlap with Existing Programs

There is some overlap with:

Career and Life Management (R3 through R11)

Fin 1010 (Outcomes 1 through 5)

Fin 2060 (Outcomes 1 through 3)

Math 10-3, 20-3, 30-3 (General Outcome: Develop number sense and critical thinking skills.)

However, this course provides a longer timeline, with a greater breadth and depth of topics and a more continuous connected experience when it is most relevant to students as they finish high school and are busy making future plans.

Student Assessment

No required student assessments.

Course Approval Implementation and Evaluation

