

Course: *Financial Literacy 502*

Level: *Cycle 2, Secondary 5*

Course Description and Objectives:

Sound financial education is a knowledge base that is essential for all young adults as they move forward in their lives. This course is meant to provide students the information needed to manage their personal finances and help them make informed choices. It promotes responsible behaviour and the development of sound judgement.

As stipulated by MELS, the **Financial Literacy** program aims to help students:

- *Analyze financial issues*
- *Create interest in managing their personal finance*
- *Gain the ability to gather information from a variety of sources.*

Broad Areas of Learning:

The broad areas of learning are described on the course outline supplement.

Cross-Curricular Competencies:

The cross-curricular competencies are described on the course outline supplement,

Financial Issues to be Addressed:

1. ***Consuming Goods & Services:*** Referring to the way in which a person or community uses a good or service, consuming goods and services involves choices that entail an opportunity cost as well as personal, social and legal consequences. Concepts to be discussed include: consumption, debt, purchasing power, and savings.
2. ***Entering the Workforce:*** For the majority of individuals, the main source of income is the salary which they receive for the work they do. Adolescence is when students often get their first job and experience the world of work. Concepts to be discussed in this unit include: employment, remuneration, and taxation.
3. ***Pursuing an Education:*** Although many work related skills can be acquired “on the job”, receiving a diploma can often open the door to the labour market. Students need to be aware of the potential economic and social implications of deciding to enter the workforce after secondary school or to further pursue their education. Concepts to be addressed include: financing, qualifications, and training.

Assessment:

General information and attendance requirements for all courses are described on the course outline supplement. Assessment methods may include quizzes, assignments, and tests. The table below describes the specific competency for this subject.

Competency	Description
Takes a Position on a Financial Issue	To be able to take a position on a financial issue, people must use human, documentary and legal resources, and to think carefully and critically about their situation. This exercise helps them develop the confidence and self-knowledge needed for financial well-being.

Term Weighting: Term 1 = 20%, Term 2 = 20%, Term 3 = 60%

Resources & Supplies:

Resources: Various articles from magazines, newspapers, texts and online resources. A textbook “Making Sense of Finance” was issued to each student at the start of the year. If the textbook is lost or damaged, the student will be charged with the replacement cost. Additionally, notes, handouts, and various other resources will be issued by the teacher throughout the year.

Supplies: Students are required to have a binder, loose leaf/exercise book, and their textbook for class. Basic school supplies: pens, pencils, paper, and other material as indicated by the instructor are required.

Class and course expectations include coming on time, being ready to work, listening attentively to whoever is speaking, and taking responsibility for your own work. This promises to be an exciting course from which we all will learn from.