

2019 Saskatchewan Curriculum

Financial Literacy 20, 30

DRAFT

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Introduction

Practical and Applied Arts is an area of study in Saskatchewan's Core Curriculum which is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes organized in modules from which teachers/schools select a minimum of 100 hours for each course. The curriculum reflects current Practical and Applied Arts education research and updated technology and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that they curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

Course Synopses

Financial Literacy 20 focuses on seven areas: earning, saving, spending, borrowing, sharing, investing and protecting. The course is an introduction to financial issues and decisions that students may already be facing and addresses topics such as the value of money, the importance of decision making as it applies to finances, information security, budgeting fundamentals, cell phone contracts, maintaining accurate financial records, the concept of interest and career opportunities in the financial industry.

Financial Literacy 30 focuses on seven areas: earning, saving, spending, borrowing, sharing, investing and protecting. The course addresses more complex financial issues and decisions that students may already be facing while highlighting others they are likely to face within the first few years of graduating high school. It touches upon more complex issues such as home ownership; debt management, including bankruptcy; purchasing and leasing property including vehicles; and retirement planning which are part of a lifelong financial journey.

Unique Features of Practical and Applied Arts

Curricula in the Practical and Applied Arts (PAA) have several features unique to this area of study. The reasons for inclusion of these features in PAA curricula are to encourage flexibility in school programming, to support community partnerships that facilitate learning beyond the classroom and to ensure the practical emphasis of the program.

PAA curricula contain all courses in a **single document** whether it is one course or a series of several. This feature allows schools and teachers the flexibility to choose modules supportive of their students' needs as well as utilize available facilities and equipment. The order and number of outcomes in a course can vary between schools as long as the integrity of the discipline and the required 100 hours per course are maintained.

All PAA curricula are designed using **modules**, each with a single outcome for students to achieve. To aid teachers and schools in course planning, each module is designated as Introductory, Intermediate, or Advanced. Modules may also have prerequisite modules. Core modules are compulsory modules that must be covered in pure courses of study for developmental or safety reasons. Some modules may serve as prerequisites for more advanced study. Each module provides a suggested time to aid teachers in planning their courses. Each module may take more or less than the suggested time depending on factors such as background knowledge of the students.

A third unique feature of PAA curricula is the inclusion of an optional **Extended Study** module in each course. The Extended Study module allows teachers to create their own outcome and indicators relevant to the purpose and areas of focus for the subject to meet their students' needs. Using Extended Study modules to accommodate advances in technology and changing practices is one way that teachers can ensure their programs stay current with industry standards.

Work Study modules encourage personalized learning and development of community relationships. Work Study is designed as a work-based learning portion of a course to provide off-campus educational opportunities for individuals or small groups in a work setting. Planning and assessment are managed by the teacher while the learning opportunity is provided by an expert in the community. Practical skills developed in school are directly transferred to a work environment.

Transferable work skills are a desirable aspect of lifelong learning. The practical nature of these skills enriches students' lives as they transition into life beyond Grade 12. In Canada, two taxonomies of transferable work skills have been produced. The Conference Board of Canada developed a list of Employability Skills and Human Resources and Service Development Canada identified a series of Essential Skills. Students will be familiar with both of these taxonomies from their learning in Grade 8 Career Education.

More details on the above curriculum features are provided in the *Practical and Applied Arts Handbook* available on the Ministry of Education website.

Purpose and Areas of Focus for Financial Literacy 20, 30

Secondary students make financial decisions every day; every purchase they make and every dollar they save are examples of financial decisions that affect their current and future lives. Equipping Saskatchewan students with foundational knowledge and skills in financial literacy will help them approach basic and complex issues associated with financial decisions.

The purpose of Financial Literacy is to develop informed consumers with the habits, attitudes, and critical thinking skills necessary to approach financial decisions with competence and confidence—both now and in their future lives. Equipping all Saskatchewan students with the ability to analyze, understand, apply and appreciate the basic and complex issues involved in every personal financial decision made within the context of their own economic and cultural environments benefits students, their communities, the environment, and society as a whole. This curriculum seeks to develop within every student the capacity to make informed personal financial decisions as they transition through and beyond secondary school and into adulthood.

Areas of Focus identify the key components of what students are expected to know, understand and be able to do upon completion of learning in a Practical and Applied Arts curriculum. Because PAA curricula generally contain more learning than one course (1 credit), the Areas of Focus are not meant to be fully attainable after 100 hours of learning. The Areas of Focus for Financial Literacy are:

- Earning;
- Saving;
- Spending;
- Borrowing;
- Sharing;
- Investing; and,
- Protecting.

The curriculum addresses financial issues and decisions that students may already be facing while highlighting others they are likely to face within the first few years of graduating high school. In addition, it touches upon more complex issues such as home ownership, debt management and retirement planning which are part of a lifelong financial journey.

Teaching Financial Literacy

For some students, parents and caregivers, the topic of personal finances may be a sensitive one to address. It is important that teachers ease student, parent and caregiver concerns about discussing family finances and assure them that confidential financial information will not be requested or shared. It may be appropriate to encourage students to discuss their learning with peers, parents and caregivers as it will help to reinforce their learning while building financial knowledge and skills in others.

The Financial Literacy curriculum is best implemented using examples and scenarios that deal with financial issues and decisions students may already be facing or will face in the not-too-distant future. Wherever possible, students should be given scenarios where they define a problem or issue, gather

information, propose solutions and then defend what they perceive to be the best solution for the issue at hand. Examples and scenarios allow students to apply decision-making strategies in a safe environment where their personal financial information is never disclosed.

Students' cultural, religious and community perspectives must be validated, honored and respected as they approach financial issues and decisions with their own sets of values and viewpoints. As examples:

- Traditional First Nation worldviews value sharing.
- Traditional Islamic practices prohibit the earning or payment of interest and the investment in businesses that provide goods or services considered contrary to Islamic principles.
- Traditional Christianity values the principle of tithing as a part of good stewardship of resources that are God-given.

The degree to which individuals follow their traditional cultural, community or religious perspectives will vary, but students should be challenged to see how these principles are and can be applied to finances today. Teachers should reach out to community leaders to gain an understanding of the local perspectives on earning, saving, spending, borrowing, sharing, investing and protecting related to finances.

Financial issues and decisions should never be approached with a 'one size fits all' mentality. Saskatchewan's growing immigrant population continues to affect the province's cultural landscape, and mutual understanding of a variety of perspectives will enhance the learning experience for all students.

Grades 7-12 Practical and Applied Arts

Opportunities available to students within Practical and Applied Arts are numerous. The choices assist students in developing personal skills, gaining entry level employment skills or pursuing apprenticeship opportunities in the trades. Students have the opportunity to explore and develop career pathways.

Each Practical and Applied Arts curriculum is composed of modules configured into courses, along with suggestions for modules that are suitable for middle or secondary level survey courses. PAA curricula are grouped in clusters according to common themes. Because various combinations of modules can be chosen, the courses will have variable occupational or career pathways to post-secondary education and training or workplace opportunities.

The modular design provides for flexibility and for community involvement. The design allows teachers and schools to develop unique PAA offerings that reflect student interest and school/community resources. Partnerships with community businesses and service providers enhance learning opportunities in a community context.

Practical and Applied Arts courses can be offered in two ways within a school—as pure or survey course offerings. A pure course at the secondary level is a course where core (compulsory) modules are taught, and optional modules are selected from the same PAA curriculum to total 100 hours. A survey course is a configuration of modules recommended from a minimum of three pure PAA curricula to create a middle level course of a minimum of 50 hours or a secondary level course to total 100 instructional

hours (1 credit). The *Practical and Applied Arts Handbook* offers recommendations for configuring survey courses at the middle and secondary levels.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The K-12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community and Place*

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

To engage in the Practical and Applied Arts, students need to use knowledge and skills and to interact with each other. Through the Practical and Applied Arts, students learn about themselves, others, and the world around them. They use their new understanding and skills to explore who they are and who they might become. Practical and Applied Arts programming should vary by school to reflect the community at large. Community projects can play a key role in Practical and Applied Arts programming and connect the school more closely to the community.

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Students in Practical and Applied Arts courses will gain a positive sense of identity and efficacy through development of practical skills and knowledge. Many Practical and Applied Arts curricula are closely related to careers found in Saskatchewan and, therefore, are directly connected to lifelong learning whether in a professional career or through hobbies and personal interests.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

Engaged citizens have empathy for those around them and contribute to the well-being of the community as a whole. Practical and Applied Arts students learn how new skills and abilities enable them to make a difference in their personal lives as well as in their family and community. Skills and abilities gained in Practical and Applied Arts courses build a sense of confidence which encourages students to participate effectively in their world.

*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

Think and learn contextually

- Apply prior knowledge, experiences, and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences, or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.
- Explore norms*, concepts, situations, and experiences from several perspectives, theoretical frameworks, and worldviews.

Think and learn creatively

- Show curiosity and interest in the world, new experiences, materials, and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses, and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection, and inquiry.
- Create or re-design objects, designs, models, patterns, relationships, or ideas by adding, changing, removing, combining, and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

Think and learn critically

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations, and other phenomena.
- Distinguish among facts, opinions, beliefs, and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives, and actions.
- Apply, evaluate, and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly, and fairly.

*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being “normal”) which creates a power imbalance gained by birth, social position, or concession and provides a particular context.

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)

- Recognize that cultural and linguistic backgrounds, norms, and experiences influence identity, beliefs, values, and behaviours.
- Develop skills, understandings, and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.
- Analyze family, community, and societal influences (such as recognized and unrecognized privileges) on the development of identity.
- Demonstrate self-reliance, self-regulation, and the ability to act with integrity.
- Develop personal commitment and the capacity to advocate for self.

Understand, value, and care for others

- Demonstrate openmindedness* toward, and respect for all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

Understand and value social, economic, and environmental interdependence and sustainability**

- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental, and economic factors.
- Analyze how one's thinking, choices, and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment, and economy – locally, nationally, and globally.

*Openmindedness refers to a mind that is open to new ideas, and free from prejudice or bias in order to develop an “ethical space” between an existing idea and a new idea (Ermine).

**Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic, and environmental well-being.

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning)

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills, and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

Construct knowledge related to various literacies

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements, and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture, and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

Explore and interpret the world using various literacies

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources, and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural, and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

Express understanding and communicate meaning using various literacies

- Create, compute, and communicate using a variety of materials, strategies, and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts, and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences, and information in ways that are inclusive, understandable, and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space* to engage in dialogue, address mutual concerns, and accomplish shared goals.

Use moral reasoning processes

- Evaluate the possible consequences of a course of action on self, others, and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values** such as “respect for all”.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

Engage in communitarian thinking and dialogue

- Model a balance in speaking, listening, and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

Take social action

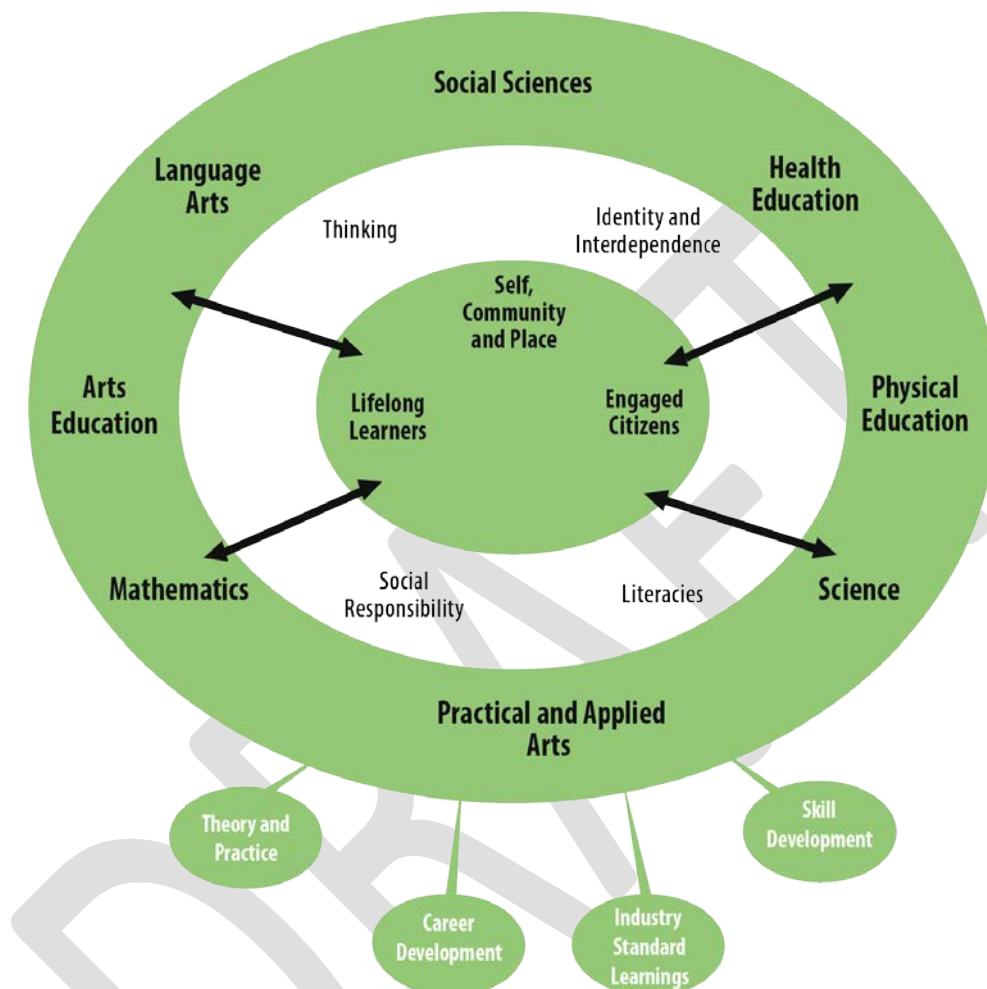
- Demonstrate respect for and commitment to human rights, treaty rights, and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family, and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity, and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

*An ethical space exists between separate worldviews. In this space, “we can understand one another’s knowledge systems” (Ermine, 2006). For further information, see Willie Ermine’s work related to ethical space.

**The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion, related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

Aim and Goals

The aim of 7-12 Practical and Applied Arts is to provide life skills to prepare students to participate as family members, community members, citizens, consumers and producers in Canadian society.



Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The goals of 7-12 Practical and Applied Arts are:

- **Theory and Practice** – Students will be engaged in a balance of theory and practice for lifelong learning.
- **Career Development** – Students will experience opportunities for career awareness, exploration and experience.
- **Industry Standard Learnings** – Students will gain industry standard learnings to assist them in accessing post-secondary education, training and employment.
- **Skill Development** – Students will develop the skills needed to enter, stay in and progress in the world of work.

Inquiry

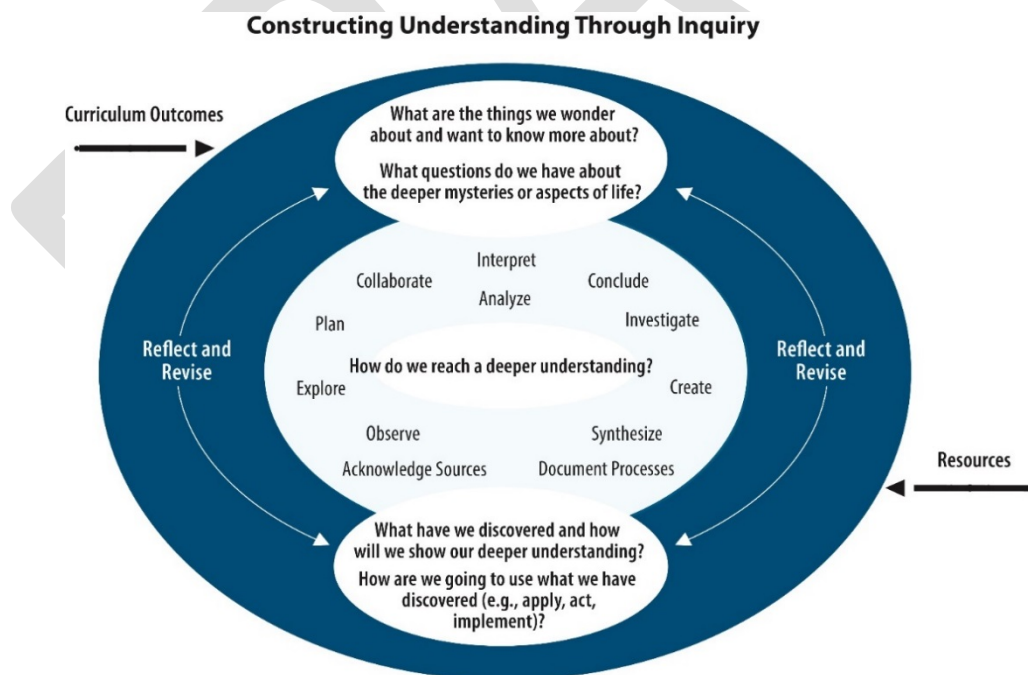
Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but, showed me! Communication, critical and creative thinking were important." (Traditional Knowledge Keeper Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)



In the Practical and Applied Arts, inquiry encompasses creating solutions to challenges through the practical application of understandings and skills. This includes processes to get from what is known to discover what is unknown. When teachers show students how to solve a challenge and then assign additional/similar challenges, the students are not constructing new knowledge through application but merely practising. Both are necessary elements of skill building in the Practical and Applied Arts, but one should not be confused with the other. If the path for getting to the end situation already has been determined, it is no longer problem solving. Students must understand this difference as well.

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.

An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

Creating Questions for Inquiry

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help student grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help student connect what they are learning to their experiences and life beyond school.

Effective questions in Practical and Applied Arts are the key to initiating and guiding students' investigations, critical thinking, problem solving, and reflection on their own learning. Such questions include:

- Does my financial plan align with and support my goals?
- How can the decision-making process help me in addressing a financial challenge?
- How do my lifestyle choices affect my financial practices and vice versa?
- How do cultural, religious and community perspectives inform financial practices around earning, saving, spending, borrowing, sharing, investing and protecting?
- What is the relationship between financial health and well-being and emotional, physical and mental health and well-being?
- What does it mean to be financially well?
- How do world events affect my personal finances?

The above are only a few examples of questions to move students' inquiry towards deeper understanding. Effective questioning is essential for teaching and student learning, and should be an integral part of planning. Questioning should also be used to encourage students to reflect on the inquiry process and on the documentation and assessment of their own learning.

An Effective Practical and Applied Arts Program

An effective Practical and Applied Arts program provides a variety of relevant, engaging and authentic learning opportunities that are driven by student interest and facilitated through school- and work-based learning with linkages that connect the two. The course offerings emphasize:

- relevance to real life;
- hands-on learning;
- career development opportunities;
- industry standard learnings;
- connections to community; and,
- alignment with labour market needs.

Relevance to real life – Whether students enroll in PAA courses to develop skills for personal use, gain entry level employment skills or pursue post-secondary education or training such as apprenticeship, learning must be contextualized to help them see the application and relevance to the real world.

Hands-on learning – Hands-on learning gives students the opportunity to practice what they have learned using equipment and materials commonly found in the home, community or workplace. A balance between theory and practice enhances students' learning experiences.

Career development opportunities – All three levels of the career development continuum—awareness, exploration and experiential—should be supported. Students grow in their awareness of personal traits, skills and preferences that influence career decisions and in their awareness of occupational and career pathways. They explore many opportunities and may begin to experience careers firsthand through specialized work placements or classroom learning that support the refinement of skills related to a particular job or occupation. Opportunities for students to acquire industry certifications will help to enhance their employment opportunities.

Industry standard learnings – Integral to PAA curricula are industry standard learnings that ensure student learning is up-to-date and relevant to current industry standards and practices. These learnings can assist students in accessing post-secondary education as well as training and employment opportunities.

Connections to community - Students recognize the importance of their efforts when they apply their knowledge, skills and abilities to support creative and innovative community projects; they become engaged citizens making a positive contribution. Likewise, work placements within the community help to connect school- with work-based learning. Community professionals serving as mentors can encourage students to expand their career interests and to work towards achieving their career goals.

Alignment with labour market needs – Students can quickly see the importance and relevance of their learning when learning in PAA courses aligns with community labour market trends and opportunities.

Using this Curriculum

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning. In PAA, outcomes that are required are those within core modules for pure courses, and those within optional modules selected at the local level.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms "including", "such as", "e.g." and "i.e." serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.
- **I.e.** means 'that is' and clarifies the term, concept or strategy it follows.

Modules/Outcomes at a Glance

Core modules are the compulsory modules that must be covered in pure courses such as Financial Literacy 20, 30 for developmental or safety reason. Optional modules are selected to complete each 100-hour course.

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
1	Why Money Matters (Core) Explore the value of money.	Introductory	2-4
2	The Decision-Making Process (Core) Apply decision-making strategies to various financial scenarios.	Introductory	1-3
3	Goal Setting (Core) Develop personal goals using a variety of goal-setting models.	Introductory	2-3
4	Information Security (Core) Investigate methods for handling and storing personal and financial information securely.	Introductory	3-5
5	Net Worth (Core) Apply the concept of net worth to given scenarios.	Intermediate	3-5
6A	Budgeting - Budgeting Fundamentals (Core) Examine the principles of budgeting.	Introductory	3-5
6B	Budgeting - Personal Budget Design and Analysis (Optional) Develop monthly and annual budgets based on income and expense tracking.	Intermediate	2-4
6C	Budgeting: Applying Personal Budgets (Optional) Create and evaluate a personal budget.	Advanced	3-5
7A	Financial Institutions - Exploration (Core) Examine basic services typically provided by financial institutions for accessing and managing personal finances.	Introductory	2-6
7B	Financial Institutions B: Personal Purpose and Function (Core) Assess factors that influence one's selection of a financial institution to manage personal finances.	Advanced	5-8
8	Conducting and Monitoring Financial Transactions (Core) Explore forms, documents and processes used to conduct and monitor common financial transactions.	Introductory	2-3
9	Cheques (Optional) Explore the attributes of and uses of cheques.	Intermediate	2-3

10	Maintaining Financial Records (Optional) Maintain accurate personal financial records.	Intermediate	4-8
11	Pre-authorized Debits and Direct Deposits (Optional) Explore the use of pre-authorized payments and direct deposits.	Intermediate	3-5
12	Credible Financial Advice (Core) Assess how to find credible sources of financial advice.	Advanced	3-5
13	Non-Employment Sources of Income (Optional) Explore non-employment sources of income.	Intermediate	3-5
14A	Taxes (Core) Investigate taxes paid by individuals in Saskatchewan.	Introductory	5-8
14B	Personal Income Tax (Core) Investigate personal income tax.	Intermediate	5-10
15A	Payment for Work A (Core) Research different ways to earn an income.	Introductory	1-2
15B	Payment for Work B (Core) Assess the financial and legal implications associated with different methods of paying for work.	Intermediate	4-7
15C	Pay Stub and Deductions (Core) Examine the components of a pay stub.	Intermediate	2-4
16	Transactions for Goods and Services (Optional) Evaluate how transactions for goods and services occur.	Intermediate	2-4
17A	Lifestyle and Career A (Optional) Explore career options to support one's desired lifestyle goals.	Introductory	2-3
17B	Lifestyle and Career B (Optional) Evaluate the viability of one's chosen career to support one's desired future lifestyle.	Intermediate	3-5
18	Leaves from Work (Optional) Investigate leaves from work that are available to workers in Saskatchewan and the potential impact of these leaves on one's personal finances.	Advanced	3-5
19	Retirement Planning (Optional) Assess the importance of retirement planning as part of a personal financial plan.	Intermediate	5-7
20	Interest (Core) Examine the concept of interest.	Introductory	3-5

21	Education Planning (Core) Explore options for funding post-secondary education.	Intermediate	5-7
22A	Types of Credit (Core) Investigate various types of credit and credit products available to individuals.	Introductory	7-10
22B	Credit Reports and Credit Scores (Core) Investigate factors that influence one's credit file.	Intermediate	7-10
22C	History of Credit (Optional) Analyze the history of credit.	Advanced	7-10
22D	Obtaining and Maintaining Credit (Core) Explore the process of obtaining credit including the role of down payments and credit calculations.	Intermediate	7-10
22E	Attitudes Towards Credit (Optional) Explore how various perspectives affect an individual's attitudes towards credit.	Introductory	5-8
23	Types of Payment Cards (Optional) Investigate different types of payment cards.	Introductory	2-4
24	Mortgages (Optional) Investigate the process of negotiating and obtaining a mortgage.	Advanced	5-8
25A	Handling Debt Problems A (Core) Analyze the use and overuse of credit by individuals.	Intermediate	3-6
25B	Handling Debt Problems B (Core) Examine the processes of and alternatives to personal bankruptcy in Saskatchewan.	Advanced	3-5
26	Cell Phone Plan Options (Optional) Examine cell phone plan options.	Introductory	1-3
27	Contracts (Core) Examine financial contracts.	Intermediate	3-5
28A	Buying, Renting and Leasing (Core) Differentiate between buying, renting, and leasing.	Intermediate	3-5
28B	Vehicles: Leasing vs. Buying (Core) Investigate the processes for buying and leasing a vehicle.	Advanced	3-5
28C	Housing: Renting (Core) Assess factors involved in renting accommodation.	Intermediate	3-4
28D	Housing: Purchasing a Home (Optional) Assess factors involved in purchasing accommodation.	Advanced	3-5

29A	Saving (Core) Examine the principles of saving money.	Introductory	1-3
29B	Saving and Investing (Core) Differentiate between savings and investing.	Introductory	1-2
29C	Criteria to Consider when Investing (Optional) Explore investment criteria.	Intermediate	1-2
29D	Stock Markets and Investment Options (Optional) Investigate stock markets and investment options.	Intermediate	5-10
29E	Investment Vehicles (Optional) Compare various investment vehicles.	Intermediate	2-4
29F	Investment Portfolio (Optional) Construct an investment portfolio that includes short-, medium- and long-term investment goals.	Advanced	10-15
30	Investment Practices in Canada (Optional) Research investment practices in Canada.	Advanced	1-2
31A	Insurance A: Principles of Insurance (Optional) Explore the importance of protection against potential financial loss.	Introductory	1-2
31B	Insurance B: Application of Insurance Policies (Optional) Examine and envision the insurance claim process.	Advanced	1-2
32A	Charitable Giving (Optional) Explore giving to registered charities, non-profit organizations and worthy causes as part of one's financial plan.	Introductory	3-5
32B	Investing in Registered Charities, Non-Profit Organizations and Worthy Causes (Optional) Examine the work of registered charities, non-profit organizations and worthy causes.	Intermediate	2-5
32C	Charitable Fundraising Project (Optional) Collaborate to plan and implement a fundraising project in one's community or school.	Advanced	10-15
33	Micro-Economics (Optional) Explore economic factors that impact personal financial decisions.	Advanced	3-5

34	Macro-Economics (Optional) Examine the impact of investing on the local, provincial and national economies.	Advanced	2-4
35	Frauds, Phishing and Scams (Core) Explore the financial risks associated with fraud, phishing and scams.	Introductory	3-5
36	Foreign Exchange (Optional) Investigate foreign exchange.	Advanced	3-5
37	Career Opportunities in the Financial Industry (Core) Investigate career opportunities in the financial industry in Saskatchewan and Canada.	Introductory	3-5
38A	Work Study Preparation (Optional) Prepare for the work placement.	Intermediate	3-5
38B	Work Study Preparation (Optional) Prepare for the work placement.	Advanced	3-5
39A	Work Study Placement (Optional) Participate in a work placement experience.	Intermediate	25-50
39B	Work Study Placement (Optional) Participate in a work placement experience.	Advanced	25-50
40A	Work Study Follow-up (Optional) Relate one's work placement experience to personal and career goals.	Intermediate	2-4
40B	Work Study Follow-up (Optional) Relate one's work placement experience to personal and career goals.	Advanced	2-4
99A	Extended Study (Optional)	Intermediate	10-25
99B	Extended Study (Optional)	Advanced	10-25

Course Configurations – Core and Suggested Optional Modules

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
	Financial Literacy 20		
1	Why Money Matters (Core) Explore the value of money.	Introductory	2-4
2	The Decision-Making Process (Core) Apply decision-making strategies to various financial scenarios.	Introductory	1-3
3	Goal Setting (Core) Develop personal goals using a variety of goal-setting models.	Introductory	2-3
4	Information Security (Core) Investigate methods for handling and storing personal and financial information securely.	Introductory	3-5
5	Net Worth (Core) Apply the concept of net worth to given scenarios.	Intermediate	3-5
6A	Budgeting - Budgeting Fundamentals (Core) Examine the principles of budgeting.	Introductory	3-5
6B	Budgeting - Personal Budget Design and Analysis (Optional) Develop monthly and annual budgets based on income and expense tracking.	Intermediate	3-5
7A	Financial Institutions - Exploration (Core) Examine basic services typically provided by financial institutions for accessing and managing personal finances.	Introductory	2-6
8	Conducting and Monitoring Financial Transactions (Core) Explore forms, documents and processes used to conduct and monitor common financial transactions.	Introductory	5-7
9	Cheques (Optional) Explore the attributes of and uses of cheques.	Intermediate	2-3
10	Maintaining Financial Records (Optional) Maintain accurate personal financial records.	Intermediate	8-10
11	Pre-authorized Debits and Direct Deposits (Optional) Explore the use of pre-authorized payments and direct deposits.	Intermediate	2-3
15A	Payment for Work A (Core) Research different ways to earn an income.	Introductory	1-2

15B	Payment for Work B (Core) Assess the financial and legal implications associated with different methods of paying for work.	Intermediate	4-7
15C	Pay Stub and Deductions (Core) Examine the components of a pay stub.	Intermediate	2-4
16	Transactions for Goods and Services (Optional) Evaluate how transactions for goods and services occur.	Intermediate	2-4
17A	Lifestyle and Career A (Optional) Explore career options to support one's desired lifestyle goals.	Introductory	2-3
20	Interest (Core) Examine the concept of interest.	Introductory	3-5
22A	Types of Credit (Core) Investigate various types of credit and credit products available to individuals.	Introductory	7-10
22B	Credit Reports and Credit Scores (Core) Investigate factors that influence one's credit file.	Intermediate	7-10
22D	Obtaining and Maintaining Credit (Core) Explore the process of obtaining credit including the role of down payments and credit calculations.	Intermediate	7-10
22E	Attitudes Towards Credit (Optional) Explore how various perspectives affect an individual's attitudes towards credit.	Introductory	5-8
23	Types of Payment Cards (Optional) Investigate different types of payment cards.	Introductory	2-4
25A	Handling Debt Problems A (Core) Analyze the use and overuse of credit by individuals.	Intermediate	3-6
26	Cell Phone Plan Options (Optional) Examine cell phone plan options.	Introductory	1-3
27	Contracts (Core) Examine financial contracts.	Intermediate	3-5
28A	Buying, Renting and Leasing (Core) Differentiate between buying, renting, and leasing.	Intermediate	3-5
29A	Saving (Core) Examine the principles of saving money.	Introductory	1-3
29B	Saving and Investing (Core) Differentiate between savings and investing.	Introductory	1-2

29C	Criteria to Consider when Investing (Optional) Explore investment criteria.	Intermediate	1-2
31A	Insurance A: Principles of Insurance (Optional) Explore the importance of protection against potential financial loss.	Introductory	1-2
32A	Charitable Giving (Optional) Explore giving to registered charities, non-profit organizations and worthy causes as part of one's financial plan.	Introductory	3-5
32B	Investing in Registered Charities, Non-Profit Organizations and Worthy Causes (Optional) Examine the work of registered charities, non-profit organizations and worthy causes.	Intermediate	2-5
35	Frauds, Phishing and Scams (Core) Explore the financial risks associated with fraud, phishing and scams.	Introductory	3-5
37	Career Opportunities in the Financial Industry (Core) Investigate career opportunities in the financial industry in Saskatchewan and Canada.	Introductory	3-5
38A	Work Study Preparation (Optional) Prepare for the work placement.	Intermediate	3-5
39A	Work Study Placement (Optional) Participate in a work placement experience.	Intermediate	25-50
40A	Work Study Follow-up (Optional) Relate one's work placement experience to personal and career goals.	Intermediate	2-4
99A	Extended Study (Optional)	Intermediate	10-25
	Minimum		100

Module Number	Modules (Core or Optional)	Level	Suggested Time (hrs)
	Financial Literacy 30		
6C	Budgeting: Applying Personal Budgets (Optional) Create and evaluate a personal budget.	Advanced	3-5
7B	Financial Institutions B: Personal Purpose and Function (Core) Assess factors that influence one's selection of a financial institution to manage personal finances.	Advanced	5-8
12	Credible Financial Advice (Core) Assess how to find credible sources of financial advice.	Advanced	3-5
13	Non-Employment Sources of Income (Optional) Explore non-employment sources of income.	Intermediate	3-5
14A	Taxes (Core) Investigate taxes paid by individuals in Saskatchewan.	Introductory	5-8
14B	Personal Income Tax (Core) Investigate personal income tax.	Intermediate	5-10
17B	Lifestyle and Career B (Optional) Evaluate the viability of one's chosen career to support one's desired future lifestyle.	Intermediate	3-5
18	Leaves from Work (Optional) Investigate leaves from work that are available to workers in Saskatchewan and the potential impact of these leaves on one's personal finances.	Advanced	3-5
19	Retirement Planning (Optional) Assess the importance of retirement planning as part of a personal financial plan.	Intermediate	5-7
21	Education Planning (Core) Explore options for funding post-secondary education.	Intermediate	5-7
22C	History of Credit (Optional) Analyze the history of credit.	Advanced	7-10
24	Mortgages (Optional) Investigate the process of negotiating and obtaining a mortgage.	Advanced	5-8
25B	Handling Debt Problems B (Core) Examine the processes of and alternatives to personal bankruptcy in Saskatchewan.	Advanced	3-5

28B	Vehicles: Leasing vs. Buying (Core) Investigate the processes for buying and leasing a vehicle.	Advanced	3-5
28C	Housing: Renting (Core) Assess factors involved in renting accommodation.	Intermediate	3-4
28D	Housing: Purchasing a Home (Optional) Assess factors involved in purchasing accommodation.	Advanced	3-5
29D	Stock Markets and Investment Options (Optional) Investigate stock markets and investment options.	Intermediate	5-10
29E	Investment Vehicles (Optional) Compare various investment vehicles.	Intermediate	2-4
29F	Investment Portfolio (Optional) Construct an investment portfolio that includes short-, medium- and long-term investment goals.	Advanced	10-15
30	Investment Practices in Canada (Optional) Research investment practices in Canada.	Advanced	1-2
31B	Insurance B: Application of Insurance Policies (Optional) Examine and envision the insurance claim process.	Advanced	1-2
32C	Charitable Fundraising Project (Optional) Collaborate to plan and implement a fundraising project in one's community or school.	Advanced	10-15
33	Micro-Economics (Optional) Explore economic factors that impact personal financial decisions.	Advanced	3-5
34	Macro-Economics (Optional) Examine the impact of investing on the local, provincial and national economies.	Advanced	2-4
36	Foreign Exchange (Optional) Investigate foreign exchange.	Advanced	3-5
38B	Work Study Preparation (Optional) Prepare for the work placement.	Advanced	3-5
39B	Work Study Placement (Optional) Participate in a work placement experience.	Advanced	25-50
40B	Work Study Follow-up (Optional) Relate one's work placement experience to personal and career goals.	Advanced	2-4

99B	Extended Study (Optional)	Advanced	10-25
	Minimum		100

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Suggested Modules for Middle Level PAA Survey Courses

Module Number	Modules	Level	Suggested Time (hrs)	Prerequisite
1	Why Money Matters Explore the value of money.	Introductory	2-4	None
2	The Decision-Making Process Apply decision-making strategies to various financial scenarios.	Introductory	1-3	None
3	Goal Setting Develop personal goals using a variety of goal-setting models.	Introductory	2-3	None
4	Information Security Investigate methods for handling and storing personal and financial information securely.	Introductory	3-5	None
6A	Budgeting - Budgeting Fundamentals Examine the principles of budgeting.	Introductory	3-5	Module 2: The Decision-Making Process
7A	Financial Institutions - Exploration Examine basic services typically provided by financial institutions for accessing and managing personal finances.	Introductory	2-6	None
8	Conducting and Monitoring Financial Transactions Explore forms, documents and processes used to conduct and monitor common financial transactions.	Introductory	2-3	Module 7A: Financial Institutions - Exploration
15A	Payment for Work A Research different ways to earn an income.	Introductory	2-3	None
17A	Lifestyle and Career A Explore career options to support one's desired lifestyle goals.	Introductory	2-3	None
23	Types of Payment Cards Investigate different types of payment cards.	Introductory	2-4	Module 4: Information Security
26	Cell Phone Plan Options Examine cell phone plan options.	Introductory	1-3	None
29A	Saving Examine the principles of saving money.	Introductory	1-3	None

35	Frauds, Phishing and Scams Explore the financial risks associated with fraud, phishing and scams.	Introductory	3-5	Module 4: Information Security
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Suggested Modules for Secondary PAA Survey Courses

Module Number	Modules	Level	Suggested Time (hrs)	Prerequisite
1	Why Money Matters Explore the value of money.	Introductory	2-4	None
2	The Decision-Making Process Apply decision-making strategies to various financial scenarios.	Introductory	1-3	None
3	Goal Setting Develop personal goals using a variety of goal-setting models.	Introductory	2-3	None
4	Information Security Investigate methods for handling and storing personal and financial information securely.	Introductory	3-5	None
5	Net Worth Apply the concept of net worth to given scenarios.	Intermediate	3-5	None
6A	Budgeting - Budgeting Fundamentals Examine the principles of budgeting.	Introductory	3-5	Module 2: The Decision-Making Process
6B	Budgeting - Personal Budget Design and Analysis Develop monthly and annual budgets based on income and expense tracking.	Intermediate	2-3	Module 6A: Budgeting – Budgeting Fundamentals
6C	Budgeting: Applying Personal Budgets Create and evaluate a personal budget.	Advanced	3-5	Module 5: Net Worth Module 6B: Budgeting – Personal Budget Design and Analysis
7A	Financial Institutions - Exploration Examine basic services typically provided by financial institutions for accessing and managing personal finances.	Introductory	2-6	None

7B	Financial Institutions B: Personal Purpose and Function Assess factors that influence one's selection of a financial institution to manage personal finances.	Advanced	5-8	Module 7A: Financial Institutions - Exploration
8	Conducting and Monitoring Financial Transactions Explore forms, documents and processes used to conduct and monitor common financial transactions.	Introductory	2-3	Module 7A: Financial Institutions - Exploration
9	Cheques Explore the attributes of and uses of cheques.	Intermediate	2-3	Module 7A: Financial Institutions - Exploration
11	Pre-authorized Debits and Direct Deposits Explore the use of pre-authorized payments and direct deposits.	Intermediate	3-5	Module 8: Conducting and Monitoring Financial Transactions
14A	Taxes Investigate taxes paid by individuals in Saskatchewan.	Introductory	5-8	Module 15C: Pay Stub and Deductions
14B	Personal Income Tax Investigate personal income tax.	Intermediate	5-10	Module 14A: Taxes
15A	Payment for Work A Research different ways to earn an income.	Introductory	2-3	None
15B	Payment for Work B Assess the financial and legal implications associated with different methods of paying for work.	Intermediate	4-7	Module 15A: Payment for Work A
15C	Pay Stub and Deductions Examine the components of a pay stub.	Intermediate	2-4	Module 15B: Payment for Work B
17A	Lifestyle and Career A Explore career options to support one's desired lifestyle goals.	Introductory	2-3	None
17B	Lifestyle and Career B Evaluate the viability of one's chosen career to support one's desired future lifestyle.	Intermediate	3-5	None

18	Leaves from Work Investigate leaves from work that are available to workers in Saskatchewan and the potential impact of these leaves on one's personal finances.	Advanced	3-5	None
19	Retirement Planning Assess the importance of retirement planning as part of a personal financial plan.	Intermediate	5-7	Module 6B: Budgeting - Personal Budget Design and Analysis Module 15C: Pay Stub and Deductions
20	Interest Examine the concept of interest.	Introductory	3-5	None
21	Education Planning Explore options for funding post-secondary education.	Intermediate	5-7	Module 6A: Budgeting – Budgeting Fundamentals or Module 6B: Budgeting - Personal Budget Design and Analysis
22A	Types of Credit Investigate various types of credit and credit products available to individuals.	Introductory	7-10	Module 4: Information Security Module 5: Net Worth Module 20: Interest
22B	Credit Reports and Credit Scores Investigate factors that influence one's credit file.	Intermediate	7-10	Module 22A: Credit Reports and Credit Scores
22D	Obtaining and Maintaining Credit Explore the process of obtaining credit including the role of down payments and credit calculations.	Intermediate	7-10	Module 22A: Types of Credit
22E	Attitudes Towards Credit Explore how various perspectives affect an individual's attitudes towards credit.	Introductory	5-8	None
23	Types of Payment Cards Investigate different types of payment cards.	Introductory	2-4	Module 4: Information Security

25A	Handling Debt Problems A Analyze the use and overuse of credit by individuals.	Advanced	3-6	Module 22D: Obtaining and Maintaining Credit Module 22E: Attitudes toward Credit
25B	Handling Debt Problems B Examine the processes of and alternatives to personal bankruptcy in Saskatchewan.	Advanced	3-5	Module 25A: Handling Debt Problems
26	Cell Phone Plan Options Examine cell phone plan options.	Introductory	1-3	None
27	Contracts Examine financial contracts.	Intermediate	3-5	Module 4: Information Security
28A	Buying, Renting and Leasing Differentiate between buying, renting, and leasing.	Intermediate	3-5	Module 27: Contracts
28B	Vehicles: Leasing vs. Buying Investigate the processes for buying and leasing a vehicle.	Advanced	3-5	Module 28A: Buying, Renting and Leasing
28C	Housing: Renting Assess factors involved in renting accommodation.	Intermediate	3-5	Module 28A: Buying, Renting and Leasing
29A	Saving Examine the principles of saving money.	Introductory	1-3	None
29B	Saving and Investing Differentiate between savings and investing.	Introductory	1-2	Module 20: Interest Module 29A: Saving
31A	Insurance A: Principles of Insurance Explore the importance of protection against potential financial loss.	Introductory	1-2	Module 4: Information Security
31B	Insurance B: Application of Insurance Policies Examine and envision the insurance claim process.	Advanced	1-2	Module 31A: Principles of Insurance
35	Frauds, Phishing and Scams Explore the financial risks associated with fraud, phishing and scams.	Introductory	3-5	Module 4: Information Security

36	Foreign Exchange Investigate foreign exchange.	Advanced	2-4	None
37	Career Opportunities in the Financial Industry Investigate career opportunities in the financial industry in Saskatchewan and Canada.	Introductory	3-5	None
38A	Work Study Preparation Prepare for the work placement.	Intermediate	3-5	None
38B	Work Study Preparation Prepare for the work placement.	Advanced	3-5	None
39A	Work Study Placement Participate in a work placement experience.	Intermediate	25-50	Module 38A: Work Study Preparation
39B	Work Study Placement Participate in a work placement experience.	Advanced	25-50	Module 38B: Work Study Preparation
40A	Work Study Follow-up Relate one's work placement experience to personal and career goals.	Intermediate	2-4	Module 39A: Work Study Placement
40B	Work Study Follow-up Relate one's work placement experience to personal and career goals.	Advanced	2-4	Module 39B: Work Study Placement
99A	Extended Study	Intermediate	10-25	None
99B	Extended Study	Advanced	10-25	None

Modules

Module 1: Why Money Matters (Core)		
Suggested Time: 2-4 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Explore the value of money.	<p>a. Explore common responses to questions such as:</p> <ul style="list-style-type: none"> • Why do we have money? • Why do people need money? • How much money does one really need? • What are common money decisions people face? • How do personal decisions about money affect self and others? • Why is it important to have one's spending and savings habits under control? • What influences one's perception of and value of money? <p>b. Discuss reasons (e.g., safety and security, freedom, ability to have choices, ability to give back and to share, comfort and control, adventure) why people value money.</p> <p>c. Explain the concept that every money decision involves a trade-off (i.e., opportunity cost).</p>	

Module 2: The Decision-Making Process (Core)		
Suggested Time: 1-3 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Apply decision-making strategies to various financial scenarios.	<p>a. Discuss how factors such as one's needs, wants, habits, values, risks, economic influences and current financial situation affect one's decisions.</p> <p>b. Identify and role-play various scenarios using decision-making strategies such as agonizing, procrastination, spontaneity, compliance and security.</p> <p>c. Analyze the effectiveness of various decision-making strategies applied to given financial scenarios.</p> <p>d. Discuss how different decision-making strategies may be used for different situations.</p>	

Module 3: Goal-Setting (Core)		
Suggested Time: 2-3 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Develop personal goals using a variety of goal-setting models.	<ul style="list-style-type: none"> a. Determine individual needs and wants. b. Discuss the significance of setting goals in one's life. c. Research the characteristics of various models (e.g., SMART, PACED) for decision-making and goal setting. d. Develop personal short-, medium- and long-term goals that include goals for building personal competence and confidence in managing one's money/finances. 	

Module 4: Information Security (Core)		
Suggested Time: 3-5 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Investigate methods for handling and storing personal and financial information securely.	<ul style="list-style-type: none"> a. Identify various documents such as receipts, bank statements, job applications, resumes and passports which contain sensitive information that others could use fraudulently. b. Recognize when personal information (e.g., social insurance number, account numbers, passwords, passport information) should remain confidential. c. Identify how documents that contain sensitive information may be stored and protected using various tools and techniques such as a safety deposit box, a fire proof safe, a secured electronic folder and shredding. d. Assess the need for keeping debit and credit card information such as the card number, card verification value/card verification code (CVV/CVC), and personal identification number secure. e. Discuss the level of security associated with common payment methods such as cash, cheque, electronic transfer, credit card, bank draft, manager's trust cheque and prepaid credit card. 	

Module 5: Net Worth (Core)		
Suggested Time: 3-5 hours	Level: Intermediate	Prerequisite: None
Outcome	Indicators	
Apply the concept of net worth to given scenarios.	<ul style="list-style-type: none"> a. Differentiate between assets and liabilities. b. Differentiate between appreciating and depreciating assets. c. Determine the equity of an asset at a specific time. d. Provide examples of assets and liabilities that determine one's personal net worth. e. Investigate how negative equity affects investing and net worth. f. Design scenarios that demonstrate the importance of net worth to an individual's investment portfolio. g. Calculate net worth for oneself or for given scenarios. h. Calculate net worth and determine its importance within an overall financial plan for a given scenario. 	

Module 6A: Budgeting - Budgeting Fundamentals (Core)		
Suggested Time: 3-5 hours	Level: Introductory	Prerequisite: Module 2
Outcome	Indicators	
Examine the principles of budgeting.	<ul style="list-style-type: none"> a. Describe the role and importance of budgeting in financial planning for self and other uses (e.g., an organization or club, a small-scale event). b. Provide examples of the types of income (e.g., employment and other) and expenses (e.g., fixed, variable) typically included in a personal budget. c. Discuss the importance of tracking income and expenses over a period of time prior to developing a personal budget. d. Identify reasons why people fail to follow budgets. e. Discuss pitfalls of living beyond one's means. f. Provide examples of the types of income and expenses that might be included in a non-personal budget (e.g., a budget for an organization or club or for a small-scale event). g. Examine and apply budgeting strategies using technology that tracks income and expenses. h. Discuss the concept of opportunity cost in determining how to spend money. i. Develop a simple budget for self or for another use (e.g., an organization or club, a small-scale event). j. Summarize how budgets will evolve and change as one moves through various life stages. k. Examine various cultural and/or religious perspectives on budgeting. 	

Module 6B: Budgeting - Personal Budget Design and Analysis (Optional)		
Suggested Time: 2-4 hours	Level: Intermediate	Prerequisite: Module 6A
Outcome	Indicators	
Develop monthly and annual budgets based on income and expense tracking.	<ul style="list-style-type: none"> a. Examine a variety of tools (e.g., apps, software) designed for tracking expenditures. b. Design and implement a system for tracking monthly and annual income and expenses using appropriate technology. c. Classify income and expenses as monthly or annual and fixed or variable. d. Identify common categories (e.g., housing, utilities, entertainment, travel, food) found in personal budgets. e. Research budgeting advice such as the '50/30/20 Rule' commonly provided by financial experts. f. Analyze monthly and annual expenses to determine patterns and trends in personal spending. g. Develop and refine monthly and annual budgets that reflect tracked income and expenses. h. Reflect on personal spending habits. 	

Module 6C: Budgeting - Applying Personal Budgets (Optional)		
Suggested Time: 3-5 hours	Level: Advanced	Prerequisite: Modules 5, 6B
Outcome	Indicators	
Create and evaluate a personal budget.	<ul style="list-style-type: none"> a. Create and implement a personal budget based on one's current financial situation or a given scenario. b. Compare the financial feasibility of different post-secondary education and work options. c. Create a budget that reflects an individual's income and expenses for a minimum of three to five years following high school completion. d. Discuss unexpected budget expenses that may result from changing conditions such as moving to secure employment in another location, employment, unemployment, underemployment and economic and lifestyle changes. e. Discuss ways to reduce expenditures that may not require lifestyle changes (e.g., reducing fees for products and services such as haircuts, banking fees or cell phones). f. Modify an existing budget to account for changing conditions. g. Reflect on the effectiveness of a personal budget and suggest ways to adjust the budget to achieve changing and evolving goals. 	

Module 7A: Financial Institutions - Exploration (Core)		
Suggested Time: 2-6 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Examine basic services typically provided by financial institutions for accessing and managing personal finances.	<ul style="list-style-type: none"> a. Identify various types of financial institutions (e.g., virtual banks, bricks-and-mortar banks, credit unions, payday loan institutions, alternative lenders, international banks, insurance companies, mortgage companies). b. Research common financial services or products such as chequing and savings accounts, debit and credit cards, telephone banking, mobile banking, online banking and automated teller machine (ATM) banking. c. Identify fees commonly associated with various financial services. d. Discuss reasons why consumers are often skeptical about the fees charged by financial institutions. e. Explore ways to minimize financial service fees. f. Describe the process and requirements, including personal identification required, to apply for an account at a financial institution. g. Identify commonly used terms (e.g., services charges, interest rates, deposits, withdrawals, overdraft) within the financial services industry. h. Investigate how financial institutions make money. i. Discuss practices of and fees levied by financial institutions that make some consumers skeptical. 	

Module 7B: Financial Institutions - Personal Purpose and Function (Core)		
Suggested Time: 5-8 hours	Level: Advanced	Prerequisite: Module 7A
Outcome	Indicators	
Assess factors that influence one's selection of a financial institution to manage personal finances.	<ul style="list-style-type: none"> a. Compare services provided by various financial institutions including those responsive to specific cultures (e.g., Islamic banking). b. Investigate ownership structures of various financial institutions including credit unions and banks. c. Compare options, including their associated fees, for youth, students and adults for managing personal finances from various financial institutions. d. Examine financial services available to meet one's personal financial needs or for given scenarios. e. Identify financial institutions whose services best meet the needs for managing personal finances for self or for given scenarios. 	

Module 8: Conducting and Monitoring Financial Transactions (Core)		
Suggested Time: 2-3 hours	Level: Introductory	Prerequisite: Module 7A
Outcome	Indicators	
Explore forms, documents and processes used to conduct and monitor common financial transactions.	<ul style="list-style-type: none"> a. Discuss common financial transactions (e.g., deposits, withdrawals, direct deposits, e-transfers, cheques, pre-authorized payments, direct deposits). b. Identify common financial transactions and service charges reported on a financial statement. c. Explain how an e-transfer works for both the sender and the recipient. d. Research stop payment options for an e-transfer. e. Discuss the importance of monitoring one's financial transactions and financial statements for accuracy. f. Discuss how one might monitor financial transactions manually and using technologies. g. Research common terms and conditions of an account, such as the process and time restriction for reporting inaccuracies on a bank statement or the rules for clearing fraudulent items. h. Research emerging payment trends. 	

Module 9: Cheques (Optional)		
Suggested Time: 2-3 hours	Level: Intermediate	Prerequisite: Module 7A
Outcome	Indicators	
Explore the attributes and uses of cheques.	<ul style="list-style-type: none"> a. Discuss what a cheque is and why cheques are used. b. Identify information found on a cheque including the account number, transit numbers, and financial institution number. c. Identify when different types of cheques (e.g., void, personal, certified, travellers) might be used. d. Explain common issues (e.g., non-sufficient funds, post- and stale-dated) related to the use of cheques. e. Discuss stop payment options associated with cheques. f. Differentiate between restrictive, special and blank endorsements of a cheque. g. Prepare financial forms and documents including deposit slips and cheques. h. Record transactions using a paper or electronic cheque register. 	

Module 10: Maintaining Financial Records (Optional)		
Suggested Time: 4-8 hours	Level: Intermediate	Prerequisite: Module 8
Outcome	Indicators	
Maintain accurate personal financial records.	<ul style="list-style-type: none"> a. Discuss the importance of maintaining accurate personal financial records. b. Complete a bank reconciliation form using a running balance and bank statement. c. Confirm the accuracy of a bank reconciliation using a bank statement and running balance. d. Compare how different methods of payment (e.g., debit card, credit card, mobile payment, cheque, online payment, electronic funds transfer, pre-authorized payment) affect the monitoring of one's account balance. e. Track financial transactions for self or for a given scenario while maintaining a running balance and monitoring the account balance to ensure sufficient funds are available for expenditures (e.g., savings contributions, credit card payments, pre-authorized payments, unanticipated expenses). 	

Module 11: Pre-authorized Debits and Direct Deposits (Optional)		
Suggested Time: 3-5 hours	Level: Intermediate	Prerequisite: Module 8
Outcome	Indicators	
Explore the use of pre-authorized payments and direct deposits.	<ul style="list-style-type: none"> a. Identify common recurring deposits and pre-authorized payments (e.g., salary, cell phone bills, loans, vehicle registration, insurance, savings contributions). b. Describe the advantages and disadvantages of pre-authorized payment plans and direct deposits. c. Discuss the importance of monitoring one's account to ensure pre-authorized payments and direct deposits are made or received on time. d. Explain the importance of keeping sufficient funds available to cover pre-authorized expenses. e. Describe the process for cancelling pre-authorized payments. f. Discuss the consequences associated with recurring overdrafts on one's account. g. Research the rights and responsibilities associated with direct deposits and pre-authorized payments. h. Investigate the common elements of pre-authorized payment agreements and direct deposit authorizations. 	

Module 12: Credible Financial Advice (Core)		
Suggested Time: 3-5 hours	Level: Advanced	Prerequisite: Module 7B
Outcome	Indicators	
Assess how to find credible sources of financial advice.	<ul style="list-style-type: none"> a. Identify various roles in the financial industry such as Certified Financial Planner (CFP), investment adviser, loans officer and accountant. b. Investigate how various financial professionals are paid and earn a living. c. Discuss the accreditation required by professionals in the financial industry in Saskatchewan. d. Discuss how to find credible financial advice. e. Identify financial industry professionals in one's community. f. Pose questions related to various scenarios that could be answered by a financial professional. g. Research the advantages and disadvantages of obtaining financial advice from sources such as the Internet, friends and family. 	

Module 13: Non-Employment Sources of Income (Optional)		
Suggested Time: 3-5 hours	Level: Intermediate	Prerequisite: None
Outcome	Indicators	
Explore non-employment sources of income.	<ul style="list-style-type: none"> a. Discuss how an inheritance may contribute to one's personal finances. b. Explain the purpose and function of a pension. c. Investigate financial risks and social pitfalls associated with over-reliance on lotteries and gambling as sources of income. d. Distinguish eligibility criteria for a variety of government programs (e.g., tax benefits, welfare, employment insurance, subsidized housing, subsidized health care). e. Investigate the financial obligations associated with treaties and the Indian Act for status and non-status Indians. 	

Module 14A: Taxes (Core)		
Suggested Time: 5-8 hours	Level: Introductory	Prerequisite: Module 15C
Outcome	Indicators	
Investigate taxes paid by individuals in Saskatchewan.	<ul style="list-style-type: none"> a. Discuss why individuals pay taxes and how taxes are used. b. Recognize the purpose of a Social Insurance Number (SIN) as it relates to taxes and government programs. c. Identify various forms of taxation including personal income tax, Goods and Services Tax (GST), Provincial Sales Tax (PST), property tax and excise duty. d. Discuss the importance of tax documents (e.g., T-4, T-5, statement of earnings, TD-1s). 	

Module 14B: Personal Income Taxes (Core)		
Suggested Time: 5-10 hours	Level: Intermediate	Prerequisite: Module 14A
Outcome	Indicators	
Investigate personal income tax.	<ul style="list-style-type: none"> a. Determine one's responsibilities with respect to filing and paying income tax. b. Compare marginal and effective tax rates. c. Differentiate between a tax credit (e.g., basic personal amount, dependent children and tuition, education amounts) and a tax deduction (e.g., child care expenses, RRSP contribution). d. Discuss benefits and credits such as the Goods and Services Tax (GST) credit, child tax benefit and working income tax benefit. e. Explore tax exemptions available to various groups including First Nations, Métis and Inuit peoples as well as new Canadians. f. Complete an income tax return for self or a given scenario. g. Explore the role of an income tax specialist (e.g., an accountant) in helping individuals and businesses make sound financial decisions to minimize their tax burden. 	

Module 15A: Payment for Work A (Core)		
Suggested Time: 1-2 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Research different ways to earn an income.	<ul style="list-style-type: none"> a. Describe types of employment and self-employment typically available to students. b. Differentiate methods of earning an income such as contract, salary, wages, piecework, gig employment, commission, and self-employment. c. Discuss ways (e.g., direct deposit, cheque, cash, e-transfer, goods/product) in which earnings can be paid to workers. 	

Module 15B: Payment for Work B (Core)		
Suggested Time: 4-7 hours	Level: Intermediate	Prerequisite: Module 15A
Outcome	Indicators	
Assess the financial and legal implications associated with different methods of paying for work.	<ul style="list-style-type: none"> a. Compare the advantages and disadvantages of being self-employed to being an employee. b. Calculate gross pay for various methods of earning (e.g., hourly, salary, commission, piecework, gig employment and wages). c. Differentiate between gross pay and net pay or “take home pay.” d. Explore the impact of different pay periods (e.g., project completion, weekly, bi-monthly, monthly) on managing one’s finances. e. Examine employer responsibilities with respect to such things as issuing payment for work, matching Canada Pension Plan deductions and deducting employment insurance (EI) premiums as outlined in provincial and federal legislation. f. Examine the ethics and legality of “under the table” payments for work. 	

Module 15C: Pay Stub and Deductions (Core)		
Suggested Time: 2-4 hours	Level: Intermediate	Prerequisite: Module 15B
Outcome	Indicators	
Examine the components of a pay stub.	<ul style="list-style-type: none"> a. Identify the common components of a pay stub including pay period, gross pay, deductions, net pay, employer contributions, hours worked or projects completed. b. Explain the purpose of each component of a pay stub. c. Differentiate between required and voluntary deductions on a pay stub. d. Explain the purpose of deductions including Canada Pension Plan (CPP), Employment Insurance (EI), income tax, medical insurance, union dues and contributions to company pension plans. e. Calculate and verify accurate values for gross pay, deductions and net pay on a variety of pay stubs. f. Discuss ways to deal with discrepancies in calculations on a pay stub which result in an inaccurate net pay. 	

Module 16: Transactions for Goods and Services (Optional)		
Suggested Time: 2-4 hours	Level: Intermediate	Prerequisite: None
Outcome	Indicators	
Evaluate how transactions for goods and services occur.	<ul style="list-style-type: none"> a. Discuss the differences between goods and services. b. Analyze options (e.g., e-commerce, retail, privately, telephone) for buying and selling goods and services. c. Investigate requirements for collecting and remitting Provincial Sales Tax (PST) and Goods and Services Tax (GST) as a seller of goods and services. d. Discuss the advantages and disadvantages of various methods of payment (e.g., cash, cheque, money order, bank draft, debit card, e-transfer, credit card, virtual debit, worldwide online payments) for goods and services. e. Investigate ways that payments are made in other countries such as using WeChat or facial recognition in China. f. Speculate on the future of methods of payment and technologies (e.g., Cryptocurrency, biometrics, blockchain) and the move towards a cashless society. g. Calculate total transaction costs, taking into consideration taxes and fees such as transaction fees, shipping and handling, Goods and Services Tax (GST), Provincial Sales Tax (PST), Harmonized Sales Tax (HST), duties, and brokerage fees. 	

Module 17A: Lifestyle and Career A (Optional)		
Suggested Time: 2-3 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Explore career options to support one's desired lifestyle goals.	<ul style="list-style-type: none"> a. Define the term, lifestyle. b. Describe one's current lifestyle. c. Identify one's current needs and wants. d. Explore how various perspectives (e.g., cultural, religious, community) affect one's lifestyle. e. Describe one's desired lifestyle goals post- graduation. f. Research costs (e.g., housing, transportation, entertainment, education) associated with one's desired lifestyle goals. g. Investigate several career options. h. Compare the costs of one's desired lifestyle with the anticipated income level of several career options to determine their feasibility. 	

Module 17B: Lifestyle and Career B (Optional)		
Suggested Time: 3-5 hours	Level: Intermediate	Prerequisite: None
Outcome	Indicators	
Evaluate the viability of one's chosen career to support one's desired future lifestyle.	<ul style="list-style-type: none"> a. Compare the earning potential of one's chosen career to the costs associated with one's desired future lifestyle. b. Discuss ways (e.g., increase income, reduce expenses) to align the earning potential of one's chosen career with the costs associated with one's desired future lifestyle. c. Suggest opportunities (e.g., side businesses, e-commerce, buy-and-sells, odd jobs, raises, promotions, bonuses) for earning additional income to support one's desired future lifestyle. d. Suggest ways to reduce expenses associated with one's desired future lifestyle. e. Investigate advantages and disadvantages (e.g., flexibility of hours, worker benefits, sick days) associated with one's chosen career. f. Discuss how one's career path may involve multiple occupations and job loss (e.g., due to natural disaster, economic downturns, layoffs, medical issues) that require resilience to overcome. 	

Module 18: Leaves from Work (Optional)		
Suggested Time: 3-5 hours	Level: Advanced	Prerequisite: None
Outcome	Indicators	
Investigate leaves from work that are available to workers in Saskatchewan and the potential impact on personal finances.	<ul style="list-style-type: none"> a. Examine a variety of leaves (e.g., sick leave, disability, maternity, parental, leave of absence) typically available to Saskatchewan workers. b. Analyze the advantages and disadvantages associated with each type of leave. c. Investigate how one applies for a variety of leaves. d. Discuss the impact of each type of leave on one's personal finances. e. Propose a plan to maintain financial security in the event of a leave from work. 	

Module 19: Retirement Planning (Optional)		
Suggested Time: 5-7 hours	Level: Intermediate	Prerequisite: Modules 6B, 15C
Outcome	Indicators	
Assess the importance of retirement planning as part of a personal financial plan.	<ul style="list-style-type: none"> a. Discuss the risks and rewards associated with having a pension plan. b. Compare the strategies for investing in pension funds commonly used by young adults entering their careers to those used by adults who are much further along in their careers. c. Explain the process of contributing to a pension plan. d. Explain the differences between "defined contributions" and "defined benefits." e. Investigate different types of pension plans (e.g., Canada Pension Plan (CPP), Saskatchewan Pension Plan (SPP), group, private). f. Research the prevalence of private pension plans available to workers in Saskatchewan. g. Identify and verify CPP and other pension deductions and contributions on a variety of pay stubs. h. Discuss the role of a Registered Retirement Savings Plan (RRSP) in contributing to one's retirement income. i. Discuss the role of a Tax-Free Savings Account (TFSA) in retirement planning. j. Explore how various perspectives (e.g., cultural, religious, community) affect one's retirement planning. k. Predict the future of pension plans and the resulting impact on retirement planning given factors such as people living longer, increasing health costs and the sustainability of pension plans such as CPP. 	
	Design a budget that includes planned retirement savings or investments.	

Module 20: Interest (Core)		
Suggested Time: 3-5 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Examine the concept of interest.	<ul style="list-style-type: none"> a. Investigate the time-value of money (TVM). b. Explain the variables of simple and compound interest, including time, interest rate and principal. c. Compare the effect of compound and simple interest on short- and long-term investments. d. Solve contextual problems that involve simple and compound interest. e. Predict results for a variety of investments involving simple and compound interest. f. Compare how various online interest calculators can be used to calculate results for a variety of investments meet one's needs. g. Calculate future value of money using technologies such as spreadsheets and graphing calculators. 	

Module 21: Education Planning (Core)		
Suggested Time: 5-7 hours	Level: Intermediate	Prerequisite: Module 6A or 6B
Outcome	Indicators	
Explore options for funding post-secondary education.	<ul style="list-style-type: none"> a. Explore the role of scholarships, grants and bursaries in funding post-secondary education plans. b. Explore student loans and student lines of credit as options for funding post-secondary education plans. c. Discuss the income tax benefits of post-secondary student loans. d. Discuss the function of government programs such as a Registered Education Savings Plan (RESP) in funding post-secondary education. e. Explore funding available to students who are members of a First Nation or Métis organization in accordance with their treaty rights. f. Calculate the total costs associated with a variety of post-secondary pathways. g. Explore strategies for repaying student debt upon graduation from post-secondary education, including programs such as the Repayment Assistant Plan (RAP). h. Design a financial plan that includes a post-secondary pathway of interest for the first five years beyond high school. 	

Module 22A: Types of Credit (Core)		
Suggested Time: 7-10 hours	Level: Introductory	Prerequisite: Modules 4, 5, 20
Outcome	Indicators	
Investigate various types of credit and credit products available to individuals.	<ul style="list-style-type: none"> a. Differentiate between personal and consumer credit. b. Differentiate among different types of credit including secured, unsecured, revolving and installment. c. Identify the characteristics, including the average annual interest rate, of various credit products such as: <ul style="list-style-type: none"> • credit cards • lines of credit • personal loans • student loans • student lines of credit • mortgages • home equity lines of credit • payday loans • leases • credit card cash advances • balance transfers • consolidation loans • balloon payment loans d. Describe situations when one might use various credit products. e. Justify the choice of one or more credit products for a variety of personal circumstances or given scenarios (e.g., financing post-secondary education, buying a car, buying a computer). f. Investigate how one's source of income (e.g., self-employment compared to working for an employer) can affect one's access to credit. g. Explore how family perspectives, culture, community influencers and personal experiences shape one's attitude towards credit. 	

Module 22B: Credit Reports and Credit Scores (Core)		
Suggested Time: 7-10 hours	Level: Intermediate	Prerequisite: Module 22A
Outcome	Indicators	
Investigate factors that influence one's credit file.	<ul style="list-style-type: none"> a. Examine the elements of a credit file including credit report, credit score and credit ranking. b. Identify reputable national credit bureaus in Canada (i.e. Equifax and TransUnion). c. Discuss services provided by credit bureaus. d. Describe the process for obtaining one's credit file. e. Identify the steps necessary to report and correct mistakes in one's credit file. f. List factors such as pre-approved credit or credit checks that impact one's credit score. g. Discuss ways to build a credit score and to rehabilitate a damaged credit score. h. Analyze how lenders use one's credit file to determine the amount of credit available, the interest rate and the term of a loan. 	

Module 22C: History of Credit (Optional)		
Suggested Time: 7-10 hours	Level: Advanced	Prerequisite: Modules 20, 22A
Outcome	Indicators	
Analyze the history of credit.	<ul style="list-style-type: none"> a. Explore the origins of credit including the use of credit during ancient times, the middle ages, fur-trading days and present day. b. Explore the historical, cultural and contemporary significance of credit contracts. c. Explore the history of interest rates and their inter-relationship with world events. d. Investigate the effects of historical events (e.g., colonization, signing of treaties, the Great Depression, civil and world wars, recessions) on credit. e. Explore how past economic events such as the Debt Crisis of the 1980s, Housing Bubble and Credit Crisis of 2007-08, and the Dotcom Crash of 2002-03 can have a lasting effect on economic conditions. 	

Module 22D: Obtaining and Maintaining Credit (Core)		
Suggested Time: 7-10 hours	Level: Intermediate	Prerequisite: Module 22A
Outcome	Indicators	
Explore the process of obtaining credit including the role of down payments and credit calculations.	<ul style="list-style-type: none"> a. Explain how total debt service ratio (TDSR) impacts one's access to credit. b. Describe situations when a down payment for a purchase is required and when it is optional. c. Justify the choice in making an optional down payment for a given scenario. d. Perform credit calculations (e.g., monthly payments, total interest, time to pay balance in full) using various technologies including online tools. e. Assess why different credit products have different interest rates. f. Explain the 5 Cs (i.e., character, capacity, capital, collateral and conditions) of credit. g. Discuss how creditors use the 5 Cs to determine one's creditworthiness. 	

Module 22E: Attitudes towards Credit (Optional)		
Suggested Time: 5-8 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Explore how various perspectives affect an individual's attitudes towards credit.	<ul style="list-style-type: none"> a. Explore the impact of family perspectives, community influencers and personal experiences on one's attitude towards and uses of credit. b. Discuss the impact that access to credit has on one's lifestyle choices. c. Explore other options rather than using credit to make a purchase. d. Investigate cultural perspectives on borrowing, relative to self or communities such as First Nations or non-western cultures. 	

Module 23: Types of Payment Cards (Optional)		
Suggested Time: 2-4 hours	Level: Introductory	Prerequisite: Module 4
Outcome	Indicators	
Investigate different types of payment cards.	<ol style="list-style-type: none"> Differentiate between types of payment cards including gift, pre-paid, credit, and debit cards. Discuss how students may gain access to various types of payment cards. Analyze credit card statements to understand the main components such as: <ul style="list-style-type: none"> charges payments interest minimum payment amount minimum payment warning balances Identify the steps necessary to report and correct mistakes in credit card statements. Calculate the cost of purchases on credit given scenarios that include making the minimum payment each month. 	

Module 24: Mortgages (Optional)		
Suggested Time: 5-8 hours	Level: Advanced	Prerequisite: Modules 22D, 27
Outcome	Indicators	
Investigate the process of negotiating and obtaining a mortgage.	<ul style="list-style-type: none"> a. Explain what a mortgage is and its main purpose. b. Identify terms of a mortgage contract such as interest rate, prepayment penalty, appraisal fee, prepayment privileges and portability. c. Examine how gross debt service ratio (GDSR) impacts one's ability to obtain a mortgage. d. Explain the role of the Canada Mortgage and Housing Corporation (CMHC) in obtaining a mortgage. e. Determine current CMHC requirements regarding mortgage insurance. f. Investigate components of a mortgage, such as term length, closed vs. open terms, fixed vs. variable rates, and amortization period. g. Compare various ways of obtaining a mortgage (e.g., through a bank, credit union or mortgage broker). h. Compare interest rates associated with different types of mortgages available through various lenders. i. Determine the advantages and disadvantages of paying a mortgage prepayment penalty. j. Determine ways to use the equity in one's home (e.g., 2nd mortgage, Home Equity Line of Credit (HELOC)) or Registered Retirement Savings Plan funds to obtain additional financing. k. Discuss one's ability to make mortgage payments in the event of unforeseen events such as rising interest rates, job loss, death of a partner or economic recession. l. Examine consumer and lender rights and responsibilities related to mortgages. 	

Module 25A: Handling Debt Problems A (Core)		
Suggested Time: 3-6 hours	Level: Intermediate	Prerequisite: Modules 22D, 22E
Outcome	Indicators	
Analyze the use and overuse of credit by individuals.	<ul style="list-style-type: none"> a. Discuss how responsible use of credit can positively impact one's future access to credit. b. Discuss reasons why debts may be considered as "good" or "bad." c. Discuss the potential risks of carrying too much debt on self and others. d. Research the relationship between financial well-being and physical, emotional and mental health and well-being. e. Investigate ways to manage one's debt including consolidation of loans. f. Investigate conditions necessary for debt to be sent to debt collection and how this can affect one's future access to credit. 	

Module 25B: Handling Debt Problems B (Core)		
Suggested Time: 3-5 hours	Level: Advanced	Prerequisite: Module 25A
Outcome	Indicators	
Examine the processes of and alternatives to personal bankruptcy in Saskatchewan.	<ul style="list-style-type: none"> a. Investigate the alternatives (e.g., consolidation loans, credit counselling, debt repayment program, consumer proposal) to filing for personal bankruptcy in Saskatchewan. b. Investigate the benefits of debt consolidation including the impact on one's credit score. c. Explain the factors that may lead one to file for personal bankruptcy. d. Determine assets that are seized and assets that are protected in a bankruptcy proceeding. e. Determine what debts will be eliminated and what debts will remain after declaring bankruptcy in Saskatchewan. f. Describe the steps for filing for personal bankruptcy in Saskatchewan. g. Evaluate the short- and long-term effects (e.g., emotional, access to credit, stigma) from filing for bankruptcy. h. Discuss myths often associated with bankruptcy (e.g., leaving the country, claiming bankruptcy on student loans). 	

Module 26: Cell Phone Plans Options (Optional)		
Suggested Time: 1-3 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Examine cell phone plan options.	<ul style="list-style-type: none"> a. Differentiate among cell phone contracts, prepaid and pay-as-you-go cell phone services. b. Calculate the total cost of ownership for a variety of cell phone contracts from a variety of cell phone providers and with varying conditions (e.g., free phone with a contract for a minimum number of years, option to purchase the phone outright, monthly instalment payment plan for the phone). c. Define the term “contract” and explain what makes a legally binding financial contract. d. Research who is eligible to sign and hold a cell phone contract in Saskatchewan. e. Investigate consumer rights and responsibilities associated with a cell phone contract or service. f. Examine factors that could lead to a breach of contract. 	

Module 27: Contracts (Core)		
Suggested Time: 3-5 hours	Level: Intermediate	Prerequisite: Module 4
Outcome	Indicators	
Examine financial contracts.	<ul style="list-style-type: none"> a. Identify the components of a financial contract. b. Discuss the rights and responsibilities of the signatories of a financial contract. c. Provide examples of common financial contracts for goods and services such as cell phones, vehicles, credit cards, warranties, housing, lines of credit and loans. d. Discuss how a salesperson of these goods and services are paid and the sales tactics they may use. e. Examine factors that could lead to a breach of contract and the potential resulting consequences. f. Investigate components such as subscription-renewals, termination and extended warranty information that are often included in the fine print of a financial contract and that are commonly misinterpreted or overlooked by the signer. g. Construct a contract for a given scenario. 	

Module 28A: Buying, Renting, and Leasing (Core)		
Suggested Time: 3-5 hours	Level: Intermediate	Prerequisite: Module 27
Outcome	Indicators	
Differentiate between buying, renting, and leasing.	<ul style="list-style-type: none"> a. Describe situations when buying, renting or leasing to obtain items such as housing, vehicles or furniture are viable options. b. Compare the advantages and disadvantages of buying, renting and leasing. c. Analyze the factors that influence one's decision to buy, rent or lease. d. Investigate the roles of and services provided by professionals such as real estate agents and car dealership sales associates in buying, renting, or leasing. e. Discuss the advantages and disadvantages of buying and selling privately compared to using the services of a professional. f. Discuss different types of ownership and leaseholds with varying circumstances (e.g., marriage, living common law, joint tenancy). 	

Module 28B: Vehicles: Leasing vs. Buying (Core)		
Suggested Time: 3-5 hours	Level: Advanced	Prerequisite: Module 28A
Outcome	Indicators	
Investigate the processes for buying and leasing a vehicle.	<ul style="list-style-type: none"> a. Identify the costs of owning and operating a vehicle. b. Discuss the advantages and disadvantages of buying versus leasing a vehicle. c. Calculate the costs of buying versus leasing using lease calculation and owner's calculation formulas. d. Determine one's ability to afford a vehicle using strategies or guidelines such as the 20-10 rule and total loan cost. e. Explore finance options for car loans and leasing a vehicle from a variety of providers (e.g., car dealership, bank). f. Compare the advantage and disadvantages of buying or leasing a new or used vehicle. g. Investigate where and how (e.g., through dealerships, privately, online) vehicles might be purchased. h. Research and compare insurance and warranty options for vehicles. i. Explore depreciation and resale value of vehicles. j. Discuss the repercussions of financing a vehicle purchase on one's access to credit for future purchases. k. Apply decision making strategies to a scenario that includes the option to purchase or lease a vehicle. 	

Module 28C: Housing: Renting (Core)		
Suggested Time: 3-4 hours	Level: Intermediate	Prerequisite: Module 28A
Outcome	Indicators	
Assess factors involved in renting accommodation.	<ul style="list-style-type: none"> a. Discuss the advantages and disadvantages of renting and renting-to-own accommodation. b. List the types of rental accommodation available within one's community. c. Discuss factors that may influence one's selection of a specific rental property. d. Assess the suitability of various rental properties to meet the needs represented by several scenarios. e. Examine the components of a typical rental agreement in Saskatchewan. f. Investigate the rights and responsibilities of landlords and tenants in Saskatchewan. g. Develop a plan for one's accommodation for the first five years beyond high school. 	

Module 28D: Housing: Purchasing a Home (Optional)		
Suggested Time: 3-5 hours	Level: Advanced	Prerequisite: Module 28A
Outcome	Indicators	
Assess factors involved in purchasing accommodation.	<ul style="list-style-type: none"> a. List the types of accommodation (e.g., condominium, house) available for purchase within one's community. b. Calculate the true costs including expenses such as mortgage payments, utilities, property taxes, strata, insurance and ongoing maintenance associated with owning accommodation. c. Define the concept of being 'house poor.' d. Discuss factors one should consider prior to purchasing accommodation. e. Create a checklist of items a prospective buyer may use to evaluate a prospective accommodation for purchase. f. Investigate ways (e.g., privately, through a real estate professional, through a real estate service such as ComFree) accommodation can be purchased in Saskatchewan. g. List mortgage lenders within one's community. h. Pose questions to ask when shopping for a mortgage. i. Debate the issue of obtaining a mortgage for the maximum amount pre-approved. j. Identify closing costs typically paid by the buyer and the seller in a real estate transaction. <p>Propose the steps a potential buyer could use to manage the home buying process for given scenarios.</p>	

Module 29A: Saving (Core)		
Suggested Time: 1-3 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Examine the principles of saving money.	<ul style="list-style-type: none"> a. Discuss reasons for saving. b. Identify different strategies (e.g., lump sum, regular including pre-authorized and random contributions) for saving. c. Determine advantages and disadvantages associated with various savings strategies. d. Choose appropriate savings strategies based on personal needs, wants and goals. e. Discuss cultural aspects around saving. 	

Module 29B: Saving and Investing (Core)		
Suggested Time: 1-2 hours	Level: Introductory	Prerequisite: Modules 20, 29A
Outcome	Indicators	
Differentiate between saving and investing.	<ul style="list-style-type: none"> a. Explain the relationship between saving and investing. b. Investigate the savings and investing habits of Canadians and those habits of people from other countries. c. Summarize reasons for beginning to save and invest at a young age. d. Investigate criteria important for investing. e. Discuss the function and purpose of interest as a source of earning. f. Explain how investments can earn and lose money. 	

Module 29C: Criteria to Consider When Investing (Optional)		
Suggested Time: 1-2 hours	Level: Intermediate	Prerequisite: Module 29B
Outcome	Indicators	
Explore investment criteria.	<ul style="list-style-type: none"> a. Analyze the relationship between risk and rate of return of investments. b. Investigate the concept of “time horizon” relative to risk and rate of return of an investment. c. Evaluate the growth potential of different investment options. d. Discuss how the value of an investment can be affected by its liquidity. e. Investigate how one’s knowledge of investments may affect investment choices. f. Set priorities for investing within short-, medium- and long-term personal financial goals. 	

Module 29D: Stock Markets and Investment Options (Optional)		
Suggested Time: 5-10 hours	Level: Intermediate	Prerequisite: Modules 4, 29B
Outcome	Indicators	
Investigate stock markets and investment options.	<ul style="list-style-type: none"> a. Describe common types of investments such as cash, fixed income and equity. b. Distinguish between assets that appreciate and assets that depreciate relative to investment potential. c. Analyze different investment options such as savings accounts, stocks, bonds, Guaranteed Investment Certificates (GICs), mutual funds, index funds, Exchange Traded Funds (ETFs), real estate, collectibles and/or business ownership. d. Apply the Rule of 72 to predict the growth in value of various investments. e. Investigate and discuss what a stock market is and how it operates. f. Describe the concept of day trading. g. Discuss the benefits and drawbacks of day trading. h. Research and monitor the performance of a variety of stocks over a period of time. i. Identify fees and commissions associated with various investment options. j. Examine cultural and/or religious attitudes and beliefs (e.g., Islamic views of interest) towards investment income. 	

Module 29E: Investment Vehicles (Optional)		
Suggested Time: 2-4 hours	Level: Intermediate	Prerequisite: Module 29D
Outcome	Indicators	
Compare various investment vehicles.	<ul style="list-style-type: none"> a. Distinguish between an investment vehicle and an investment type. b. Identify the characteristics and benefits of investment vehicles such as a Registered Retirement Savings Plans (RRSP), Registered Disability Savings Plan (RDSP), Tax Free Savings Account (TFSA) and Registered Education Savings Plans (RESP). c. Determine an appropriate investment vehicle for given scenarios. d. Investigate the tax implications of using various investment vehicles. 	

Module 29F: Investment Portfolio (Optional)		
Suggested Time: 10-15 hours	Level: Advanced	Prerequisite: Modules 5, 29E
Outcome	Indicators	
Construct an investment portfolio that includes short-, medium- and long-term investment goals.	<ul style="list-style-type: none"> a. Determine the investor profile for oneself or for an individual in a given scenario using an investor profile assessment. b. Assess the risk tolerance for oneself or for an individual in a given scenario. c. Describe investment goals for oneself or for an individual in a given scenario. d. Examine different investment types. e. Discuss the reasons for diversifying an investment portfolio to support short-, medium- and long-term goals. f. Explain the relationship between risk and diversification of investments. g. Research and evaluate different types of investment strategies such as the Couch Potato strategy, Index Fund strategy and Dividend Reinvestment Plan (DRIP). h. Discuss the advantages and disadvantages of developing and managing one's own investment portfolio compared to working with a financial advisor. i. Identify and evaluate services that assist one with investing. j. Analyze the risk and relationship between inflation and rate of return. k. Research the concept of "buying low and selling high." l. Assess the financial implications (e.g., capital gains) of acquiring and disposing of capital assets. 	

Module 30: Investment Practices in Canada (Optional)		
Suggested Time: 1-2 hours	Level: Advanced	Prerequisite: Modules 29B, 29D
Outcome	Indicators	
Research investment practices in Canada.	<ul style="list-style-type: none"> a. Discuss the concept of ethical and/or socially responsible investment practices and compare the advantages and disadvantages of each. b. Analyze the effect of cultural and/or religious attitudes and beliefs on an individual's investment goals and decisions. c. Determine how cultural and/or religious attitudes and beliefs may differ from standard financial literacy practices. d. Correlate the relationship between cultural and/or religious attitudes beliefs, risk perception and ethical behaviour. 	

Module 31A: Insurance A - Principles of Insurance (Optional)		
Suggested Time: 1-2 hours	Level: Introductory	Prerequisite: Module 4
Outcome	Indicators	
Explore the importance of protection against potential financial loss.	<ul style="list-style-type: none"> a. Identify types of insurance (e.g., tenant, house, auto, travel, life, disability, medical, dental, mortgage, income protection) available to individuals in Saskatchewan. b. Investigate costs of insurance and factors (e.g., aging, number of claims) that can impact those costs over time. c. Compare the types and costs of insurance available in Saskatchewan to what is available in other Canadian provinces. d. Define terms (e.g., premium, deductible, policy, claim, liability) associated with insurance policies. e. Investigate how insurance minimizes the potential impact of financial loss for individuals. f. Research how insurance companies make money. 	

Module 31B: Insurance B - Application of Insurance Policies (Optional)		
Suggested Time: 1-2 hours	Level: Advanced	Prerequisite: 31A
Outcome	Indicators	
Examine and envision the insurance claim process.	<ul style="list-style-type: none"> a. Investigate the process of purchasing an insurance policy. b. Discuss when an insurance claim is necessary. c. Examine the steps for filing an insurance claim. d. Examine the roles and responsibilities of various stakeholders (e.g., insurance broker, actuary, agent, adjuster, investigator) involved in the administration of an insurance policy. e. Explore potential legal consequences related to insurance fraud. f. Design scenarios for which an insurance claim could be filed. 	

Module 32A: Charitable Giving (Optional)		
Suggested Time: 3-5 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Explore giving to registered charities, non-profit organizations and worthy causes as part of one's financial plan.	<ul style="list-style-type: none"> a. Differentiate between a registered charity, non-profit organization and worthy cause such as a GoFundMe campaign. b. Research and describe charitable tax credits in Canada. c. Examine personal (e.g., helping to culturally evolve one's community, providing a sense of purpose, being ethically responsible, giving back) and financial reasons (e.g., tax benefits) for donating to charities, non-profit organizations and worthy causes. d. Discuss ways other than contributing financially (e.g., volunteering one's time or talents) to give to a registered charity, non-profit organization or worthy cause. e. Differentiate between philanthropy and charity. f. Investigate the work and impact of philanthropic initiatives locally, nationally and globally. g. Investigate the practice of philanthropy in other areas of the world including Asia and the Middle East. 	

Module 32B: Investing in Registered Charities, Non-Profit Organizations and Worthy Causes (Optional)		
Suggested Time: 2-5 hours	Level: Intermediate	Prerequisite: Module 32A
Outcome	Indicators	
Examine the work of registered charities, non-profit organizations and worthy causes.	<ul style="list-style-type: none"> a. Evaluate how registered charities, non-profit organizations and worthy causes such as GoFundMe campaign use donations to redistribute wealth for the common good. b. Examine the impact of one's donation of resources (e.g., time, money, goods) to a registered charity, non-profit organization or worthy cause. c. Assess how the work of various registered charities or non-profit organizations (e.g., United Way, Canadian Cancer Society, Saskatoon Open Door Society and other settlement agencies) aligns with one's personal, cultural and/or religious values. 	

Module 32C: Charitable Fundraising Project (Optional)		
Suggested Time: 10-15 hours	Level: Advanced	Prerequisite: Module 32B
Outcome	Indicators	
Collaborate to plan and implement a fundraising project in one's community or school.	<ul style="list-style-type: none"> a. Assess various registered charities, non-profit organizations or worthy causes to select a beneficiary for the fundraising project. b. Generate ideas for the project and determine the best option. c. Develop a project plan that includes components such as goals, timeline, target audience, budget, a list of responsibilities, communication or marketing plan, and process for making the donation. d. Implement the plan. e. Reflect on the personal and community impact of the project. 	

Module 33: Micro-Economics (Optional)		
Suggested Time: 3-5 hours	Level: Advanced	Prerequisite: None
Outcome	Indicators	
Explore economic factors that impact personal financial decisions.	<ul style="list-style-type: none"> a. Describe life events or circumstances (e.g., job loss, living common law, single parenting, becoming a parent) that may influence one's personal financial goals and decisions. a. Compare the impact that different economic systems including traditional, market, command and mixed economies may have on personal finances. b. Identify stages of the economic life cycle and how they may affect personal financial decisions. c. Identify economic trends in sectors (e.g., manufacturing, agriculture, natural resources, energy, banking) that drive the Saskatchewan and Canadian economies. d. Explain and simulate economic principles including supply and demand, scarcity, incentives, elasticity, opportunity cost, diminishing marginal utility and diminishing marginal productivity. e. Identify Saskatchewan and Canadian policies that may impact personal financial decisions. 	

Module 34: Macro-Economics (Optional)		
Suggested Time: 2-4 hours	Level: Advanced	Prerequisite: None
Outcome	Indicators	
Examine the impact of investing on the local, provincial and national economies.	<ul style="list-style-type: none"> a. Research investments that have the potential to stimulate economic growth. b. Research the potential effects of limited investment in an economy. c. Identify and explore the relationship between unemployment, inflation, and Gross Domestic Product (GDP) as key indicators to a country's economic performance. d. Describe the relationship between investment spending, money supply, and economic growth. e. Investigate the role and responsibilities of the Bank of Canada in regulating interest rates in Canada. f. Research and assess the impact of each stage of the economic life cycle on Saskatchewan and Canadian markets. g. Examine the relationship between economic factors such as interest rates and economic conditions (e.g., recession, depression, bull market) and investment relative to a country's economic growth. h. Investigate the local, provincial, national and international economic consequences of historical events such as The Great Depression, 2008 debt crisis, signing of the treaties in Canada, colonization of Canada, and civil and world wars. i. Investigate the generational impact on the handling of finances resulting from historical events. 	

Module 35: Frauds, Phishing and Scams (Core)		
Suggested Time: 3-5 hours	Level: Introductory	Prerequisite: Module 4
Outcome	Indicators	
Explore the financial risks associated with fraud, phishing and scams.	<ul style="list-style-type: none"> a. Define fraud, phishing and scams. b. Discuss examples of fraud, phishing and scams that pose financial risks. c. Examine the steps that should be followed if personal information has been compromised. d. Describe ways to deal with fraud, phishing and scams such as an unsolicited vacation offer, unsolicited offer for computer repair services, or unsolicited request to confirm login details to a secure website. e. Investigate actions that should be taken when one becomes a victim of fraud, phishing or scams, including the process for reporting to authorities. f. Critique financial institutions' or companies' sales tactics and claims that appear to be misleading. 	

Module 36: Foreign Exchange (Optional)		
Suggested Time: 3-5 hours	Level: Advanced	Prerequisite: None
Outcome	Indicators	
Investigate foreign exchange.	<ul style="list-style-type: none"> a. Discuss the factors that determine the value of the Canadian Dollar relative to foreign currencies. b. Determine the current exchange rate of the Canadian Dollar relative to a variety of foreign currencies such as the British Pound, Euro, United States Dollar, Chinese Yuan Renminbi, Mexican Peso and Indian Rupee. c. Determine the equivalent value in a variety of foreign currencies for a given number of Canadian Dollars using an online currency converter. d. Determine the equivalent value in Canadian Dollars for a given value in a variety of foreign currencies using an online currency converter. e. Examine processes for and costs associated with sending money internationally. f. Investigate how money can be earned from currency trading. 	

Module 37: Career Opportunities in the Financial Industry (Core)		
Suggested Time: 3-5 hours	Level: Introductory	Prerequisite: None
Outcome	Indicators	
Investigate career opportunities in the financial industry in Saskatchewan and Canada.	<p>a. Identify occupations in the financial industry.</p> <p>b. Research a variety of occupations in the financial industry using criteria such as:</p> <ul style="list-style-type: none"> • educational requirements; • working conditions, including typical hours and shifts worked as well as typical locations; • duties and skills required; • physical, mental and emotional stresses; • other occupations with which they interact; • initial and ongoing educational requirements; • professional and/or licensing requirements in Saskatchewan and Canada; and, • anticipated remuneration. <p>c. Reflect upon one's suitability or non-suitability for a specific occupation in the financial industry.</p> <p>d. Discuss how economic conditions may affect job prospects in the financial industry.</p>	

Module 38A, B: Work Study Preparation (Optional)		
Suggested Time: 3-5 hours	Level: Intermediate, Advanced	Prerequisite: None
<p>Note: Work Study is used to prepare students for employment through specific skill development within a workplace. The number of work study opportunities is equal to the number of courses available in the curriculum area at the 20 and 30 level.</p>		
Outcomes	Indicators	
Prepare for the work placement.	<p>a. Explain the roles and responsibilities of each partner (e.g., student, parent, teacher or other school staff, employer) involved in the work placement.</p> <p>b. Research the business/organization to become familiar with its operations.</p> <p>c. In collaboration with all partners, develop personal and learning goals for the work placement.</p> <p>d. Develop a procedural guide for the work placement that includes items such as:</p> <ul style="list-style-type: none"> • transportation to and from the work placement; • hours of work; • guidelines for absence and tardiness; • dress code; 	

	<ul style="list-style-type: none"> • job description; and, • conflict resolution <p>e. Compile an employer information package that includes documents needed for the work placement (e.g., personal career documentation such as a resume or portfolio, permission forms, logs, self- and employer evaluation forms).</p> <p>f. Brainstorm a list of questions to ask the employer before beginning the work placement; these may include:</p> <ul style="list-style-type: none"> • What is my schedule of work hours? • Who is my supervisor? • What should I wear? • When will I be provided with safety training? • What potential hazards might I encounter in the work placement? • Where do I find fire extinguishers, first aid kits and emergency assistance? • What type of safety gear am I expected to wear? Is it provided? • What should I do if I get injured or have an accident in the workplace? • How can I contact my health and safety committee or representative? • Are there any health and safety procedures I should follow? • Who is the first aid person? • Where are safety notices posted? • What should I do in case of a fire or emergency? <p>g. Develop a list of questions that could potentially be asked by the employer/work placement in an interview situation as well as answers to the questions.</p> <p>h. Participate in an interview with the employer prior to beginning the work placement.</p> <p>i. Reflect upon one's performance during the interview.</p>
<p>Note: For more information about implementing work study in schools, see the Work Study Guidelines for the Practical and Applied Arts included in the <i>Practical and Applied Arts Handbook</i>.</p>	

Module 39A, B: Work Study Placement (Optional)			
Suggested Time: 25-50 hours		Level: Intermediate, Advanced	Prerequisite: Module 38A,B
Outcomes	Indicators		
Participate in a work placement experience.	<div>a. Apply relevant skills and abilities during the work placement experience.</div> <div>b. Document one’s experience using electronic and other tools (e.g., vlogs, blogs, log sheets, reflective journals) to summarize and reflect upon items such as:<ul style="list-style-type: none">• hours of work including breaks;• responsibilities and tasks performed;• interactions with the employer, staff, customers and others;• company or organization’s ‘raison d’être;’ and,• skills developed and demonstrated during the work placement that enhance one’s employability.</div> <div>a. Document knowledge and awareness of labour standards, safety, workplace ethics, rights and responsibilities, occupational health and safety, and networking observed during the work placement.</div>		
Note: For more information about implementing work study in schools, see the Work Study Guidelines for the Practical and Applied Arts included in the <i>Practical and Applied Arts Handbook</i> .			

Module 40A, B: Work Study Follow-up (Optional)		
Suggested Time: 2-4 hours	Level: Intermediate, Advanced	Prerequisite: Module 39A, B
Outcomes	Indicators	
Relate one's work placement experience to personal and career goals.	<p>a. Showcase one's skills and abilities demonstrated during the work placement using artifacts, evidence of skill development and personal reflections on aspects of the work experience such as:</p> <ul style="list-style-type: none"> • hours worked; • responsibilities and tasks performed; • the importance of attitude towards work and taking responsibility for what needs to be done; • details about the entry level wage, salary scales and earning potential; • worker rights and responsibilities and the role of the union, if applicable; • ownership structure (e.g., corporation, franchise, sole proprietorship, partnership); and, • opportunities for advancement at the workplace and elsewhere in the industry. <p>b. Reflect on the attainment of personal and learning goals.</p> <p>c. Update personal career documentation (e.g., resume, portfolio) following the work placement.</p> <p>d. In appreciation prepare a letter, note, card or other communication for the work placement employer.</p> <p>e. Develop and/or revise personal and career goals based on the work placement experience.</p>	

Module 99A, B: Extended Study (Optional)		
Suggested Time: 10-25 hours	Level: Introductory, Intermediate, Advanced	Prerequisite: None
<p>Note: The extended study module may be used only once in each 100-hour course.</p> <p>Module Overview: Evolving societal and personal needs, advances in technology, and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools and teachers with an opportunity to meet current and future demands not provided for in current modules of every PAA curriculum. This flexibility allows a school or teacher to design one new module per credit to complement or extend the study of the core and optional modules to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey course modules beyond the scope of the available selection of PAA modules, either in depth or breadth. The list of possibilities for topics of study or projects for the extended study module approach is as varied as the imagination of those involved in using the module. The extended study module guidelines should be used to strengthen the knowledge, skills, and processes advocated in the PAA curriculum. For more information on the guidelines for the Extended Study module, see the <i>Practical and Applied Arts Handbook</i>.</p>		

Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		Summative Assessment and Evaluation
Assessment <i>for</i> Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and: <ul style="list-style-type: none">• is teacher-driven for student, teacher and parent use;• occurs throughout the teaching and learning process, using a variety of tools; and,• engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.	Assessment <i>as</i> Learning involves student reflection on learning, monitoring of own progress, and: <ul style="list-style-type: none">• supports students in critically analyzing learning related to curricular outcomes;• is student-driven with teacher guidance; and,• occurs throughout the learning process.	Assessment <i>of</i> Learning involves teachers' use of evidence of student learning to make judgements about student achievement and: <ul style="list-style-type: none">• provides opportunity to report evidence of achievement related to curricular outcomes;• occurs at the end of a learning cycle, using a variety of tools; and,• provides the foundation for discussions on placement or promotion.

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

Glossary

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