Supports for Instruction

Please Note: Here you will find specific resources that can support teaching the targeted areas of knowledge, skills, attitudes, and behaviours. Going forward, we will be adding more resources over time to support teachers – and these will be posted as they are completed in the coming months. We also welcome your feedback in terms of how you provided instruction and what you did with your students. New ideas and strategies that you submit can lead to new lesson plan ideas – so we are keen to hear from you! We hope you find these resources helpful in supporting your instruction.

General Topic:

MAJOR EXPENSES

Unit Title:

Phones, Video Games, and Extra-Curricular

Division III - Grade Level:

Grade 8

Suggested Curriculum Areas for Integration

- Mathematics - 8
- Knowledge and Employability Mathematics 8
- English Language Arts - 8
- Knowledge and Employability English Language Arts - 8
- Career and Technology Foundations (CTF) – 8
- Knowledge and Employability Occupational Courses (K&E) - 8

Major Expenses **Phones, Video Games, and Extra-Curricular**	**GRADE 8**

A. Possible Curriculum Integration Points

[PLEASE NOTE: The following are <u>suggested</u> curriculum integration points. There are many other options for teachers to consider as well.]

<u>Mathematics - 8</u>
NUMBER
General Outcome
Develop number sense.

PATTERNS AND RELATIONS (Patterns)
General Outcome
Use patterns to describe the world and to solve problems.

STATISTICS AND PROBABILITY (Data Analysis)
General Outcome
Collect, display and analyze data to solve problems.

<u>Knowledge and Employability Mathematics 8</u>
GO – Number: Number Concepts and Number Operations
Students will:
demonstrate a number sense for whole numbers, common fractions, decimals and percents and apply arithmetic operations to solve problems with whole numbers, fractions, decimals and percents in everyday contexts.

GO - Patterns and Relations: Patterns and Relationships
Students will:
construct, extend and summarize patterns, including those found in nature and within their environments, using rules, charts, mental mathematics, calculators, and other strategies/tools.

<u>ENGLISH LANGUAGE ARTS - 8</u>
General Outcome 3
Students will listen, speak, read, write, view, and represent to manage ideas and information.
Specific Outcomes:
3.1 Plan and focus
- 3.1.1 Focus attention
- 3.1.2 Determine information needs
- 3.1.3 Plan to gather information

3.2 Select and process
- 3.2.1 Use a variety of sources
- 3.2.2 Access information
- 3.2.3 Evaluate sources

3.3 Organize, record, and evaluate
- 3.3.1 Organize information

3.3.2 Record information
3.3.3 Evaluate information

3.4 Share and Review
3.4.1 Share ideas and information
3.4.2 Review research process

KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS - 8
General Outcome 3
Students will listen, speak, read, write, view, and represent to manage ideas and information.
Specific Outcomes:
3.1 Plan and focus
3.1.1 Focus attention
3.1.2 Determine information needs
3.1.3 Plan to gather information
3.2 Select and process
3.2.1 Use a variety of sources
3.2.2 Access information
3.2.3 Evaluate sources
3.3 Organize, record, and evaluate
3.3.1 Organize information
3.3.2 Record information
3.3.3 Evaluate information
3.4 Share and Review
3.4.1 Share ideas and information
3.4.2 Review research process

CAREER AND TECHNOLOGY FOUNDATIONS (CTF) - 8
Cluster: Communication
CTF Outcome: CTF is planning, creating, appraising and communicating in response to challenges.
- I make decisions in response to challenges.
- I communicate my learning.

KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES (K&E) - 8
Strands
The junior high school Knowledge and Employability occupational component consists of nine strands, each with specific units. The strands emphasize practical skills used in the home, workplace and community. Units are based on the materials, tools, equipment, machines and/or processes used in related occupational sectors.
Level 1:
Students develop a working understanding of technical concepts, continue to develop desirable workplace attitudes, demonstrate the ability to apply skills in specific situations and integrate competencies developed in Level 1.
- Business Services

B. SUPPORTS FOR INSTRUCTION

The focus for this Topic is on making good decisions about some common major expenses many people face during their life. As a new consumer, students often incur spending related to phones, video games and extra-curricular activities, such as movies, sports, dance, etc. It is important for youth to be aware of such costs – either the ones they will pay or that will be paid by their parents. It's also important for youth

to seek guidance if they have questions before making such decisions. Students should be encouraged to do research so there are no hidden costs or surprises. It's especially important if they are not the one paying the bills!

We have identified a number of possible curriculum integration points but, by no means are these exhaustive. There are a great many places in the Alberta curriculum where this area of instruction can fit. Our hope, in looking to improve financial literacy among our youth, is that you will apply this key life skill – decision-making – to making good money decisions. In that way we can achieve both goals – developing better decision-making skills and encouraging student to apply those skills to the money decisions they face in life.

To support your instruction for this Topic, we have the following resources. You don't, of course, need to use them all. You can pick which support your instruction best. You may find use for some of them at different times over the course of your teaching. They are provided to support you as you wish.

1. **Video - "Smartphones and Plans"** (https://vimeo.com/640593100/39e233e433)
   Many students have their own phones or will soon be looking to acquire one. Phone costs, data plans, family plans are all different. How the phone is used, what you will use it for, who you share it with, and how it will be paid for are all important considerations and can affect cost. It's important for students and their families to decide what coverage they want and then check around before committing to a plan.

We hope these resources are helpful to you in supporting your instruction re money and helping your students to improve their financial literacy.

As noted, we will be developing more detailed lesson plans over time to support your instruction – so keep an eye for them here.

If you use any or all of the resources above, we would welcome your feedback. And, as we noted, we welcome your ideas – what you did, what techniques you used, what other resources you found helpful. We are keen to keep improving the "Building Futures in Alberta" program over time and your input can help us do that.