

BUILDING FUTURES

in Alberta

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:

BORROWING MONEY

Using Credit and Debt

Responsibly

Unit Title:

Division IV - Grade Level:

Grade 11

Suggested Curriculum
Areas for Integration

- English Language Arts – 20-1, 20-2
- Knowledge and Employability English Language Arts (K&E) – 20-4
- Mathematics 20-3
- Knowledge and Employability Mathematics - Math 20-4
- Career and Life Management (CALM)
- Career and Technology Studies (CTS)

Borrowing Money

Using Credit and Debt Responsibly

GRADE
11

A. POSSIBLE CURRICULUM INTEGRATION POINTS

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

ENGLISH LANGUAGE ARTS - Grade 20-1, 20-2

General Outcome 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1 Determine inquiry or research requirements

3.1.1 Focus on purpose and presentation form

- a. reflect on and describe strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and potential forms of presentation [for example, define parameters of inquiry or research, analyze available resources, create a timeline to guide inquiry or research, and understand purpose and audience]
- c. refine the purpose of inquiry or research by limiting or expanding the topic as appropriate

KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS 20-4

General Outcome 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.

1.2 Extend awareness

Students will:

- a. examine personal responses to new perspectives and identify factors that have influenced responses
- b. consider the ideas, perspectives and interpretations of others to broaden understandings

MATHEMATICS 20-3

Measurement

General Outcome

Develop spatial sense and proportional reasoning.

Specific Outcomes It is expected that students will:

1. Solve problems that involve the application of rates.

KNOWLEDGE AND EMPLOYABILITY MATHEMATICS 20-4

Strand: Number (Number Concepts and Number Operations)

General Outcome

Students will:

develop and demonstrate a number sense for whole numbers, common fractions, decimals, percents and integers and apply arithmetic operations to solve everyday problems.

CAREER AND LIFE MANAGEMENT (CALM)

General Outcome 2: Resource Choices

Students will make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

Specific Outcomes

Students will:

R4. demonstrate knowledge of and a commitment to achieving personal financial goals

R8. evaluate the advantages and disadvantages of credit

CAREER AND TECHNOLOGY STUDIES (CTS)

FIN1010: Personal Financial Information

demonstrate basic competencies – all CTS courses

- demonstrate fundamental skills to:
 - communicate
 - manage information
 - use numbers
 - think and solve problems

INF1060: Spreadsheet 1

INF2080: Spreadsheet 2

B. SUPPORTS FOR INSTRUCTION

This Topic will introduce students to using credit and debt responsibly. These are concepts that many people struggle with – even as they age. Do your research and investigate a number of financial institutions before deciding on a credit card. They all have unique features and so do these institutions. When you have a credit card, you're actually borrowing money from a financial institution. You need to make good decisions and pay off this credit card debt balance each month, so you do not get penalty interest charges. As you make good decisions and pay off this debt, you are demonstrating to financial institutions that you are capable of handling debt. If you continue to do this, when the time comes to ask a financial institution for a loan for a larger purchase like your first home, they are more likely to give you a loan, and at a good rate of interest, as you have a proven good credit rating from your early years of paying off our credit card.

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 - “Your Credit Worthiness” (<https://vimeo.com/640755419/375155628d>)

This video describes how you develop a credit rating and how financial institutions determine whether to lend you money or not. What are the three 'Cs' of credit worthiness? If you borrow for post-secondary education or to buy a used car, how do financial institutions decide if they will give you the loan or not? Actually, they look at your credit worthiness by asking some questions and checking out

your financial history. Do I have any assets? What are lenders looking for how responsible and reliable are you?

2. “Credit Rating” (<https://moneyandyouth.com/wp-content/uploads/2018/11/Money-and-Youth-2021-Module-12.pdf>)

What is a credit score? How can it effect purchasing of major items such as a car? A credit rating is essentially a record of how well you've done with repaying money that has been loaned to you. All of the various banks, stores and companies that lend money, report on how well or not well people have done with paying it back. If you purchased something on a credit card for instance, and then didn't pay your credit card bill, after some time, the credit card company can contact the credit bureau and notify them. This could then impact your credit rating and ability to borrow money in the future.

3. Video - “Pros and Cons of Credit” (<https://vimeo.com/637659102/78f4d38062>)

This video describes what the pros and cons are of using a credit card and borrowing money. Before beginning to use a credit card, ask lots of questions to be sure you fully understand the responsibility. What is by now and pay later? How can you tell when you should be on credit? Find out what the pros and cons of credit? Big ticket items like a computer, cell phone or a used car? Will my current income allow me to buy these items? Paying your full credit card payment each month is very important, particularly to establish a good credit rating or credit worthiness. Manage your credit wisely find out how!

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.