

JA Personal Finance and the Newfoundland and Labrador High School Curriculum

Personal Finance supports the Newfoundland and Labrador's Dept of Education Curriculum framework through its alignment with the following:

- **Essential Graduation Learnings**
- **Conceptual Strands**
- Identified skills for **the next generation**
- **Education for Sustainable Development**
- Emphasis on providing **deep learning** experiences
- Prioritization of **literacy and numeracy** skill development
- Fostering **critical thinking**

Personal Finance, through its program approach, grade appropriate content & activity design:

- Applies an experiential learning approach using engaging and interactive activities set in a real world context and requiring lifelong learning skills such as: problem solving, critical thinking, creative thinking, information analysis, and informed decision making.
- Supports students towards a gradual release of responsibility. Through discussions, introduction of new vocabulary, concepts, and activities students are guided to build upon previous experiences and curiosity to solve practical real life problems allowing students to create personal meaning, engage in active learning while developing the ability and confidence to use newly acquired information and concepts independently and in novel ways.
- Illustrates problem solving and decision making as multidimensional and personal, requiring both creativity, information, critical thinking balanced with one's values.
- Threads throughout the program the underlying concept that there may be several different answers or approaches used to problem solve and focuses on the student's explanation of their thinking and how they are integrating new concepts into their thinking while creating personal meaning.
- Integrates inquiry and analysis into each lesson, asking students to make plausible inferences, develop interpretations, and make reasoned decisions based on evidence.
- Introduces and/or expands upon a student's understanding of financial literacy and entrepreneurial concepts.
- Empowers and challenges students through active, meaningful, and personally significant activities and discussions.

Personal Finance outlines the five elements of financial planning: earning, saving, spending wisely, using credit cautiously, and protecting your finances. Connecting the financial implications between earning, saving and spending, this program discusses income, educational choices, planning and budgeting, and informed decision making and the role they all play in a person's financial health throughout typical life stages.

Personal Finance	Discussion Topics and Concepts	Key Terms
Lesson #1 Plan to Earn	<ul style="list-style-type: none"> ● Income potential and educational choices ● Timeline and financial implications of typical life stages such as: post-secondary education, moving out, having a family and retirement 	<ul style="list-style-type: none"> ● Income ● Management of money ● Personal finances
Lesson #2 Saving For Life	<ul style="list-style-type: none"> ● Money is a limited resource, wants are unlimited ● Saving and each phase of life ● Setting a savings goal, paying yourself first ● Debt & interest ● Compound interest and the benefit of saving early ● Risk vs. rewards and investment options 	<ul style="list-style-type: none"> ● Debt ● Principal ● Interest paid & debt ● Savings & compound interest ● Investing ● Opportunity cost ● Pay yourself first
Lesson #3 The Budget Game	<ul style="list-style-type: none"> ● Budgeting, values and goal setting ● Typical expenditures ● Creating a personal budget ● Why budgeting can be difficult for so many? 	<ul style="list-style-type: none"> ● Budget & budgeting ● Expenses fixed & variable ● Income ● Opportunity cost
Lesson #4 Credit Choices	<ul style="list-style-type: none"> ● What is credit? ● Benefits and cautions ● Good and bad credit decisions ● Long- and short-term effects of credit decisions ● Payday & installment loans, rent-to-Own, pawn shops, student loans 	<ul style="list-style-type: none"> ● Debt ● Credit ● Interest & fees ● Credit cards ● Credit reports and scores
Lesson #5 Savvy Consumer	<ul style="list-style-type: none"> ● Being aware and protecting yourself against financial loss ● Identify theft, passwords, insurance, fraud, and being an informed/savvy consumer 	<ul style="list-style-type: none"> ● Potential financial risks ● Risk management & protecting personal finances






Career Education 21st Century Curriculum

Personal Finance through its five lessons provides the opportunity for students to further develop identified **skills for the next generation**, which encompasses three broad ideas:




















































- **Learning and Innovation Skills**
 - Collaboration
 - Communication
 - Creative Thinking
 - Critical Thinking
- **Life and Career Skills**
 - Leadership and Responsibility
 - Productivity and Accountability
 - Social and Cross-Cultural Skills
 - Flexibility and Adaptability
 - Initiative and Self-Direction
- **Literacy Skills**
 - Reading and Writing
 - Information and Communication
 - Technology Literacy
 - Numeracy

JA Personal Finance and Skill Development

SKILLS	Lesson #1 Plan To Earn	Lesson #2 Saving For Life	Lesson #3 The Budget Game	Lesson #4 Credit Choices	Lesson #5 Savvy Consumer
Analyzing information	★	★	★	★	★
Categorizing Data		★	★		
Creativity			★	★	★
Decision making	★	★	★	★	★
Evaluating alternatives	★	★	★	★	★
Graphic presentation	★				
Oral and written communication	★	★	★	★	★
Prioritizing		★	★	★	
Prioritizing information	★	★	★		★
Reading for understanding	★	★	★	★	★
Using a timeline	★	★	★		

Working in groups/pairs/teams					
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Personal Finance and Cross Curricular links with Career Education, Social Studies, Math, and English Language Arts.

Career Education 2202	JA Personal Finance				
Curriculum Units	Lesson #1 Plan To Earn	Lesson #2 Saving For Life	Lesson #3 The Budget Game	Lesson #4 Credit Choices	Lesson #5 Savvy Consumer
Unit One: Personal Management					
Unit Two: Financial Literacy					
Unit Three: Career, life/work, maintenance, and occupational research					
Unit Four: Life / Work Transitions					
Career Education General Curriculum Outcomes (GCOs)	Lesson #1 Plan To Earn	Lesson #2 Saving For Life	Lesson #3 The Budget Game	Lesson #4 Credit Choices	Lesson #5 Savvy Consumer
GCO 1: Self Awareness and Positive Interactions					
GCO 2: Change					
GCO 3: Life-long Learning					
GCO 4: Relationship of Work to Society and the Economy					
GCO 5: Life/Work Information					
GCO 6: Life/Work Roles					
GCO 7: Decision Making					
GCO 8: Independent					

Management of Life/Work Building Process					
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High School Social Studies Curriculum Correlations	JA Personal Finance				
General Curriculum Outcomes (GCOs)	Lesson #1 Plan To Earn	Lesson #2 Saving For Life	Lesson #3 The Budget Game	Lesson #4 Credit Choices	Lesson #5 Savvy Consumer
GCO 1: Civic Engagement	★	★	★	★	★
GCO 2: Inquiry and Research	★	★	★	★	★
GCO 3: Citizenship, Power, and Governance				★	
GCO 4: Culture and Diversity	★	★	★	★	
GCO 5: Individuals, Societies, and Economic Decisions	★	★	★	★	★
GCO 6: Interdependence	★				
GCO 7: People, Place, and the Environment	★	★	★	★	★
GCO 8: Time, Continuity, and Change:	★	★	★	★	
Social Studies Process and Skills					
Communication <ul style="list-style-type: none"> • read critically • express and support a consider perspective • employ active listening techniques 	★	★	★	★	★
Inquiry <ul style="list-style-type: none"> • apply a variety of thinking skills and strategies • gather, record, evaluate, and synthesize information 	★	★	★	★	★












<ul style="list-style-type: none"> • interpret meaning and the significance of information and arguments • draw conclusions that are supported by the evidence 					
Participation <ul style="list-style-type: none"> • function in a variety of groupings, using collaborative and cooperative skills and strategies 		★	★	★	★

High School Mathematics Curriculum Correlations	Lesson #1 Plan To Earn	Lesson #2 Saving For Life	Lesson #3 The Budget Game	Lesson #4 Credit Choices	Lesson #5 Savvy Consumer
Key Statements					
The learning environment should value and respect the diversity of students' experiences and ways of thinking	★	★	★	★	★
Students feel comfortable taking intellectual risks, asking questions and posing conjectures	★	★	★	★	★
Explore problem-solving situations in order to develop personal strategies and become mathematically literate.	★	★	★	★	★
Understand that it is acceptable to solve problems in a variety of ways and that a variety of solutions may be acceptable.	★	★	★	★	★
Goals for Students					
Use mathematics confidently to solve problems	★	★	★	★	★
Communicate and reason	★	★	★	★	★
















mathematically					
Appreciate and value mathematics	★	★	★	★	★
Make connections between mathematics and its applications	★	★	★	★	★
Commit themselves to lifelong learning	★	★	★	★	★
Become mathematically literate adults, using mathematics to contribute to society			★		★
7 interrelated Mathematical Processes					
Communicate in order to learn and express their understanding	★	★	★	★	★
Connect mathematical ideas to other concepts in mathematics, to everyday experiences and to other disciplines	★	★	★	★	★
Demonstrate fluency with mental mathematics and estimation			★		
Develop and apply new mathematical knowledge through problem solving	★	★	★	★	
Develop mathematical reasoning	★	★	★	★	★
Select and use technologies as tools for learning and for solving problems			★		
Develop visualization skills to assist in processing information, making connections and solving problems			★		

High School English Language Arts Curriculum Correlations		Lesson #1 Plan To Earn	Lesson #2 Saving For Life	Lesson #3 The Budget Game	Lesson #4 Credit Choices	Lesson #5 Savvy Consumer
Strand	General Curriculum Outcomes (GCOs)					
Speaking and Listening	GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	★	★	★	★	★
	GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically	★	★	★	★	★
	GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	★	★	★	★	★
Reading and Viewing	GCO 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts	★	★	★	★	★
	GCO 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	★		★	★	★
	GCO 6. Students will be expected to respond personally to a range of texts.					★
	GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.					★

Writing and Representing	GCO 8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.					
	GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.					
	GCO 10. Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness					

Career Education 2202	JA Personal Finance				
Units and Specific Curriculum Outcomes (SCOs)	Lesson #1 Plan To Earn	Lesson #2 Saving For Life	Lesson #3 The Budget Game	Lesson #4 Credit Choices	Lesson #5 Savvy Consumer
Unit One Personal Management					
1.0 develop and maintain a Personal Career Plan (PCP)					
2.0 identify the concept of career development					
3.0 analyze the complexity of career development					
4.0 explore self-awareness of personal management skills					
5.0 demonstrate effective decision-making and goal setting					

6.0 recognize how health and wellness can impact careers	★	★	★		
7.0 develop strategies to achieve a positive life/work balance	★	★	★		
Unit Two Financial Literacy					
8.0 distinguish between needs, wants and consequences with consideration of self, others and society	★	★	★	★	
9.0 evaluate personal resources	★	★			
10.0 create a personal budget			★		
11.0 explore the process of developing a financial plan	★	★	★	★	
12.0 integrate personal values, goals and lifestyle choices into a financial plan	★	★	★	★	
13.0 evaluate strategies for saving money	★	★	★	★	★
14.0 examine the benefits of work	★	★	★	★	
15.0 interpret the information on a pay stub			★		
16.0 explore why taxes are paid and how taxes are used					
17.0 discuss personal income tax			★		
18.0 examine ways to protect your personal financial identity					★
19.0 explain the role of credit and debt in personal finance			★	★	
20.0 explain the purpose of insurance			★		★
Unit Three Career, life/work, maintenance, and occupational research	Lesson #1 Plan To Earn	Lesson #2 Saving For Life	Lesson #3 The Budget Game	Lesson #4 Credit Choices	Lesson #5 Savvy Consumer
21.0 describe the purpose of labor market information (LMI)	★				

22.0 evaluate how LMI can be used when making life and work decisions					
23.0 generate strategies to pursue volunteer and paid positions					
24.0 develop strategies for changes in employment status					
25.0 create documents for the job application process					
26.0 demonstrate skills necessary to prepare for and participate in a job interview					
27.0 develop personal management strategies					
Unit Four Life / Work Transitions					
28.0 explore a variety of post-secondary programs					
29.0 develop a plan to transition from high school to post-secondary education/training and/or the world of work					
30.0 examine the intent of the Labor Standards Act and how it applies to young workers					
31.0 explain the legal rights and responsibilities of employers and employees with regard to occupational health and safety					
32.0 evaluate elements of workplace etiquette and culture					
33.0 assess the dynamic nature of the workplace		