

Course
Finance and Arithmetic
MTH-1101-3
Secondary Cycle One



“Money used to flow like water, but now I’m drowning in debt.”

Vincent Roca

Presentation of the Course *Finance and Arithmetic*

The course *Finance and Arithmetic* is designed to help adult learners deal competently with real-life situations that involve solving problems relating to money.

In other words, it prepares adult learners to use arithmetic as a means of managing their everyday finances.

This course enables adult learners to continue on from what they learned about managing their finances at the Presecondary level, where the learning situations allowed them to use their knowledge of decimals and introduced them to whole numbers, simple fractions and percentages. The *Finance and Arithmetic* course provides them with an opportunity to build on their prior learning by constructing a greater amount of more advanced knowledge in a context that requires them to consider a range of factors and, in some cases,

implicit data. Their knowledge of arithmetic, including rational numbers, is especially important in this course. In addition to studying direct proportionality, which they saw at the Presecondary level, adult learners will be introduced to inverse proportionality. Basic knowledge of statistics and sets from previous courses will also be required to deal with some of the proposed situations.

By the end of the course, learners will be able to interpret and produce information on everyday finances and perform calculations involving amounts of money. They will make appropriate use of arithmetic language, and will be able to make deductions and inferences based on the meaning of arithmetic operations, the various types of rational numbers, and direct and inverse proportionality relationships.

Dealing With the Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. These elements are explained in detail under their respective headings.



Class of Situations Addressed by the Course

This course addresses a single class of situations: *Managing finances*.

There are many real-life situations that demand the ability to manage money, a task that involves using arithmetic concepts and calculation techniques with rational numbers to produce and interpret different kinds of financial information. The real-life situations targeted in this course comprise straightforward actions relating to the finances of adult learners and their families, including forecasts covering fairly long periods if necessary. Learners must therefore consider numerous factors and certain constraints to deal with these situations appropriately.

Examples of the real-life situations that adults are asked to address include planning for medium- and long-term expenses, preparing a personal or family budget or a budget for a group project, and

purchasing or leasing goods, which involves checking different types of invoices, paying bills, comparing purchase or leasing options, and considering different promotional offers. The course also introduces adult learners to debt repayment, and shows them how to calculate annual yields on investments, produce an income tax return and apply for an educational loan or grant. Some real-life situations pertaining to work and education also involve financial aspects, and will be better understood thanks to the knowledge acquired in this course. Examples of this include checking salary-related information, assessing the viability of self-employment and considering the financial implications of returning to school.

Class of Situations	Examples of Real-Life Situations
Managing finances	<ul style="list-style-type: none"> ▪ Purchasing or leasing a commodity ▪ Preparing a financial balance sheet ▪ Planning a family budget ▪ Financing a family project ▪ Carrying out a group project involving expenditure ▪ Conducting a fundraising campaign ▪ Incurring debt ▪ Making a major investment in the region ▪ Making career choices based on financial considerations ▪ Becoming self-employed ▪ Investing money ▪ Subscribing to a telephone service

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category in a variety of contexts.

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> ▪ Interpreting financial information 	<ul style="list-style-type: none"> ▪ Checks the information shown on a cellular telephone bill ▪ Checks the financial information in an insurance contract ▪ Compares the various options to be considered before buying a car ▪ Analyzes an advertisement ▪ Compares different loan options ▪ Examines the financial aspects of a major investment in the region
<ul style="list-style-type: none"> ▪ Producing financial information 	<ul style="list-style-type: none"> ▪ Prepares a family budget covering a period of one month ▪ Produces an income tax return ▪ Prepares a personal balance sheet ▪ Completes an application for an educational loan or grant ▪ Completes a benefit application ▪ Explains his/her financial situation to a government officer
<ul style="list-style-type: none"> ▪ Performing calculations involving amounts of money 	<ul style="list-style-type: none"> ▪ Calculates the ultimate price of an item, including discounts and taxes ▪ Calculates the total amount paid for a purchase involving financing ▪ Calculates the net earnings from a fundraising campaign ▪ Calculates total recurrent monthly expenses ▪ Calculates the annual yield on an investment ▪ Calculates the approximate amount of a tip ▪ Calculates the approximate amount of interest on a loan

Compulsory Elements and End-of-Course Outcomes

The compulsory elements are those that the teacher must absolutely take into account when designing learning situations.

Class of Situations

Managing finances

Categories of Actions

- Interpreting financial information
- Producing financial information
- Performing calculations involving amounts of money

Operational Competencies

Thinks logically

- Infers the meaning of rational numbers
- Selects relevant financial information and appropriate arithmetic operations
- Classifies rational numbers and financial data
- Uses proportional reasoning
- Deduces implicit financial information
- Makes sure his/her conclusions are plausible and consistent

Communicates

- Accurately decodes symbols, notations, arithmetic terms and financial terms
- Identifies financial information
- Checks his/her interpretation with other people
- Uses symbols, notations, arithmetic terms and financial terms rigorously
- Structures a message appropriately by using arithmetic models
- Makes sure that the message is clear

Essential Knowledge

- Rational numbers
- Proportional relations
- Financial concepts
- Sets and statistics

The end-of-course outcomes describe how adults make use of the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

In order to deal with the situations in the class *Managing finances*, adult learners interpret and produce financial information for themselves or their families, and perform the arithmetic calculations needed to manage money on a regular basis.

Adult learners interpret the financial information found in insurance, rental and loan contracts, invoices, and so on. They do this by accurately decoding the symbols and notations of arithmetic language, such as the rational numbers contained in explicit information. They also decode the mathematical and financial terms used in everyday information, including gross salary, net income, deductions, interest and so on. This allows them to identify financial data and select the information needed to deal with the real-life situation concerned. They make connections between the financial data and the information in order to extract meaning. They may also deduce implicit financial information (e.g. related expenses, whether or not taxes or discounts are included in a price) required to interpret a situation. Where necessary, they check their interpretation of the message with other people. During the course, adult learners classify rational numbers by converting them into different forms where necessary, and they also classify financial data in order to make appropriate choices. Lastly, they make sure their conclusions are plausible and consistent.

Adult learners produce the financial information required for everyday documents such as income tax returns, family budgets covering different time periods, applications for benefits and so on. They make appropriate use of the symbols and notations used in arithmetic language and in the Canadian monetary system. They use exact mathematical and financial terms to avoid ambiguity and to ensure that their message is clear and consistent. They begin by establishing the purpose of the message, and then structure it appropriately using arithmetic models (e.g. sequence of operations with parentheses, data table, sets). To do this, they make connections between the financial data and the information in order to extract meaning. They include financial information relevant to the purpose of the message. When preparing a budget or explaining a purchasing decision, they classify the related rational numbers and financial data accordingly.

Whether interpreting or producing financial information or acquiring a better understanding of the real-life situation with which they are dealing, adult learners perform calculations involving amounts of money. If necessary, they perform sequences of arithmetic operations involving rational numbers to calculate an exact amount or ratio (e.g. discount, net income, portion of an amount of money, total recurring expenses, project costs). They infer the meaning of various types of rational numbers in order to determine the contexts in which it is appropriate to use these numbers. For example, they know that percentages can be used to represent taxes or discounts and negative numbers, to represent expenditures and losses. They may determine the required calculations, correctly select the arithmetic operations that are appropriate to the situation, and build coherent sequences of operations. In the interest of accuracy, they use models that comply with specific arithmetic rules

such as the order of operations when there are parentheses. In addition, they use proportional reasoning when they deduce that an amount is inversely or directly related to a variable (e.g. salary based on the number of hours worked, the number of items that may be purchased with a given amount of money based on the unit price). They apply the unit-rate method if one of the amounts is unknown. They then take the time to make sure that the results of their calculations are close to their original estimates and that their results are plausible with respect to the real-life situation.

Evaluation Criteria

- Provides appropriate, realistic and consistent interpretations of financial information
- Produces clear and coherent financial information
- Correctly performs calculations involving amounts of money

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Thinks logically* and *Communicates*.

Contribution of the Operational Competency *Thinks logically*

The operational competency *Thinks logically* helps adult learners to make connections and draw conclusions when dealing with real-life situations related to the class *Managing finances*. It involves making deductions and inferences concerning the meaning of different types of rational numbers.

Adult learners think logically when they infer the meaning of fractions, ratios, rates and percentages in dealing with sets of situations requiring calculations involving amounts of money. They correctly classify amounts in balance sheets or financial budgets, deciding on the relevant categories (e.g. expenses, earnings, recurrent expenses). They look for examples to verify their conjectures relating to the significance of the various numbers and categories or find counterexamples to clarify, adjust or refute their conjectures. By using inductive reasoning, they are able to determine the various contexts in which it is appropriate to use negative numbers, percentages and other rational numbers. For example, they know that percentages can be used to represent taxes or discounts and negative numbers, to represent expenses, losses and so on.

Adult learners make connections between financial data and the information that makes it meaningful. In doing so, they are able to select the information (e.g. taxes, interest rates, due dates for payments) they need to deal with the situation. When considering purchase and loan options, they compare and classify rational numbers. This enables them to decide on their priorities and make informed choices. When drawing up a family budget or determining amounts of money, they deduce the required calculations and select the arithmetic operations that allow them to construct logical sequences of operations. In addition, they use proportional reasoning when converting rational numbers from one form of notation to another, and when they observe that the quantity of products purchased is inversely proportional to their unit cost. They are also able to deduce implicit financial information from forms and everyday documents, and always check the plausibility and consistency of their calculations and other conclusions (e.g. priorities established, information selected).

Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* allows adult learners to interpret and produce fairly simple messages containing financial information when dealing with real-life situations related to the class *Managing finances*. It involves decoding and making rigorous use of arithmetic language and basic financial terminology.

When interpreting a message, adult learners accurately decode the symbols and notations used to represent the Canadian monetary system, as well as rational numbers expressed as decimals, fractions and percentages. They are familiar with the basic terminology of mathematical concepts, including rates, ratios and proportions, and with everyday financial terminology such as gross salary, net income, recurrent expenses and so on. They are able to identify the financial data in financial statements, income tax returns, bank loan applications, purchase options and promotional offers. If in doubt, they ensure that their interpretation is accurate by consulting other people.

When producing a message, adult learners make appropriate use of arithmetic language and financial terminology. This involves correctly associating arithmetic symbols and notations with the financial information they wish to convey. They begin by determining the purpose of the message and then structure it appropriately using specific arithmetic models (e.g. tables, sequences of operations with parentheses). When producing a balance sheet or family budget, preparing an income tax return, completing a benefit application or conveying financial information orally, adult learners must ensure that their message is clear and adapted to both the situation and the audience.

Essential Knowledge

All of the knowledge shown in the following table is compulsory since it is essential for dealing with a number of situations in the class *Managing finances*.

The left-hand column shows the essential knowledge that was not covered in previous courses. Where necessary, its scope is shown in parentheses. The right-hand column shows the essential knowledge that was covered in previous courses. Since previously acquired knowledge is also needed to deal with the situations examined in this course, adult learners must deepen their understanding of this knowledge by adapting it to a financial context. In some cases, the knowledge outlined in this column is included with more general knowledge in the left-hand column. It is nonetheless listed in italics to make it easier to identify learners' previously acquired knowledge.

Calculations that involve performing the four operations and solving sequences of operations pertain to real-life situations only. In addition, since the essential knowledge pertaining to this course is used solely in a financial context, it is covered only partially. In order that every facet of this essential knowledge may be dealt with in a broader range of contexts, it has been made compulsory in other mathematics courses that examine non-financial situations.

New compulsory knowledge	Compulsory knowledge acquired in previous courses
<p>Rational numbers</p> <ul style="list-style-type: none"> Rational numbers Calculations involving the four operations on rational numbers (using a calculator, mental calculation techniques and written calculation algorithms) 	<p>Rational numbers</p> <ul style="list-style-type: none"> Properties of operations: commutative, associative and distributive law Everyday vocabulary associated with fractions (e.g. half of, one half, quarter, one-third, two-thirds) <i>Calculations involving the four operations on decimals (operations on negative numbers are performed using visual aids only: timeline, diagram, etc.)</i> <i>Calculating fractions or percentages corresponding to a part of a whole</i> <i>Calculating a fraction of a natural number</i> <i>Calculating percentages of numbers using a calculator</i>

New compulsory knowledge	Compulsory knowledge acquired in previous courses
<p>Rational numbers (cont'd)</p> <ul style="list-style-type: none"> • Solving sequences of arithmetic operations on rational numbers (sequence complexity depends on the real-life situation) • Making a mental estimate of the results of operations or sequences of operations on rational numbers • Comparing rational numbers • Representing rational numbers using the base 10 number system • Converting rational numbers from one form of notation to another (fractions, decimals and percentages) • Representing relations using arithmetic models consisting of rational numbers 	<p>Rational numbers (cont'd)</p> <ul style="list-style-type: none"> • <i>Addition and subtraction of fractions, improper fractions and positive mixed numbers using a calculator, visual aids and written calculation algorithms (fractional parts with the same denominator, where the denominator of one fraction is a multiple of the denominator of the other, or whose denominators are less than or equal to four)</i> • <i>Multiplication and division involving a natural number and a positive mixed number (using a calculator, visual aids and written calculation algorithms)</i> • <i>Solving sequences of arithmetic operations on positive decimals (with no more than one set of parentheses and four operations)</i> • Rounding off positive decimals • <i>Making a mental estimate of the result of operations or sequences of operations on positive decimals</i> • Reading and writing decimals expressed as words (including negative numbers) • <i>Comparing decimals, fractions, improper fractions and mixed numbers (fractional parts with the same denominator, where the denominator of one fraction is a multiple of the denominator of the other, or whose denominators are less than or equal to four)</i> • <i>Representing fractions, mixed numbers, improper fractions and decimals (including negative numbers) using the base 10 number system</i> • <i>Representing relations using arithmetic models consisting of positive decimals and mixed numbers</i>

New compulsory knowledge	Compulsory knowledge acquired in previous courses
<p>Proportions</p> <ul style="list-style-type: none"> • Rates • Inversely proportional relations <p>Financial concepts</p> <ul style="list-style-type: none"> • Everyday vocabulary related to financial concepts (e.g. gross salary, net salary, debt and loan, investment, interest, income tax, deduction, budget and balance sheet) • Converting Canadian dollar amounts into other currencies 	<p>Proportions</p> <ul style="list-style-type: none"> • <i>Unit rate</i> • Directly proportional relations • Unit-rate method <p>Financial concepts</p> <ul style="list-style-type: none"> • <i>Everyday vocabulary related to basic financial concepts (e.g. income and expenses, profit and loss, discounts and taxes)</i> • <i>Converting dollar amounts into cents, and vice-versa</i> • The Canadian monetary system <p>Sets and statistics</p> <ul style="list-style-type: none"> • Mean • Data tables

Attitudes

The following attitudes are provided as suggestions only. The development of these attitudes can help adults to become more competent in dealing with the real-life situations in this course.

Rigour	Vigilance
Adult learners with this attitude are careful about using mathematical language according to the codes and conventions. They also perform accurate calculations and check their plausibility.	Adult learners who are vigilant are careful when checking their invoices and financial statements, and when applying for benefits.

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
<ul style="list-style-type: none">▪ Financial institutions▪ Banks▪ Telephone companies▪ Power company▪ Insurance companies▪ Community organizations	<ul style="list-style-type: none">▪ Calculator▪ Spreadsheet programs▪ Invoices▪ Pay slip▪ Income tax form▪ Benefit application▪ Student loan application▪ Insurance contract▪ Bank form▪ Employment insurance application▪ Web sites

Contribution of the Subject Areas

The contribution of other subject areas, in particular knowledge related to the Social Sciences, Working Life, Languages and Mathematics, Science and Technology, is also useful for dealing with the real-life situations in this course. The elements identified for each subject area are not compulsory and do not constitute prerequisites.

Subject Area: Social Sciences

Program of Study: *Consumer Habits*

- Since many of the real-life situations examined in the *Finance and Arithmetic* course refer to consumer habits, adult learners may need to use their knowledge of consumer rights and obligations, purchasing and leasing laws, and laws governing the use of services, and so on.

Subject Area: Working Life

Programs of Study: *Introduction to the World of Work and Career Choice*

- Some of the real-life situations examined in this course involve the world of work and career choices, particularly where salary is concerned. Adult learners may therefore be required to use their knowledge of income, hourly wages, salary deductions and so on.

Subject Area: Languages

Program of Study: *English, Language of Instruction*

- All of the situations in the *Finance and Arithmetic* course are likely to require adult learners to communicate orally or in writing. Consequently, a knowledge of the language of instruction is required throughout the course.

Subject Area: Mathematics, Science and Technology

Program of Study: *Computer Science*

- Some of the situations in this course could involve the use of computer resources. For example, learners may search for financial information to complete an income tax return or for general information on government programs. They may also use spreadsheets to produce balance sheets and budgets.

Program of Study: *Mathematics*

- In addition to the knowledge that is compulsory for the *Finance and Arithmetic* course, working with complex real-life situations may require knowledge of mathematical content covered in other courses in the Common Core Basic Education Program. This will be the case, for example, when they use frequency or relative frequency tables to prepare budgets or balance sheets, and their knowledge of geometry to estimate the cost of a renovation project.

Andragogical Context

The *Finance and Arithmetic* course will be of interest to adult learners in Secondary Cycle One, since financial issues are a constant concern. The class of situations *Managing finances*, with its focus on money-related matters, provides an excellent context in which to start acquiring mathematical knowledge, especially relating to arithmetic. Adult learners are motivated because they are directly affected by the subject.

Teachers should not over-emphasize the complexity of the knowledge acquired by adult learners. Some of the essential knowledge is covered only in a limited manner. This is the case for operations involving mixed numbers and percentages, which are not essential to the sequences of operations examined in this course. Although adults may use fractions and percentages to deal with a given situation, the sequences of operations can be performed using decimals, which are particularly appropriate because the calculations all involve sums of money.

Because the content of this course pertains exclusively to the financial system, the knowledge that adult learners acquire will be applied in other contexts they may find interesting, thereby enabling them to fully assimilate it. For example, percentages will be studied in more detail in the *Statistics and Probability* course, and mixed numbers will be further examined in the *Geometric Representations and Transformations* course.

The concepts shown in the right-hand column of the table of essential knowledge (knowledge from prior courses) are needed to address the real-life situations used in this course, and are therefore compulsory. Although they are prerequisites, some adult learners may not have mastered them. Teachers will therefore have to devote more time to these concepts and may have to design simpler

learning situations so that learners can acquire the expected level of proficiency in this regard.

Teachers should also remember that the course is designed to develop the operational competencies *Thinks logically* and *Communicates*. The development of these competencies allows adult learners to acquire cognitive and metacognitive strategies that can be adapted to almost every real-life situation, while requiring them to use the knowledge they have acquired. Thus, learning should focus on the ability to construct and use arithmetic knowledge in context, rather than on the complexities of arithmetic. For example, instead of emphasizing long sequences of operations involving several sets of parentheses, teachers should ensure that learners are able to perform short sequences of operations in real-life situations. On the rare occasions adult learners will be required to perform such complex calculation, they may use calculators or computers. The priority must be the development of an understanding of arithmetic operations and of the different ways of writing rational numbers so that adult learners can deal effectively with real-life situations.

The learning situations in this course are designed to teach adult learners how to manage their finances effectively. The teacher draws on the real-life experiences of learners in order to present them with plausible learning situations. The closer the learning situations are to actual everyday situations, the more meaningful they are and the more knowledge the students will retain. The difficulty facing the teacher is to propose learning situations that are relevant to adults without invading their privacy. A safer approach in this regard is to use simulations and models.

Learning Situation

The learning situation that follows is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop pertinent learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—pedagogical methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

My Monthly Budget

The real-life situation chosen for the class *Managing finances* involves *preparing a balance sheet and producing a personal or family budget*. In the related learning situation, adult learners are asked to prepare a fictional balance sheet based on a set of expenses and earnings provided by the teacher. They then use the same information to draw up a monthly balanced budget based on certain guidelines.

The teacher begins by talking to the class about the need for a balance sheet or budget, emphasizing the specific advantages of each or those they have in common. Adult learners may be hesitant to undertake this task, in part because of the level of difficulty involved. The teacher should reassure them and provide any support they may need.

Adult learners become familiar with the organization of a financial balance sheet by reading the examples handed out by the teacher, who explains concepts such as recurrent expenses, net income, bonuses and so on. The teacher points out that the balance sheet is organized as a data table and ensures that learners are familiar with this concept before asking them to perform some simple calculations using the amounts shown in the balance sheets presented, thereby giving them the opportunity to apply their prior knowledge of decimals.

The teacher then begins a discussion of negative numbers, presenting sample balance sheets that contain negative numbers and others that do not. Adults infer the meaning of the numbers and realize that they are used to represent expenses, losses and so on.

They learn how to add negative numbers by doing some simple exercises and listening to an oral presentation by the teacher.

Each learner then prepares a monthly balance sheet. All the necessary amounts, taken from the material provided by the teacher (e.g. invoices, payslips), are entered in a data table and expressed in the units of the Canadian monetary system. Prior knowledge of tables and sets is used to classify the amounts required for the balance sheet. Adult learners identify recurrent expenses and guaranteed income, as well as any expenses and income specific to the month in question. They use negative numbers to represent expenses, losses and so on, before making sure all the amounts are included and calculating whether the balance is positive or negative. They select the operations to be performed on the set of decimals in the balance sheet, write them out as sequences of operations, solve the sequences correctly and check their answers by rounding off the numbers and estimating the results. The teacher supervises each step in the process and asks questions to check individual progress, identify problems and ensure that the procedure is followed correctly. Once the teacher is sure that the information provided has resulted in a deficit, he/she asks adult learners to form teams of three or four and discuss the options available to achieve a positive balance.

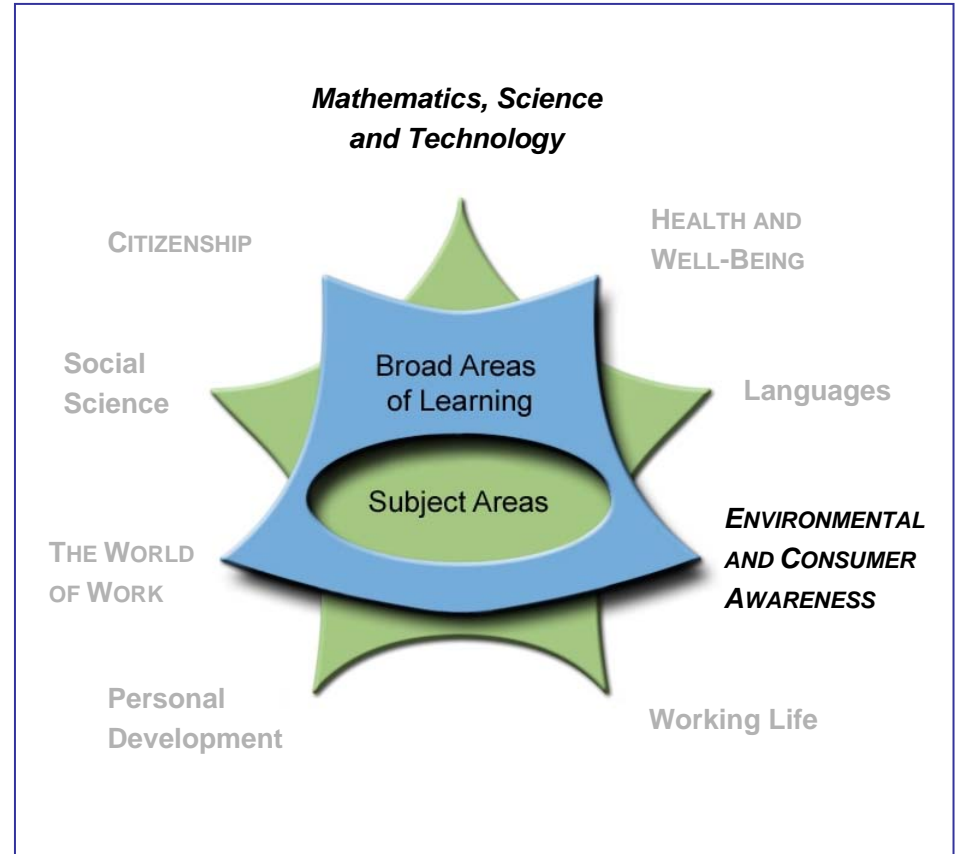
Learners are then given new additional data and guidelines (e.g. a wage increase, new expenses) and are asked to produce a fictional balanced budget for a new month, keeping in mind the options discussed in the previous case. The teacher hands out a sample

budget and a list of instructions, emphasizing the difference between a balance sheet and a budget. Once again, learners are responsible for selecting the necessary operations, writing them out as sequences of operations, solving the sequences correctly and checking their answers by rounding off the numbers and estimating the results. If the budget is negative, they must start over.

Throughout the learning situation, the teacher provides any help that may be needed, ensuring that calculations are accurate and the tables correctly completed. In the context of evaluation to support learning, the teacher ensures that both the balance sheet and the budget are complete and are presented in table form, as requested, before asking learners to summarize their learning and identify any problems they may have encountered, which they share with the group. The teacher encourages learners to use what they have learned to draw up their own personal balance sheet and budget estimates for the coming month, thereby helping them to become more financially responsible.

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Managing finances	
Learning Situation	
My Monthly Budget	
Categories of Actions	
<ul style="list-style-type: none"> Interpreting financial information Producing financial information Performing calculations involving amounts of money 	
Operational Competencies	Essential Knowledge
<ul style="list-style-type: none"> Thinks logically Communicates 	<ul style="list-style-type: none"> Whole numbers Rational numbers Calculations involving the four operations on rational numbers Representing relations using arithmetic models consisting of rational numbers Solving sequences of arithmetic operations on decimals Making a mental estimate of the result of an operation or sequence of operations on rational numbers Rounding off positive decimals Everyday vocabulary related to financial concepts The Canadian monetary system Data tables



Complementary Resources

- Calculator
- Ruler or spreadsheet
- Invoices

