

Course  
**Arithmetic and Personal Finances**  
**MTH-P101-4**  
Presecondary





“The hardest arithmetic to master is that which enables us to count our blessings.”

Eric Hoffer

## Presentation of the Course *Arithmetic and Personal Finances*

The course *Arithmetic and Personal Finances* is designed to help adult learners deal competently with real-life situations in which they must deal with problems involving their personal finances.

The course prepares adult learners to use basic arithmetic in the day-to-day management of their personal finances.

In Literacy training, adult learners were presented with real-life situations that involved working with money. Through these situations, they became familiar with the four operations on natural numbers and with the basic units of the Canadian monetary system. In the *Arithmetic and Personal Finances* course, adult learners will continue to build on their knowledge of arithmetic through real-life

situations that involve financial information and that introduce them to the use of decimals. They will also learn simple concepts involving negative numbers, ratios and percentages as well as directly proportional relationships involving sums of money.

By the end of the course, adult learners will be able to interpret and produce financial information related to their personal finances and perform calculations involving amounts of money. They will make systematic use of arithmetic language and make deductions and inferences based on their understanding of numbers, operations and the properties of operations.

## 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 personal finances*.

Many real-life situations involve managing personal finances. To manage their personal finances, adult learners must use arithmetic concepts and basic monetary calculation techniques in order to produce and interpret all types of financial information. In this course, adult learners examine simple or everyday activities that mainly involve the adults themselves and do not require long-term planning. Thus, in dealing with these situations, adult learners are not required to work with too much financial information.

Adult learners may deal with real-life situations in which they are required to verify simple bills and pay the correct amount involved,

to determine the payment method when purchasing or leasing a product, to draw up a personal budget in order to better manage their expenses and to be mindful of advertising, among other things. Some real-life situations related to work or training also involve financial matters and can be dealt with using the knowledge acquired in this course. This is the case when adults must check information relating to salaries or assess the expenses associated with going back to school.

| Class of Situations        | Examples of Real-Life Situations   |
|----------------------------|--|
| Managing personal finances | <ul style="list-style-type: none"> <li>▪ Making a purchase</li> <li>▪ Renting a product</li> <li>▪ Paying bills</li> <li>▪ Planning a personal budget</li> <li>▪ Taking out a membership at a fitness centre</li> <li>▪ Choosing housing within one's budget</li> <li>▪ Financial profit or loss as a result of a sale</li> <li>▪ Exploring employment options taking salary into account</li> <li>▪ Personal project involving expenses</li> <li>▪ Pay</li> <li>▪ Subscribing to a magazine</li> <li>▪ Advertising</li> </ul> |

## 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"> <li>▪ Interpreting financial information</li> </ul>                 | <ul style="list-style-type: none"> <li>▪ Compares the quality-price ratio before making a purchase</li> <li>▪ Becomes familiar with the discounts offered in an advertisement</li> <li>▪ Checks the information appearing on a bill</li> <li>▪ Checks the information appearing on a pay stub</li> <li>▪ Compares membership fees for different sports centres</li> </ul>                |
| <ul style="list-style-type: none"> <li>▪ Producing financial information</li> </ul>                    | <ul style="list-style-type: none"> <li>▪ Produces a personal budget for one week</li> <li>▪ Establishes a one-month personal balance sheet</li> <li>▪ Writes a cheque</li> <li>▪ Enters the information required to complete a transaction in an automatic banking machine</li> <li>▪ Produces a price list</li> <li>▪ Provides information on his/her personal income orally</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Performing calculations involving amounts of money</li> </ul> | <ul style="list-style-type: none"> <li>▪ Calculates weekly housing costs</li> <li>▪ Pays a bill or invoice with cash</li> <li>▪ Calculates the portion of expenses devoted to a physical activity</li> <li>▪ Calculates his/her weekly earnings</li> <li>▪ Calculates the approximate cost of a grocery bill</li> </ul>  |

## 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 personal finances

### Categories of Actions

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

### Operational Competencies

Thinks logically

- Infers the properties and meaning of operations
- Selects relevant financial information and appropriate arithmetic operations
- Classifies decimal numbers and financial data
- Uses proportional reasoning
- Checks the plausibility and consistency of conclusions

Communicates

- Accurately decodes symbols, notations, arithmetic terms and financial terms
- Identifies financial data
- Checks their interpretation with others
- Structures their message appropriately by using arithmetic models
- Uses symbols, notations, arithmetic terms and financial terms rigorously
- Makes sure the message is clear

### Essential Knowledge

- Whole numbers and decimals
- Ratios and percentages
- Proportional relations
- Financial concepts

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 personal finances*, adult learners interpret and produce relevant financial information and perform the monetary calculations needed to manage their finances on a daily basis.

Adult learners interpret simple financial information pertaining to a bill, a chequing account, a paycheque, a television ad. They do this by accurately decoding the symbols and notations of the Canadian monetary system and arithmetic language such as decimals and percentages contained in explicit information. They also decode basic common mathematical and financial terms (e.g. discount, total, salary, revenue, expense, addition). They are able to identify financial data and select information that is relevant or irrelevant to a real-life situation. Adult learners make connections between financial data and the information that lends meaning to this data. If necessary, they check their interpretation of the message with others. Adult learners classify decimals and financial data in order to make the best choice. They check the plausibility and consistency of their conclusions.

Adult learners use simple financial information when they write a cheque, carry out a transaction at an automatic banking machine, write a price list, etc. They systematically use the symbols and notations of arithmetical language and the Canadian monetary system. They make sure to use the appropriate mathematical and financial terms to avoid any ambiguity. Adult learners also make sure their message is clear and consistent. They begin by determining the subject of the message then structure it appropriately using arithmetic models (e.g. equalities, arithmetic expressions) To do this, they make connections between financial data and the information they wish to convey. When adult learners draw up a personal weekly budget or a price list, they classify decimal numbers and financial data.

Whether it be to interpret or produce information or to acquire a better understanding of the real-life situation, adult learners perform calculations involving sums of money. If necessary, they solve arithmetic operations involving positive decimals to determine an exact amount or ratio (e.g. taxes, discounts, a portion of a sum of money, total expenses). They are also able to infer the properties and meaning of operations to determine the most appropriate operation in any given context. For example, they know that addition is used to calculate a gain, an addition (such as a tax), a series of amounts, and so on. This allows them to determine the required calculations and to correctly select the arithmetic operations to be performed depending on the situation involved. In the interests of accuracy, adult learners use models that are consistent with specific arithmetic rules such as the order of operations. In addition, they use proportional reasoning when they deduce that an amount is directly related to a variable (e.g. salary based on number of hours worked) and apply the unit-rate method if one of the amounts is unknown. Adult learners take the time to verify whether their result is close to their initial estimate. They also make sure their calculations and conclusions are plausible and consistent.



## Evaluation Criteria

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- Interprets financial information correctly
- Produces clear and coherent financial information
- Correctly performs calculations involving amounts of money

## Operational Competencies

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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 make connections and draw conclusions when dealing with real-life situations related to the class *Managing personal finances*. It consists in using deductive and inductive reasoning based on their understanding of numbers, operations and the properties of operations.

Adult learners think logically to derive the properties and meaning of arithmetic operations when they work with situations requiring calculations involving amounts of money. For example, they may come to the conclusion that several amounts can be added in any order to obtain the corresponding sum. They look for examples to check the plausibility of their hypothesis or find counterexamples in order to specify adjust or refute the hypothesis. By using inductive reasoning, they are able to determine the various contexts in which a given operation is appropriate. For example, they know that they can use addition to calculate a gain, an addition (such as a tax) or the total of a series of amounts.

Adult learners make connections between financial data and the information that makes this data meaningful, thus allowing them to choose information (e.g. amount of money, due date for a payment) that is relevant to the situation. When purchasing a product or subscribing to a service, adult learners compare and classify whole numbers, decimals or different products and services, thus allowing them to establish their priorities. When drawing up a personal budget or determining sums of money, adult learners deduce the required calculations and select the appropriate arithmetic operations. In addition, they use proportional reasoning when they see that cost is directly linked to the number of items purchased or when they estimate the percentage of an amount of money. Adult learners check the plausibility and consistency of their calculations and conclusions (e.g. estimates, established priorities).

### Contribution of the Operational Competency *Communicates*

The operational competency *Communicates* helps adult learners interpret and produce simple messages containing financial information when dealing with real-life situations related to the class *Managing personal finances*. It consists in decoding and rigorously using arithmetic language and basic financial terms.

When interpreting a message, adult learners accurately decode the symbols and notations for representing decimals, percentages and the Canadian monetary system. They are familiar with the basic vocabulary associated with arithmetic operations and the more common financial terms. They can distinguish between the relevant and non-relevant information on a bill, cheque, paycheque, product label or television ad and identify the key information. When in doubt, adult learners make sure they have properly interpreted the financial information conveyed in the message by checking their understanding with others.

When producing a message, adult learners make appropriate use of mathematical language and financial terms. They correctly associate arithmetic symbols and notations with the information they wish to convey. They determine the subject of the message and structure it appropriately by using specific arithmetic models (e.g. tables, arithmetic expressions). When writing a cheque, carrying out a transaction at an automatic banking machine or orally conveying personal financial information, adult learners make sure their message is clear and adapted to the situation and the reader or listener.

## 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 personal 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 to make it easier to identify adult learners' previously acquired knowledge.

Since the essential knowledge in this course is used solely in a financial context, it is not dealt with exhaustively. It has therefore been made compulsory in other mathematics courses that deal with non-financial situations to give students the opportunity to apply this knowledge in a greater variety of contexts.

| New compulsory knowledge  | Compulsory knowledge acquired in previous courses   |
|---|---|
| <p><b>Whole numbers and decimals</b></p> <ul style="list-style-type: none"> <li>• Whole numbers (negative numbers are used only to represent and compare amounts)</li> <li>• Decimals (up to two decimal places in reference to money)</li> <li>• Order relations involving decimals (including negative numbers)</li> <li>• Properties of operations: associative and distributive laws</li> <li>• Equality</li> <li>• Order of operations (the four operations and parentheses)</li> <li>• Representing decimals using the base 10 number system (including negative numbers)</li> <li>• Reading and writing decimals expressed as words (including negative numbers)</li> <li>• Comparing decimals (including negative numbers)</li> </ul> | <p><b>Natural numbers</b></p> <ul style="list-style-type: none"> <li>• <i>Natural numbers</i></li> <li>• <i>Order relations involving natural numbers</i></li> <li>• <i>Property of operations: commutative law</i></li> <li>• <i>Representing natural numbers using the base 10 number system</i></li> <li>• <i>Reading and writing natural numbers expressed as words</i></li> <li>• <i>Comparing natural numbers</i></li> </ul> <p><b>Natural numbers (cont'd)</b></p> |

| New compulsory knowledge  | Compulsory knowledge acquired in previous courses   |
|---|---|
| <p><b>Whole numbers and decimals (cont'd)</b></p> <ul style="list-style-type: none"> <li>• Calculations involving the four operations on positive decimals (using a calculator, mental calculation techniques and calculation algorithms)</li> <li>• Solving a sequence of arithmetic operations on positive decimals (The written calculations must be limited to sequences with at most one set of parentheses and four operations. For more complex calculations, adult learners may use a calculator or other appropriate technology.)</li> <li>• Rounding off decimals to the nearest unit or tenth</li> <li>• Mentally estimating the result of an operation or sequence of operations on positive decimals</li> <li>• Representing relations using arithmetic models consisting of positive decimals</li> </ul> <p><b>Ratios and percentages</b></p> <ul style="list-style-type: none"> <li>• Simple fractions (whose denominators are less than or equal to 10 or equal to 100)</li> <li>• Mixed numbers (to express sums of money)</li> <li>• Ratio (of two decimals)</li> <li>• Percentage</li> <li>• Representing mixed numbers (using the base 10 number system and visual aids: blocks, illustrations, etc.)</li> <li>• Calculating a fraction of a natural number</li> <li>• Determining the fraction corresponding to part of a whole</li> <li>• Calculating the percentage of a number using a calculator</li> <li>• Determining the percentage corresponding to part of a whole</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Understanding the four operations involving natural numbers</i></li> <li>• <i>Everyday vocabulary related to the four arithmetic operations (adding, total, taking away, difference, multiplying by, times, how much in all, separating, dividing, how much for each one, etc.)</i></li> <li>• <i>Rounding off a natural number to the nearest tenth, hundredth or thousandth</i></li> <li>• <i>Mentally estimating the result of an operation or sequence of operations on the natural numbers</i></li> <li>• <i>Representing relations using arithmetic models consisting of natural numbers</i></li> </ul> <p><b>Ratios</b></p> <ul style="list-style-type: none"> <li>• <i>Ratios (between two natural numbers)</i></li> <li>• <i>Simple fractions (whose denominators are less than or equal to 10)</i></li> <li>• <i>Everyday vocabulary related to fractions (half, one half, one quarter, one third, two thirds, etc.)</i></li> <li>• <i>Representing simple fractions and ratios between quantities of objects (using the base 10 number system and visual aids: blocks, illustrations, etc.)</i></li> </ul> |

| New compulsory knowledge   | Compulsory knowledge acquired in previous courses  |
|--|--|
| <p data-bbox="157 267 590 298"><b>Situations involving proportions</b></p> <ul data-bbox="157 326 569 444" style="list-style-type: none"><li data-bbox="157 326 310 354">• Unit rate</li><li data-bbox="157 370 569 397">• Directly proportional relations</li><li data-bbox="157 414 415 441">• Unit-rate method</li></ul> <p data-bbox="157 495 411 526"><b>Financial concepts</b></p> <ul data-bbox="157 553 1039 656" style="list-style-type: none"><li data-bbox="157 553 548 581">• Canadian monetary system</li><li data-bbox="157 597 1039 656">• Everyday vocabulary related to basic financial concepts (e.g. income, expenses, gain, loss, discount, taxes)</li></ul> | <p data-bbox="1060 435 1310 466"><b>Financial concepts</b></p> <ul data-bbox="1060 493 1942 596" style="list-style-type: none"><li data-bbox="1060 493 1482 521">• <i>Value of coins and bank notes</i></li><li data-bbox="1060 537 1942 596">• <i>Converting an amount expressed in dollars into an amount expressed in cents, and vice versa</i></li></ul> |

## Attitudes

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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   |
|--|---|
| This attitude involves a concern for using mathematical language by respecting the appropriate codes and conventions, performing accurate calculations and making sure the calculations are plausible. | This attitude involves being attentive when examining bills, checking one's change when making purchases or verifying the amount of one's salary. |

## Complementary Resources

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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"><li>▪ Various institutions (e.g. telephone companies, power companies, financial institutions)</li></ul> | <ul style="list-style-type: none"><li>▪ Calculator</li><li>▪ Spreadsheet</li><li>▪ Bills</li><li>▪ Cheques</li><li>▪ Pay stubs</li><li>▪ Advertisements</li><li>▪ Price labels</li><li>▪ Catalogues</li></ul> |



## Contribution of the Subject Areas

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Essential knowledge from certain subject areas, in particular the Social Sciences, Working Life, Languages and Mathematics, Science and Technology is also useful for dealing competently with the situations in this course. While this knowledge is pertinent, it is not subject to formal evaluation, nor does it constitute a prerequisite.

### Subject Area: Social Sciences

#### Program of Study: *Consumer Habits*

- Since several of the everyday situations covered in the *Arithmetic and Personal Finance* course involve consumer habits, adult learners are required to use their knowledge of expenses, incomes, budgets, payment methods, solicitation, purchasing or leasing options, etc.

### Subject Area: Working Life

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

- Some of the situations in this course involve the world of work and career choices, particularly where salary is concerned. Adult learners use their knowledge of incomes, hourly wages, salary deductions, etc.

### Subject Area: Languages

#### Program of Study: *English, Language of Instruction*

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

**Subject Area: Mathematics, Science and Technology****Program of Study: *Computer Science***

- In some of the situations examined in this course, adult learners may be able to use computer resources, especially to find financial information or to explore on-line shopping. The ability to use spreadsheets to produce balance sheets and budgets is also an asset.

**Program of Study: *Mathematics***

- In addition to the compulsory content of the *Arithmetic and Personal Finance* course, working with complex everyday situations may require adult learners to use the mathematical knowledge they have acquired in other common core education courses. This will be the case, for example, when they use tables to produce budgets or financial balance sheets or their knowledge of time to perform salary-related calculations.

## Andragogical Context

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The *Arithmetic and Personal Finances* course is relevant to adults at the Presecondary level since personal finances are a constant source of concern. The class of situations *Managing personal finances* provides the appropriate context for the acquisition of mathematical knowledge, especially arithmetic. The topic of personal finance provides an ideal starting point for the study of mathematics as adult learners feel directly concerned by these types of situations and are therefore likely to find them motivating.

Several items of essential knowledge in this course are covered for the first time and in a very limited manner. This is the case for negative integers, various ratios and percentages. Also, other items of essential knowledge such as decimals and proportional relations are used solely in a financial context. In order to be properly integrated, this knowledge will have to be applied in other contexts likely to be of interest to adults. In the table, the right-hand column shows knowledge that was covered in previous courses and that is needed to deal with the real-life situations in this course. This knowledge is therefore compulsory. While this knowledge is a prerequisite, some adult learners have not yet mastered it. The teacher will therefore have to set aside time and perhaps devise simpler learning situations in order to allow adult learners to develop the requisite knowledge.

In this course, the development of the operational competencies *Thinks logically* and *Communicates* allows adult learners to acquire

cognitive and metacognitive strategies that can be adapted to almost any real-life situation, while requiring them to use their knowledge effectively. Thus, learning must focus on the ability to use arithmetic in concrete situations rather than on the transmission of complex arithmetic knowledge. For example, the teacher will make sure that adult learners are able to perform short sequences of operations in real-life situations rather than place the emphasis on solving long sequences of operations involving several sets of parentheses. On the rare occasions adult learners will be required to perform such calculations, they can use the appropriate technological tools such as a calculator or a computer. The priority must be the development of an understanding of numbers and operations so that adult learners can deal effectively with real-life situations.

The learning situations in this course are geared to helping adults learn to manage their money on a daily basis. The teacher draws on the real-life experiences of adult 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. However, the main difficulty for teachers consists in suggesting situations that are of interest to adult learners without invading their privacy. A safer approach is to use simulations and models.

## Learning Situation

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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

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### Paying a Bill

The real-life situation chosen for the class *Managing personal finances* involves checking and paying a telephone bill. In order to create a learning situation from this everyday situation, the teacher provides adult learners with a copy of a telephone bill (excluding cell phone bills, which are more complicated) and a blank cheque. To make this activity more interesting, adult learners may bring to class a recent telephone bill and a blank personal cheque in order to pay a real bill. In this learning situation, adults continue to build on their knowledge of decimals and the Canadian monetary system which they encountered in other, more basic situations. This situation focuses on learning how to perform calculations involving decimals and on reading and writing decimals expressed as words.

The teacher begins by discussing the need to check current bills and asks adult learners about their respective experiences in this regard. The teacher then verifies and activates the learners' prior learning by going through all the items on the phone bill. The teacher hands out a short quiz on the bill in which adult learners are required to compare and round off sums of money, convert amounts expressed in dollars into amounts expressed in cents, etc. After correcting the quiz and checking their understanding, the teacher provides them with a description of a phone bill issued by a telephone company (e.g. length of calls, dates). Adult learners are then asked to interpret the mathematical information on the bill by answering a few questions in writing and checking their interpretation with a classmate. The teacher explains the operations on decimals or provides clarifications simply by presenting certain concepts that have not yet been covered. Adult learners then check

the long-distance calls billed and calculate the cost of two calls and the total amount of the bill. They must select the appropriate arithmetic operations, perform them correctly and check the accuracy of their calculations by rounding off the numbers and roughly calculating the results. They also check the accuracy of the other amounts shown on the bill. If adult learners find it difficult to perform the required calculations, the teacher provides them with a set of exercises and written examples so that they can practise until they have mastered the various calculation techniques.

The teacher shows the class how to write a personal cheque (or individual adults if the class is small enough). Adult learners practise writing out cheques of different amounts for various institutions until they are familiar with the information that must be included on a cheque and can write out a cheque on their own. Adult learners are given examples of cheques that have already been made out and the rules for writing out amounts of money in numbers and words. Adult learners then make out a cheque to pay their phone bills and check their work with a classmate.

In the context of evaluation to support learning, the teacher ensures that the cheque has been made out correctly and provides adult learners with appropriate feedback. The teacher has adult learners demonstrate that they are able to perform rough calculations involving decimals by answering questions orally. In order to make adjustments concerning what they have learned and to integrate this knowledge, adult learners also provide two written examples: one of the calculation of the cost of a long-distance call and another of the

total amount of the bill. The teacher can correct these examples and give them back. Lastly, the teacher discusses other contexts in which paying a cheque is necessary or preferable as well as other types of bills that may have to be verified.

## Elements of the Course Addressed by the Learning Situation

| Class of Situations   |   |
|---|---|
| Managing personal finances  |   |
| Learning Situation  |   |
| Paying a Bill   |   |
| Categories of Actions   |   |
| <ul style="list-style-type: none"> <li>Interpreting financial information</li> <li>Producing financial information</li> <li>Performing calculations involving amounts of money</li> </ul> |   |
| Operational Competencies  | Essential Knowledge   |
| <ul style="list-style-type: none"> <li>Thinks logically</li> <li>Communicates</li> </ul>  | <ul style="list-style-type: none"> <li>Decimals</li> <li>Canadian monetary system</li> <li>Reading and writing decimals expressed as words</li> <li>Calculations involving the four operations on positive decimals</li> <li>Solving series of arithmetic operations on positive decimals</li> <li>Mentally estimating the results of operations or series of operations on positive decimals</li> <li>Rounding off positive decimals to the next largest integer and to the nearest tenth</li> </ul> |
| Complementary Resources   |   |
| <ul style="list-style-type: none"> <li>Calculator</li> <li>Photocopy of a cheque</li> </ul>   | <ul style="list-style-type: none"> <li>Telephone bill</li> <li>Description of the items on a telephone bill</li> </ul>  |



