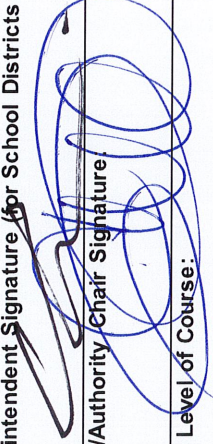
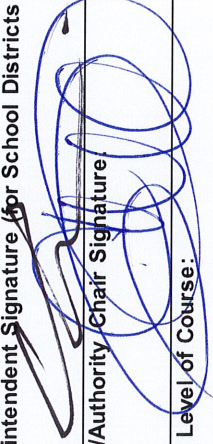




Board/Authority Authorized Course: Life Management 12

School District/Independent School Authority Name: Cariboo-Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #27
Developed by: Bryan Ardiel	Date Developed: March 31, 2019
School Name: Peter Skene Ogden Secondary	Principal's Name: Geoff Butcher
Superintendent Approval Date (for School Districts only): April 23, 2019	Superintendent Signature (for School Districts only): 
Board/Authority Approval Date: April 23, 2019	Board/Authority Chair Signature: 
Course Name: Life Management 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: none

Course Synopsis:

This course is designed to give students the necessary skills to make a successful transition from school to adulthood in areas of personal financial management, the economy, consumer decision-making, and healthy lifestyles. Students will acquire knowledge in banking, investments, credit, personal budgeting, housing and independent living, retail decision-making, health and nutrition, insurance, and taxes.

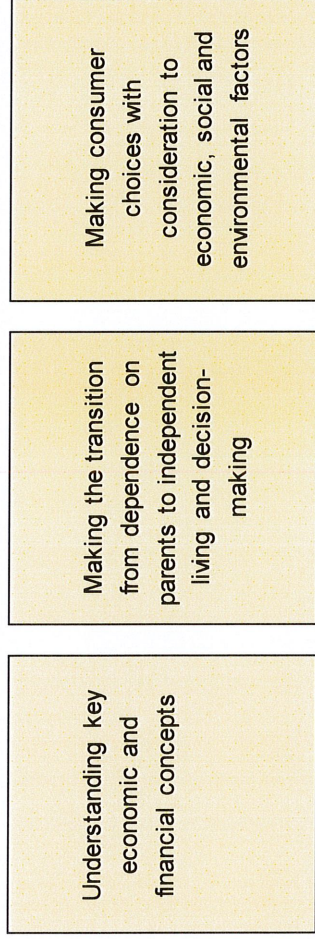
Goals and Rationale:

Many students leave the school system with few, if any, skills to allow them to survive financially in a world that increasingly bombards individuals with information about banking, investments, credit cards and other financial areas. This course provides an opportunity to equip students with knowledge to make educated decisions about such topics. In addition, only a few students have acquired the knowledge to make sound decisions about consumer spending in a world that emphasizes material consumption. Finally, in light of the new emphasis on healthy lifestyles in British Columbia, this course offers an opportunity for students to examine their decision-making with respect to food and nutrition.

Aboriginal Worldviews and Perspectives:

One of the recurring themes covered in this course, particularly in the unit on consumer skills is that of sustainability, a concept central to Aboriginal relationships with nature. Within this unit, we will spend time studying sustainability vis-à-vis food production and decision-making in a manner that considers environmental factors.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of economic concepts and how they are related to prices of both industrial and consumer goods. • Explain and interpret the different measurements of economic health. • Demonstrate an understanding of the economic cycle by analysing data. • Analyse, assess and critique different economic systems. • Analyse, assess and critique the different world viewpoints about international trade and relations. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • economic terms such as supply, demand, scarcity, opportunity cost, elasticity, competition and monopoly • economic indicators such as unemployment rate, GDP and inflation • stages of the economic cycle: prosperity, recession, depression and recovery • major economic systems used in the world: capitalism, socialism, communism, mixed economy • trade terms such as free trade, economic isolationism and tariffs

<ul style="list-style-type: none"> • Compile and prioritise goal-setting in their lives. • Design, analyse and reflect upon a personal budget. • Differentiate between the various types of bank accounts. • Calculate various types of interest rates. • Explain, analyse and critique various types of investments vehicles and designations. • Explain, analyse and critique different forms of credit. • Examine the various criteria for evaluating rental units. • Explain and apply the basic terms related to mortgages. • Demonstrate an understanding of how mortgages work, how mortgage interest is calculated, and the pros and cons of different types of mortgages (e.g. variable rate, fixed rate). • Assess the advantages and disadvantages of various payment options for mortgages. • Calculate the ancillary costs of purchasing real estate. 	<ul style="list-style-type: none"> • financial, educational, health/fitness, family and recreational goal-setting • revenues vs. expenditures • distinguishing features of savings and chequing accounts • different types of interest – simple vs. compound • major types of investment terms – savings accounts, GICs, bonds, mutual funds, stocks, real estate, RRSPs, TFSA, risk vs. return and investment horizon • lines of credit, loans, credit cards and overdraft protection • principal, term, amortization, and open vs. closed mortgages • variable and fixed mortgages, monthly, semi-monthly, bi-weekly, accelerated bi-weekly and weekly. • appraisals, assessment, property transfer tax, home inspection, legal fees and realtor fees
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<ul style="list-style-type: none"> • Demonstrate an understanding of the key factors that will determine the suitability of a vehicle for purchase • Investigate and assess strategies used by car dealerships to market vehicles. • Assess the advantages and disadvantages of different types of vehicle transactions. • Investigate and analyse the variables in purchasing food in grocery stores. • Question and investigate nutritional information with respect to purchasing food. • Explain and investigate some of the key social and environmental issues with respect to food production both in Canada and around the world. • Research and assess consumer products on the basis of quality and reliability. • Explain the basic premise of how insurance works. • Research and apply knowledge of insurance terms to relevant scenarios. • Research and explain various components of automobile insurance. • Interpret home insurance policies to determine eligibility for coverage. • Analyse the major types of travel insurance and apply to relevant scenarios. 	<ul style="list-style-type: none"> • fuel economy, emissions, warranty, liens, documentation fee and freight • used vs. new vehicles, leasing vs. purchasing • food price, size and quality and taste • organic, sustainability, fair trade • types of insurance coverages (home, auto, life, disability, critical illness) • risk, policy, broker, claims, liability, deductible, beneficiary • basic, collision, comprehensive, 3rd Party Liability and underinsured motorist protection • inclusions/exclusions of a typical homeowner's insurance policy • out-of-province/country medical, trip interruption, baggage loss, and trip cancellation coverage.
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<ul style="list-style-type: none">• Research and interpret the various types of health insurance policies.• Investigate and interpret coverage of Medical Services Plan coverage in BC.• Research and explain typical coverage under Extended Health Care insurance plans.• Research the purpose of taxes and explain the various types of taxes that exist within Canada.• Research and analyse basic income tax terms.• Apply knowledge of tax terms and concepts to complete a variety of types of income tax returns.	<ul style="list-style-type: none">• the role of taxes in funding public expenditures such as infrastructure and social welfare programs• income tax, sales tax, excise tax, property tax and property transfer tax• gross and net income, deductions, tax credits and tax rates.
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Key economic and financial concepts: Examples of student inquiry:

- What are the economics of decision making for both individuals and government?
- How might we be affected by changing interest rates?
- How might an economic recession affect individuals and societies?

Making the transition to independent living and decision-making: Examples of student inquiry:

- What are some of the key factors that affect the price of food?
- What are some of the factors that affect insurance rates?
- Where can individuals turn for advice on purchasing vehicles?

Making consumer choices with consideration to economic, social and environmental factors: Examples of student inquiry:

- How does a budget assist with the rational allocation of limited income?
- What distinguishes “fair trade” consumer items from other goods of a similar nature?
- How can consumers ensure that their purchases limit their “imprint” on the natural environment?

Analyse, assess and critique different economic systems.

Sample activity:

- Students complete a PMI exercise (plus, minus, interesting) of the world's major economic systems (capitalism, socialism, communism, mixed economy).

Explain, analyse and critique various types of investments vehicles and designations.

Sample activity:

- Students complete a research assignment on mutual funds, examining fund characteristics such as asset mix, investment allocation and rate of return.

Demonstrate an understanding of how mortgages work, how mortgage interest is calculated, and the pros and cons of different types of mortgages (e.g. variable rate, fixed rate).

Sample activity:

- Students “shop” for mortgages (both fixed and variable) from financial institutions and assess the mortgage products offered by each.

Investigate and analyse the variables in purchasing food in grocery stores.

Sample activity:

- Students go to the major grocery stores in town to compare prices on common grocery items.

Examine the various criteria for evaluating rental units.

Sample activity:

- Brainstorming in groups, criteria for potential rental properties

Apply knowledge of tax terms and concepts to complete a variety of types of income tax returns.

Sample activity:

- Using sample tax forms such as T4s and T2202As, students use an online tax return program (e.g. TurboTax) to complete tax returns for fictitious people.

Recommended Instructional Components:

A variety of instructional strategies will be utilized in the Life Management 12 Course, including:

- direct instruction
- guest speakers (e.g. loans officer, investment banker, insurance broker, realtor)
- group work (research, interviews, projects, presentations)
- brainstorming
- independent Study
- field Trips (retail stores)
- videos
- researching websites (financial institutions, online retail stores)

Recommended Assessment Components:

The assessment components of Life Management 12 have at their core the six core competencies as set out by the BC Ministry of Education. Specifically, the nature of this course will result in students being assessed on their ability to think critically about issues, interpret and present information, and develop their sense of personal values and self-responsibility.

A number of assessment strategies will be used to assess students' progress throughout the Life Management 12 course, including:

- 70% Projects, written assignments and presentations
- 20% Unit tests and a culminating final multimedia project
- 10% Teacher and self-evaluation of participation in the course

Learning Resources:

- Websites
A number of websites will be utilized, including those of the following businesses and government agencies:
 - The Better Business Bureau
 - The Canada Revenue Agency
 - The Insurance Bureau of Canada
 - The Insurance Corporation of British Columbia (ICBC)

- Health Canada
- Consumer Reports*
- MoneySense*
- Brochures
- ICBC
- Insurance Bureau of Canada
- publications from banks and credit unions

- Magazines
- Consumer Reports* – print and online editions

- Newspapers – both print and online versions
- The Vancouver Sun*
- The Vancouver Province*
- The National Post*
- The Globe and Mail*

- Video – DVDs and Internet streaming