

# MONEY FAIR

## Overarching Outcomes for Saskatchewan Curriculum

*Note: Depending on the theme of a student's project, other outcomes may be met. Ex) "social issues" in Arts Education (CR 8.2), "traditional economies in Canada" in Social Studies 7 (RW 7.1), or changes in behavior "to protect the environment" in Social Studies 8 (RW 8.3). There are also many connections that can be made with the new Saskatchewan Financial Literacy Curriculum.*

### Career Education 7/8:

**LW7.1** Investigate and demonstrate the personal qualities and abilities needed to seek, obtain, or create work.

**CC7.1** Reflect on and express insights about how knowledge and skills learned in school transfer to one's future life and work.

**CC7.2** Analyze the contributions work makes to the individual and their community, including globally.

**CC8.1** Examine how a disposition for lifelong learning connects to potential career pathways.

Indicator "e": Examine how organizations operate (e.g., how money is made, overhead costs, profit) to formulate understandings of relationships between employers, workers, and consumers.

**LW8.1** Compare skills taxonomies such as Essential Skills and Employability Skills and examine how an individual's skills may influence possible future occupational choices.

**LW8.2** Formulate a list of life roles and examine possible changes over one's lifespan.

Indicators within these LW outcomes look at the individual's capability to consider possible future work roles and implications. Each one of the potential TWOKAM topics regards money, which directly correlates with career choice. Adding a job study section and understanding the subsequent ability to afford, save, or be in "good debt" is essential within all topics.

### Mathematics 7/8:

**Outcome N7.3** Demonstrate an understanding of the relationships between positive decimals, positive fractions (including mixed numbers, proper fractions and improper fractions), and whole numbers. [C, CN, ME, R, T]

**Outcome N7.4** Expand and demonstrate an understanding of percent to include fractional percents between 1% and 100%. [C, PS, R]

**Outcome N8.2** Expand and demonstrate understanding of percents greater than or equal to 0% (including fractional and decimal percents) concretely, pictorially, and symbolically. [CN, PS, R, V]

**Outcome N8.4** Demonstrate understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially, and symbolically. [C, CN, ME, PS]



These Mathematics outcomes are clearly represented in each topic, even in “how to save” and comparing costs. Every good sold in Canada has applicable taxes and when comparing and applying taxes it is necessary to understand full cost of purchasing goods. When saving, it is important to understand interest and the percentage that goes with whatever interest-based account a person has. Adding a practical look at these topics such as interest (If I put in  $x$  dollars, what will be the outcome in  $y$  years) will be the main piece in including this outcome (N8.2 and 8.4) as an overarching outcome.

C= Communication

R= Reasoning

V= Visualization

CN= Connections

PS= Problem Solving

T= Technology

ME= Mental Mathematics and Estimation

## **English 8:**

**CC8.2** Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.

**CC8.3** Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format)

**CC8.6** Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).

**CC8.7** Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt).

**AR8.2** Appraise own and others’ work for clarity, correctness, and variety.

These outcomes are reached in the presentation section of the TWOKAM Money Fair. They are also reached during the creation and preparation for the presentation (CC8.3) portion of the money fair. It is incredibly important to present confidently and use oral language to express thoughts and ideas. These outcomes are also in grade 7 in the same sections (Compose and Create), although CC7.2 specifies a teacher-led inquiry project while the money fair is suggested to be student driven.

## **Social Studies 8:**

**W8.1** Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.

As every topic in the guide regards finance and our economy, it is clear to see the social studies connections. This outcome requires students to consider advertising, private vs. public enterprise, various domestic and international products, and many more. Every one of the topics looks at purchasing, saving (How banking institutions work in the economy), or comparing cost (Comparing between one producer and another).

