

# Personal Finance

## Strand

Personal Finance

## Student Text Pages

458–513

## Suggested Timing

10–15 min

## Related Resources

BLM A-4 Presentation Checklist

## Key Terms

depreciation  
 fixed cost  
 growth rate  
 Guaranteed Investment Certificate (GIC)  
 mutual fund  
 Registered Education Savings Plan (RESP)  
 Registered Retirement Savings Plan (RRSP)  
 variable cost

## Chapter Curriculum Specific Expectations Comparing Financial Services

In this chapter, students will

**PF2.01** gather, interpret, and compare information about the various savings alternatives commonly available from financial institutions (e.g., savings and chequing accounts, term investments), the related costs (e.g., cost of cheques, monthly statement fees, early withdrawal penalties), and possible ways of reducing the costs (e.g., maintaining a minimum balance in a savings account; paying a monthly flat fee for a package of services)

**PF2.02** gather and interpret information about investment alternatives (e.g., stocks, mutual funds, real estate, GICs, savings accounts), and compare the alternatives by considering the risk and the rate of return

**PF2.03** gather, interpret, and compare information about the costs (e.g., user fees, annual fees, service charges, interest charges on overdue balances) and incentives (e.g., loyalty rewards; philanthropic incentives, such as support for Olympic athletes or a Red Cross disaster relief fund) associated with various credit cards and debit cards

**PF2.04** gather, interpret, and compare information about current credit card interest rates and regulations, and determine, through investigation using technology, the effects of delayed payments on a credit card balance

**PF2.05** solve problems involving applications of the compound interest formula to determine the cost of making a purchase on credit

## Owning and Operating a Vehicle

In this chapter, students will

**PF3.01** gather and interpret information about the procedures and costs involved in insuring a vehicle (e.g., car, motorcycle, snowmobile) and the factors affecting insurance rates (e.g., gender, age, driving record, model of vehicle, use of vehicle), and compare the insurance costs for different categories of drivers and for different vehicles

**PF3.02** gather, interpret, and compare information about the procedures and costs (e.g., monthly payments, insurance, depreciation, maintenance, miscellaneous expenses) involved in buying or leasing a new vehicle or buying a used vehicle

**PF3.03** solve problems, using technology (e.g., calculator, spreadsheet), that involve the fixed costs (e.g., licence fee, insurance) and variable costs (e.g., maintenance, fuel) of owning and operating a vehicle

Additional information and teaching materials for this chapter are available on the McGraw-Hill Ryerson Web-site at [www.mcgrawhill.ca/books/foundations11](http://www.mcgrawhill.ca/books/foundations11). You will need your password to access this material.

## Teaching Suggestions

### Chapter Opener

- Engage students in a discussion about the costs and benefits of owning and operating a vehicle. Ask if any students have, or plan to get, a G1 or G2 driver's licence or a G motorcycle licence.
- Check if any of the Key Terms are already familiar to students.
- Ensure students understand that the skills they will learn in this chapter will help them make good financial decisions both personally and professionally.

### Career Profile

Have students discuss what they know about a career as a personal banking officer. As an extension, have students research this career and other similar careers, and present their findings to the class. You may wish to use **BLM A-4 Presentation Checklist** to assess students' presentations.

Using their research, have each student discuss:

- The duties of a personal banking officer.
- The type of education and training needed for this career.
- Similar careers.
- The differences in the training and education required for a similar career.

You may wish to have students include their research in their portfolios.

For more career resources for your students, see the McGraw-Hill Ryerson Web-site at [www.mcgrawhill.ca/books/foundations11](http://www.mcgrawhill.ca/books/foundations11).

## Chapter 9 Planning Chart

Section Suggested Timing	Student Text Page(s)	Teacher's Resource Blackline Masters	Assessment	Tools
<b>Chapter 9 Opener</b> • 10–15 min	458–459		• BLM A-4 Presentation Checklist	
<b>Prerequisite Skills</b> • 80 min	460–461	• BLM 9-1 Prerequisite Skills	• BLM 9-2 Prerequisite Skills Self-Assessment Checklist	• calculators • TVM Solver
<b>9.1 Savings Alternatives</b> • 80–160 min	462–467	• BLM 9-3 Section 9.1 Savings Alternatives		• computers with Internet access • TVM Solver
<b>9.2 Investment Alternatives</b> • 80–160 min	468–475	• BLM 9-4 Section 9.2 Investment Alternatives	• BLM 9-5 Section 9.2 Achievement Check Rubric	• computers with Internet access • TVM Solver
<b>9.3 Manage Credit Cards</b> • 80–160 min	476–481	• BLM 9-6 Section 9.3 Manage Credit Cards		• computers with Internet access • TVM Solver
<b>9.4 Obtain a Vehicle</b> • 80–160 min	482–488	• BLM 9-7 Section 9.4 Obtain a Vehicle	• BLM 9-8 Section 9.4 Achievement Check Rubric • BLM A-9 Communication General Scoring Rubric	• classified advertisements in a newspaper • used vehicle magazines • telephone • telephone book • TVM Solver
<b>9.5 Operate a Vehicle</b> • 80–160 min	489–495	• BLM 9-9 Section 9.5 Operate a Vehicle	• BLM 9-10 Section 9.5 Achievement Check Rubric	• computers with Internet access
<b>Chapter 9 Review</b> • 80–160 min	496–497	• BLM 9-11 Chapter 9 Review		• TVM Solver
<b>Chapter 9 Practice Test</b> • 80 min	498–499	• BLM 9-13 Chapter 9 Practice Test Organisational Chart	• BLM 9-12 Chapter 9 Practice Test • BLM 9-14 Chapter 9 Test	
<b>Chapter 9 Problem Wrap-Up</b> • 40 min	499		• BLM 9-15 Chapter 9 Problem Wrap-Up Rubric	
<b>Chapters 7 to 9 Review</b> • 80–160 min	500–501	• BLM G-1 Grid Paper	• BLM A-13 Self-Assessment Recording Sheet • BLM A-14 Self-Assessment Checklist	• grid paper • scientific calculators • TVM Solver
<b>Task: Organise Your Personal Finances</b> • 80 min	502–503		• BLM 9-16 Task: Organise Your Personal Finances Rubric	
<b>Chapters 1 to 9 Review</b> • 80–160 min	504–513	• BLM G-1 Grid Paper	• BLM A-13 Self-Assessment Recording Sheet • BLM A-14 Self-Assessment Checklist	• grid paper • scientific calculators • graphing calculators • TVM Solver

## Chapter 9 Blackline Masters Checklist

	Title		Purpose
<b>Chapter 9 Opener</b>			
	BLM A-4	Presentation Checklist	Assessment
<b>Prerequisite Skills</b>			
	BLM 9-1	Prerequisite Skills	Practice
	BLM 9-2	Prerequisite Skills Self-Assessment Checklist	Self-Assessment
<b>9.1 Savings Alternatives</b>			
	BLM 9-3	Section 9.1 Savings Alternatives	Practice
<b>9.2 Investment Alternatives</b>			
	BLM 9-4	Section 9.2 Investment Alternatives	Practice
	BLM 9-5	Section 9.2 Achievement Check Rubric	Assessment
<b>9.3 Manage Credit Cards</b>			
	BLM 9-6	Section 9.3 Manage Credit Cards	Practice
<b>9.4 Obtain a Vehicle</b>			
	BLM 9-7	Section 9.4 Obtain a Vehicle	Practice
	BLM 9-8	Section 9.4 Achievement Check Rubric	Assessment
	BLM A-9	Communication General Scoring Rubric	Assessment
<b>9.5 Operate a Vehicle</b>			
	BLM 9-9	Section 9.5 Operate a Vehicle	Practice
	BLM 9-10	Section 9.5 Achievement Check Rubric	Assessment
<b>Chapter 9 Review</b>			
	BLM 9-11	Chapter 9 Review	Review
<b>Chapter 9 Practice Test</b>			
	BLM 9-12	Chapter 9 Practice Test	Diagnostic Assessment
	BLM 9-13	Chapter 9 Practice Test Organisational Chart	Student Support
	BLM 9-14	Chapter 9 Test	Summative Assessment
<b>Chapter 9 Problem Wrap-Up</b>			
	BLM 9-15	Chapter 9 Problem Wrap-Up Rubric	Summative Assessment
<b>Chapters 7 to 9 Review</b>			
	BLM G-1	Grid Paper	Student Support
	BLM A-13	Self-Assessment Recording Sheet	Self-Assessment
	BLM A-14	Self-Assessment Checklist	Self-Assessment

	Title		Purpose
<b>Task: Organise Your Personal Finances</b>			
	BLM 9-16	Task: Organise Your Personal Finances Rubric	Assessment
<b>Chapters 1 to 9 Review</b>			
	BLM G-1	Grid Paper	Student Support
	BLM A-13	Self-Assessment Recording Sheet	Self-Assessment
	BLM A-14	Self-Assessment Checklist	Self-Assessment

# Prerequisite Skills

## Student Text Pages

460–461

## Suggested Timing

80 min

## Related Resources

BLM 9-1 Prerequisite Skills

BLM 9-2 Prerequisite Skills

Self-Assessment Checklist

## Tools

- calculators
- TVM Solver

## Common Errors

- Some students may not know where to place the decimal for questions such as question 2 or 6.
- R<sub>x</sub> Encourage students to estimate each result and reflect on whether the answer should be greater than or less than the number they started with.

## Accommodations

**Gifted and Enrichment**—encourage students to find several different ways to find the answers to questions 5, 7, and 8; have students share their strategies

**Motor**—provide a handout with a copy of the Prerequisite Skills questions with spaces for students to write the answers

**Language**—allow students to work in pairs to provide support in reading the questions

**Memory**—provide a chart with the Key Terms and space to write the definitions

## Teaching Suggestions

- Encourage students to estimate or calculate mentally, then use a calculator to check. This will help them further develop their number sense.
- Stronger students may only need to do a few parts of each question. Students who are having difficulty may benefit from the additional practice of completing all the questions.
- All BLMs referred to throughout this chapter can be found on the *Foundations for College Mathematics 11 Teacher's Resource* CD-ROM.

## Assessment

- Assess student readiness to proceed by informal observation as students are working on the questions. A formal test would be inappropriate since this material is not part of the grade 11 curriculum for this chapter.
- Student self-assessment is also an effective technique; students can place a checkmark beside topics in the Prerequisite Skills in which they feel confident with the necessary skills. Use **BLM 9-2 Prerequisite Skills Self-Assessment Checklist** as a self-assessment for students.
- Remedial action can be taken in small groups or with a whole-class skills review.

## Extra Practice

- Use **BLM 9-1 Prerequisite Skills** for extra practice or remediation.

## Chapter Problem

- The Chapter Problem is introduced on page 461. Have students discuss their understanding of the topic. You may wish to have students complete the Chapter Problem revisits that occur throughout the chapter. These questions are designed to help students move toward the Chapter 9 Problem Wrap-Up on page 499.
- Alternatively, you may wish to assign the Chapter Problem questions and Chapter Problem Wrap-Up when students have completed the chapter, as part of a summative assessment.