



## Career and Community Development (CCD) and Financial Education (FE): 2023-2024 Yearly Plan

The following learning objectives are copied directly from the [Financial Education program](#) (FE) as defined by the Quebec Ministry of Education. The Financial Education program is a compulsory program for Secondary 2.3 students. KI already has a Career’s credited course, *Career and Community Development* (CCD), however the competencies of CCD do not fulfil the learning areas of FE for secondary 2.3.

As most schools in KI have combined classrooms in secondary cycle two, these classrooms will be required to combine the two programs (CCD and FE) together in order to fulfil the compulsory credits of FE. The breakdown below is only a suggestion of how this program combination could be accomplished. It specifies which resource of each program can be utilized to fulfill the program requirements of Financial Education and the main objectives of CCD. Like all multi-level classrooms, the teacher will need to make use of differentiation and universal designs for learning. It is highly recommended that the teacher utilizes small group activities to complete the student workbooks for both CCD and FE.

Term 1: 2023/08/14 – 2023/10/20	Resources
Financial Education: Chapters 1-5	Learning to be Acquired
<b>FE: Consumption</b> <b>e. Names fixed expenses and variable expenses (e.g. housing and insurance, food and recreational activities)</b> <b>f. Indicates some of the reasons that the government imposes taxes (e.g. to fund public services, to redistribute incomes)</b> <b>h. Names goods and services not subject to the GST and QST (e.g. books [exempted from the QST only], prescription drugs, basic groceries, educational services, medical and dental services)</b>	FE: Chapter 1
<b>FE: Consumption</b> <b>i. Indicates the elements to be considered in drawing up a budget: income, expenses</b>	FE: Chapter 2
<b>FE: Rights, Responsibilities and Remedies</b> <b>a. Indicates some consumer rights (e.g. insisting on the enforcement of the Price Accuracy Policy, making sure that guarantees are upheld)</b> <b>b. Indicates some consumer responsibilities (e.g. protecting personal information, complying with the terms of a contract, filing away bills and proofs of purchase)</b> <b>c. Indicates areas governed by the laws in force in Québec (e.g. goods and services contracts, credit contracts, guarantees, business practices in Québec, purchases made from an itinerant merchant)</b> <b>d. Describes the role of organizations able to inform consumers about their rights and obligations (e.g. the role of the Office de la protection du consommateur is to inform consumers about their rights and responsibilities; the role of the Régie du logement is to inform landlords and tenants about their rights and responsibilities and to</b>	FE: Chapter 3 & 4



<p>resolve disputes regarding residential leases; the role of consumer associations is to inform consumers about their rights and responsibilities)</p> <p>e. Indicates remedies made available to consumers and merchants so that they can assert their rights (e.g. customer service departments, ombudsman, issuing a formal notice, Small Claims Court)</p> <p>f. Indicates one of the main rights of a merchant: determining exchange and refund policies</p> <p>g. Indicates some of the responsibilities of a merchant (e.g. complying with established exchange and refund policies as well as upholding existing guarantees, displaying prices or enforcing the Price Accuracy Policy, assuring the consumer that transactions remain confidential)</p>	
<p><b>FE: Consumption</b></p> <p>c. Names resources that provide information or points of view on goods and services (e.g. websites, discussion forums, specialized magazines, public affairs programs)</p> <p>d. Indicates how the price-setting process is determined: according to the principle of supply and demand</p>	FE: Chapter 4
<p><b>FE: Job Opportunities</b></p> <p>a. Indicates the main criteria used to determine a salary: qualifications, skills, duties, responsibilities, job performance</p> <p>b. Names different types of remuneration (e.g. hourly wage, commission, tips)</p> <p>c. Indicates job search strategies (e.g. checking job ads, visiting employers, using existing networks)</p> <p>d. Names organizations that provide job search assistance (e.g. Carrefours jeunesse-emploi, Emploi-Québec)</p>	FE: Chapter 5



CCD Curriculum Overview:

Module 03 | **Social Enterprise Design**

Competencies

- a. **Creates a business model canvas**
- b. **Using community outreach, knowledge of funding, and the BMC; determines if the social enterprise will be viable**
- c. **Creates a Minimal Viable Product**

Indicators

- a. **Students will use the Business Model Canvas to determine the potential of a project and improve the design of a project**
- b. **Students will create surveys to determine community needs**
- c. **Students will make and be a part of an action plan that lists key tasks, duties and timelines**
- d. **Students will fundraise for a project through loans or crowdfunding**

Module 04 | **Social Enterprise Management**

Competencies

- a. **Communicated and builds relationships with target audience using marketing and sales tools**
- b. **Analyzes financial performance**
- c. **Creates a presentation on the social enterprise**

Indicators

- a. **Students will participate in the operations of a social enterprise as part of a team**
- b. **Students will use management tools to manage their social enterprise**
- c. **Students will employ sales/marketing techniques to get, keep, and grow their customers**
- d. **Students will keep track of expenses, revenues, and report profits or losses**
- e. **Students will prepare a short pitch presentation that explains the business model, brand, mission and impact of the social enterprise**

CCD: Chapter 3:

[Business Model Canvas \(Short\)](#)

[Business Model Canvas \(Long\)](#)

FE: Consumption

- a. **Indicates factors that influence consumer choices (e.g. age, gender, income)**
- b. **Indicates some of the reasons why consumer habits may change (e.g. socioeconomic context, new technologies, peer pressure, personal values)**

CCD: Chapter 4: pg 93-95

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CCD: Chapter 5



**FE: Roles of Advertising**

**a. Indicates some of the goals of advertising (e.g. to inform, to develop awareness, to modify behaviour, to create needs)**

**b. Names laws that govern business practices and advertising (e.g Consumer Protection Act, Consumer Packaging and Labelling Act, Travel Agents Act)**

CCD: Chapter 7

FE: Chapter 13, Class 1



**FE: Education-Related Costs**

- a. Indicates ways of financing an education (e.g. work, student loan, personal loan, bursaries or scholarships, parental help, registered education savings plan)
- b. Identifies factors accounting for the variability of registration and tuition fees (e.g. level of education, program chosen, school's location)
- c. Indicates education-related expenses that must be taken into account in drawing up a budget (e.g. tuition fees, books and school supplies, transportation, housing)

**FE: Financing Secondary-Level Vocational Training and a Postsecondary Education**

*This section is not readily applicable to the Nunavik reality as post-secondary programming is paid for by KI-Post-Secondary Services. Additional bursaries can also be applied for through KRG and Makivik. A walkthrough of the application process would cover these competencies.*

- a. ~~Indicates the main responsibility associated with obtaining a student loan: to pay back the loan according to the agreed terms~~
- b. Indicates where student financial assistance may be obtained (e.g. Aide financière aux études [or AFE, the Québec government's student financial assistance program], financial institutions, non-profit organizations, foundations)
- c. ~~Describes the main characteristic of a loan issued by AFE: the government pays the interest on the loan as long as the student is studying full-time~~
- d. ~~Indicates eligibility requirements for AFE's Loans and Bursaries Program (e.g. studying full-time, debt limit not yet reached, insufficient financial resources to pursue an education)~~
- e. ~~Describes how the amount of financial assistance provided by the government is calculated: the contributions of the student, his/her parents or his/her spouse are subtracted from the allowable expenses~~

FE: Chapter 6  
(Optional, content covers the learning targets)

<https://www.krg.ca/en-CA/assets/pamphlets/Nunavikscholarshipfund.pdf>

<https://www.makivvik.ca/current/scholarship-fund/>

<https://www.kativik.qc.ca/en/post-secondary/>

<https://www.kativikv.qc.ca/en/reimbursement-of-school-fees/#1628004937524-4bc4f495-371f16280050298691630759870540>

**FE: Striking a Balance Between School and Work**

- a. Indicates advantages and disadvantages of working during the school year (e.g. provides experience, makes it easier to find a job after finishing school, may cause academic difficulties, may cause students to drop out of school)
- b. Identifies ways of striking a balance between school and work (e.g. limit the number of hours of work, take a seasonal job)
- c. Indicates possible economic consequences of not earning a diploma (e.g. lower annual salary, job insecurity)

FE: Chapter 7



<p><b>d. Indicates the goal of the Work/Study Program provided by Aide financière aux études (the Québec government’s student financial assistance program): to help students in a precarious financial situation find employment in their educational institution</b></p>	
<p><b>FE: Work-Related Rules</b></p> <p><b>a. Names the main laws governing labour standards: Act respecting labour standards, Canada Labour Code</b></p> <p><b>b. Names sectors governed by the Canada Labour Code (e.g. telecommunications, federal public service)</b></p> <p><b>c. Indicates provisions of the Act respecting labour standards (e.g. minimum wage, hours of work, statutory holidays with pay, annual leave with pay, work performed by children)</b></p> <p><b>d. Indicates fringe benefits to which an employee may be entitled (e.g. vacation, paid holidays, group insurance)</b></p> <p><b>e. Explains certain rights that workers are guaranteed under the Charter of Human Rights and Freedoms (e.g. non-discriminatory hiring, probationary period, conditions for dismissal)</b></p> <p><b>f. Indicates responsibilities of workers (e.g. duty of discretion, duty of loyalty)</b></p> <p><b>g. Describes the role of organizations that ensure the application of labour laws and regulations (e.g. the Commission des relations du travail is concerned with matters such as the right of association, union accreditation and the establishment of collective agreements; la Commission de la santé et de la sécurité du travail is responsible for workplace prevention and inspection as well as workers’ compensation and rehabilitation)</b></p> <p><b>h. Describes some of the roles of a union (e.g. representing workers in dealings with the employer, ensuring the application of the collective agreement)</b></p> <p><b>FE: Remuneration</b></p> <p><b>d. Indicates the main purpose of pay equity: to guarantee equal pay for work of equal value without regard for gender</b></p>	<p>FE: Chapter 8</p>
<p><b>FE: Remuneration</b></p> <p><b>a. Indicates the main information found on a pay slip: salary, hours of work, deductions</b></p> <p><b>b. Names deductions at source (e.g. income tax, Québec Pension Plan contributions, Québec Parental Insurance Plan contributions, employment insurance contributions, union dues)</b></p> <p><b>c. Indicates sources of income to be considered in drawing up a budget (e.g. employment income, gifts)</b></p> <p><b>FE: Employment Insurance</b></p> <p><b>a. Defines unemployment: situation in which a person who has no job is able and willing to work</b></p> <p><b>b. Explains the purpose of employment insurance benefits: to provide temporary income support for those eligible to receive benefits</b></p>	<p>FE: Chapter 9</p>



<p><b>c. Indicates some of the eligibility criteria for employment insurance benefits (e.g. to have been employed in insurable employment, to have worked the required number of hours determined according to the economic region involved, to not be responsible for losing his/her job)</b></p>	
<p><b>FE: Consumption</b> <b>g. Names consumption taxes (e.g. goods and services tax [GST], Québec sales tax [QST], excise tax)</b> <b>FE: Income Tax</b> <b>a. Gives reasons why governments collect income tax (e.g. to fund public services, to redistribute income)</b> <b>b. Indicates on what basis income tax rates are established: taxable income brackets</b> <b>c. Indicates the purpose of an income tax return: to disclose income in order to calculate the tax to be paid every year to the federal and provincial governments</b> <b>FE: Tax Evasion</b> <b>a. Describes certain types of tax evasion (e.g. working under the table, selling goods and services illicitly, not collecting or paying taxes)</b> <b>b. Explains some of the consequences of tax evasion (e.g. loss of revenue for the government, inequity among taxpayers, no protection for consumers or workers, penalties, criminal charges)</b></p>	FE: chapter 10
<p><b>FE: Consumer Credit</b> <b>a. Indicates the main reason given for using credit: to immediately purchase a good or service by deferring payment</b> <b>b. Identifies some of the elements taken into account in determining eligibility for credit (e.g. income, job stability, debt load)</b> <b>c. Explains the purpose of a credit report: to outline a consumer's credit record</b> <b>d. Gives information found in a credit report (e.g. personal information, credit information, banking information)</b> <b>e. Indicates situations in which a guaranty may be required (e.g. first loan, no credit record, insolvability, rental of an apartment)</b> <b>f. Explains the main obligation of the person acting as a guarantor: to pay for the borrower if he or she defaults on a payment</b> <b>g. Describes the risks involved in using credit (e.g. high interest charges on credit card balances, debt accumulation, difficulty in accessing credit, lower credit rating, negative effects on health)</b> <b>h. Names the main types of credit contracts: variable credit contracts, such as credit cards and lines of credit; loan agreements, such as a personal loan; contracts involving credit, such as instalment sales</b> <b>i. Indicates information that should appear in credit contracts (e.g. date and amount of payments, borrowing cost)</b> <b>j. Indicates some of the rights and responsibilities of consumers who enter into a variable credit contract (e.g. obtaining the good or service immediately, making monthly payments)</b></p>	FE: Chapter 11



**FE: Personal Savings**

- a. Gives reasons for saving money (e.g. to increase his/her consumer choices, to make a dream project come true, to have an emergency fund)
- b. Indicates ways of allocating savings (e.g. savings account, savings plan such as a registered retirement savings plan)

FE: Chapter 12