Mathematics and Financial Accounting Fundamentals
This video highlights students in Grade 11 learning concepts related to financial literacy in a University destination mathematics class (Functions – MCR3U) and a College/University destination business studies class (Financial Accounting Fundamentals – BAF3M).

Before Viewing
Financial literacy education is connected to many concepts in mathematics and business studies courses. Consider how to make this learning age-appropriate and personally relevant for students.

During Viewing
This video is presented in two segments. Consider the reflective questions posed for each of the segments.

1. Financial Literacy and Mathematics – Understanding Annuities (Runs: 7:38)
In this mathematics class, students are building their understanding of financial literacy by solving problems related to annuities as they use hand-held technology to solve equations. Students demonstrate how they use the technology, make connections, and apply their learning to everyday financial situations. The teacher, students, a department head, and a school board consultant all reflect on the financial literacy concepts and skills students are learning.
   - How does the teacher connect what the students are learning about annuities to how they might use this information and the mathematical calculations in the future?
   - Why is it important that students see the connections between the mathematics that they are learning and its application to their lives?

2. Decision making and Investing (Runs: 7:58)
In this accounting course, students are learning that all businesses use accounting principles and practices to organize, understand, and communicate their financial position, and that ultimately, it is this understanding that helps people make wise business decisions. Students are learning how to think and apply the fundamentals of accounting and are developing the confidence that they will need to integrate these principles and practices as they work in a wide spectrum of careers.
   - How does the teacher help the students understand that financial analysis is both quantitative and qualitative? Why is this type of critical thinking an important life skill?
   - The teacher talks about strategies she uses to support a specific student with a learning disability. What other strategies might you use to support students in understanding the concepts and applying the skills as they solve problems?

After Viewing
- In the first segment, the department head and the teacher emphasized the importance of not just “plugging in for the variable” but helping students understand the contextual connections among the variables in the formula and the meaning of the calculations they are doing. Identify formulas traditionally used within the courses you are teaching, and instructional approaches you can use to help students understand connections among the variables and the meaning of the calculations.
- In the second segment, the Program Co-ordinator talks about the importance of teachers working together to determine where and how they can embed financial literacy into their courses. How could you be a catalyst for promoting financial literacy education with your department colleagues and/or colleagues who teach other subjects?
- In their reflections, students connected having money to living “a good life.” How could you use this thinking as a starting point for a class discussion?