



## Financial Literacy: Oil Sands Lesson

### Connections to Financial Literacy

Describe the financial literacy knowledge and skills which will be addressed and assessed in this lesson. Financial literacy knowledge and skills could include, but are not limited to:

- active citizenship;
- understanding the economy;
- social, ethical and environmental implications of financial decisions.

Grade 7: Math, Science and Technology, Media

Subject/Course  
Code/Title/Curriculum Policy

Curriculum Expectations

Learning Goals

#### Science:

#### Relating Science and Technology to Society and the Environment

- 1.1 Relating science and environmental benefits of technologies that reduce heat loss or transfer;
- 1.2 Assess the environmental and economic impacts of using conventional and alternative forms of energy

#### Math:

#### Data Management

- Make and evaluate convincing arguments, based on the analysis of data

#### Media:

- 1.1 Explain how various media texts address their intended purpose and audience;

At the end of this lesson, students will know, understand and/or be able to:

- read, interpret, and draw conclusions from secondary data;
- evaluate the importance for the economy and the environment of new fossil fuel developments

<p>1.6 Identify who produces various media texts and determine the commercial, ideological and political interests that the texts may involve.</p> <p><b>Reading:</b> 1.1 Reading a variety of printed texts</p>	
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**Instructional Components and Context**

<p><b>Readiness</b></p> <ul style="list-style-type: none"> <li>▪ Students need to demonstrate an understanding involving percent and ratio;</li> <li>▪ Students need to be able to read and interpret a variety of graphics and diagrams;</li> <li>▪ Background knowledge &amp; facts on Alberta's Oil Sands</li> </ul>	<p><b>Materials</b></p> <p><b>Activity 1 - Vocabulary</b> Prepare Frayer Model templates on chart paper for students (Athabasca oil sands, tarry bitumen, boreal forests, open pit mine, toxic mine tailings, CO2 emissions) Q chart, markers, dictionaries</p> <p><b>Activity 2 – Analyzing secondary data</b> Sample data sheets, guiding questions displayed, chart paper and markers/group</p> <p><b>Activity 3 - Read aloud and response</b> In partners, students jot down pros and cons of the oil sands projects stated in a national geographic article which is read aloud. Materials – article, sticky notes, chart paper</p> <p><b>Activity 4 – Opinion article</b> Students write an opinion article on the oil sands project. (computer, information articles)</p>
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<p><b>Minds On</b></p> <ul style="list-style-type: none"> <li>♦ Establishing a positive learning environment</li> <li>♦ Connecting to prior learning and/or experiences</li> <li>♦ Setting the context for learning</li> </ul>	<p><b>Connections</b></p> <p>Explicitly label:</p> <p> Assessment <b>for</b> learning</p> <p> Assessment <b>as</b> learning</p> <p> Assessment <b>of</b> learning</p> <p> Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p><b>Whole Class or Groups of 2 or 3 ⇒ Brainstorming (10 min.)</b></p> <p><b>Description:</b> In groups of two to three brainstorm how oil is important at home, in the community, and in the world. Put ideas on sticky notes and post on chart paper at the front of the room.</p>	<p><b>Guiding Questions</b> <i>How does oil affect the Alberta economy?</i></p>
<p><b>Action!</b></p> <ul style="list-style-type: none"> <li>♦ Introducing new learning or extending/reinforcing prior learning</li> <li>♦ Providing opportunities for practice and application of learning (guided &gt; independent)</li> </ul>	
<p><b>Whole Class or Groups of 2 or 3 ⇒ Alberta's Oil Sands: The Facts</b></p> <p><b>Description:</b></p> <ol style="list-style-type: none"> <li>1. Provide each group with data sheets from the Alberta government. Post the guiding questions.</li> </ol> <p><b>Activity Sheet:</b> <a href="http://www.oilsands.alberta.ca/FactSheets/The_Facts_v5_FINAL.pdf">http://www.oilsands.alberta.ca/FactSheets/The_Facts_v5_FINAL.pdf</a></p> <ol style="list-style-type: none"> <li>2. Develop an answer for each guiding question; include one connection to the economy in each answer.</li> </ol>	<p><b>Guiding Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does the development of the oil sands in Alberta affect their economy?</li> <li>2. How does the development of oil sands affect the environment?</li> <li>3. How does the development of energy source affect you?</li> </ol>

<b>Consolidation</b> ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned	
<b>Whole Class or Groups of 2 or 3 ⇒ Sharing</b>  <b>Description:</b>  Share answers and categorize answers as “pro” or “con” development of fossil fuels.	<b>Guiding Questions:</b>  1. Which statistic/fact influenced your thinking? 2. Why do you think that the data was presented in this format?