

JA More Than Money

GRADE 4

JA More than Money addresses the need for students to learn how to manage money and strengthen their chances of achieving lifelong financial success. This program teaches elementary students about earning, spending, sharing, and saving money.

Our online programs are offered at no cost to teachers and students and introduce young learners to the world of finance and business. Each program lasts 2 to 4 hours and provides expert guidance so they can learn all about finances, the world of work and how to start their own business.

These programs support the curriculum and help learners develop and build on skills they are taught in the classroom – giving them the tools to succeed in work and life!

JA's More Than Money - Program Objectives

- Identify the role of money in everyday life
- Explain the benefits of using a savings account
- Define business goods and services
- Identify businesses they would like to start that align with their personal interests and skills
- Appreciate their own roles as entrepreneurs in affecting their community and the world
- Identify the basic steps for building a small business
- Develop a basic business plan
- Explain why financial institutions lend money
- Explain decision making and the traits of trustworthy borrowers

Connections to Curriculum and Learning

JA Programs align with several aspects of the Ontario Ministry of Education curriculum and priorities. Below are some of the significant ways the More Than Money program supports learning priorities and objectives.

Social-Emotional Learning (SEL) Skills and the Mathematical Processes

Problem Solving/Reasoning and Proving

- A1.1 Express and manage their feelings, and show understanding of the feelings of others, as they engage positively in mathematics activities

Reflecting

- A1.2 Work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience

Connecting

- A1.3 Recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope

Communicating

- A1.4 Work collaboratively on math problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fostering healthy relationships

Representing

A1.5 See themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging

Selecting Tools and Strategies

A1.6 Make connections between math and everyday contexts to help them make informed judgements and decisions

Math

Number Sense

Whole Numbers

- Read and represent whole numbers, using appropriate tools and strategies, and describe various ways they are used in everyday life

Operations

Mental Math / Addition & Subtraction

- Use mental math strategies
- Represent and solve problems involving the addition and subtraction of whole numbers, using appropriate tools and strategies

Algebra

Mathematical Modelling

- C4 Apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Data Literacy

Data Analysis

- Analyse different sets of data presented in various ways by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions

Financial Literacy

Money and Finances

Money Concepts

- F1.1 Identify various methods of payment that can be used to purchase goods and services
- F1.2 Estimate and calculate the cost of transactions involving multiple items priced in whole-dollar amounts, not including sales tax, and the amount of change needed when payment is made in cash, using mental math
- F1.6 Identify who produces various media texts and the reason for their production

Financial Management

- F1.3 Explain the concepts of spending, saving, earning, investing, and donating, and identify key factors to consider when making basic decisions related to each
- F1.4 Explain the relationship between spending and saving, and describe how spending and saving behaviours may differ from one person to another

Language

Reading

Reading for Meaning

- 1.5 Make inferences about texts using stated and implied ideas from the texts as evidence
- 1.6 Extend understanding of texts by connecting the ideas in them in their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- 1.8 Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

Writing

Developing and Organizing Content

- 1.2 Generate ideas about a potential topic using a variety of strategies and resources
- 1.4 Sort and classify ideas and information for their writing in a variety of ways

Media Literacy

Understanding Media Texts

- 1.2 Use overt and implied messages to draw inferences and construct meaning in media texts
 - 1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions
 - 1.6 Identify who produces various media texts and the reason for their production
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"I just wanted to extend my thanks on behalf of our Grade 4 and 5 classes on your More Than Money presentation. You did an amazing job introducing entrepreneurial concepts and challenging the students to begin preparing for their future. They were enthusiastic and engaged throughout the day. We hope to see you again!"

- Grade 4 Teacher

I WANT JA IN MY CLASSROOM!

Register online or email info@jaswo.org for more information.

Click Here to Register Online Now!