Bringing Financial Literacy to Life Across the Curriculum - Grades 4 -6

Summer Symposium
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Paul Bohnert & Chris Zarski

[CEFL]

Land Acknowledgement

We would like to acknowledge that we are on Treaty 6 territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries."

The Manitoba Museum / Andrew Workman

The Trading System of Indigenous Peoples

Resource Link

Before we begin our work today, I would like to acknowledge that we are gathered on the traditional territories of Treaty 6, home and travelling route to Cree, Blackfoot, Dene, Nakota Sioux, Métis, and/or Inuit Nations of the north.

We honour the generations of Indigenous peoples who have lived on, cared for, and learned from this land since time immemorial. We recognize that this land continues to shape identity, community, and ways of knowing.

As we engage in learning about financial literacy, decision-making, and our roles in future careers, we recognize that Indigenous knowledge systems have long emphasized balance, sustainability, and responsibility to community. These perspectives remind us that decisions about resources and well-being are not only individual, but collective, and connected to the land and to future generations.

We acknowledge that careers and financial well-being, as we study it, are deeply connected to relationships—with land, community, and one another—and that Indigenous teachings continue to offer important guidance in understanding these connections.

We also recognize that education systems have not always honoured Indigenous knowledge or rights. In moving forward, we commit to learning from Indigenous perspectives in meaningful ways, and to ensuring that our learning supports respect, responsibility, and more equitable futures for all.

Acknowledging the land is only one step. We commit to ongoing reflection and action in how we learn, teach, and make decisions, so that our work contributes to the well-being of individuals, communities, and the land we share."

Grades 4-6

What is Financial Literacy?

The Shift: Focus: Financial Choices and Impact
Budgeting & Savings: Creating budgets, understanding the importance of saving for short- and long-term goals, and identifying habits for responsible money management.
Consumer Choices: Examining factors that influence spending decisions (needs vs. wants) and understanding the impact of advertising.
Banking & Money Basics: Learning about savings accounts, understanding the value of money, and representing money in various ways.
Borrowing & Investing: Introduction to the concepts of loans, debt, and the risks/benefits of borrowing and investing.

Giving: Understanding the role of donating money to help others.

What is Grade 4 Financial Literacy?

The Grade 4 curriculum focuses on the guiding question: **"What is personal finance? "**. It emphasizes the following concepts:

Budgeting and Financial Goals: Students explore how planning and budgeting can support responsible financial decision-making and the achievement of financial goals.

- **Budget Components:** Students learn that a budget includes **assets, income, and expenses** and can be divided into **needs and wants**.
- **Types of Budgets:** Students examine budgets for different situations, including **personal, household, business, and events or activities**.
- **Financial Goals:** Students distinguish between **short-term and long-term financial goals** and create savings plans to support these goals.
- **Adjusting a Budget:** Students recognize that budgets may need to be adjusted because of **unforeseen circumstances**.
- **Consumer Choice:** Students examine how **marketing, advertising, media, availability, trends, and price** can influence decisions when purchasing goods and services.

What is Grade 5 Financial Literacy?

The Grade 5 curriculum focuses on the guiding question: **"How can personal finances be enhanced?"**. It emphasizes the following concepts:

Budgeting and Financial Goals: Students explore how planning and budgeting can support responsible financial decision-making and the achievement of financial goals.

- **Budget Components:** Students learn that a budget includes **assets, income, and expenses** and can be divided into **needs and wants**.
- **Types of Budgets:** Students examine budgets for different situations, including **personal, household, business, and events or activities**.
- **Financial Goals:** Students distinguish between **short-term and long-term financial goals** and create savings plans to support these goals.
- **Adjusting a Budget:** Students recognize that budgets may need to be adjusted because of **unforeseen circumstances**.
- **Consumer Choice:** Students examine how **marketing, advertising, media, availability, trends, and price** can influence decisions when purchasing goods and services.

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What is Grade 6 Financial Literacy?

The Grade 6 curriculum focuses on the guiding question: **"How can personal finances be enhanced?"**. It emphasizes the following concepts:

Borrowing and Debt: Students investigate borrowing money to purchase goods and services.

- **Sources of Loans:** Students learn that loans can come from banks, financial institutions, family, or friends.
- **Decision-Making Factors:** Borrowing decisions are based on the ability to repay, the intended purpose, additional costs, and the impact on a budget.
- **Interest and Cost:** The curriculum introduces **interest** as a fee paid to a lender, explaining that borrowing through loans can cost money based on the amount borrowed and the term of the agreement.
- **Risk Management:** Students must analyze the financial risks and benefits of borrowing and identify situations where taking on debt is responsible.

- **Investing:** This grade level introduces the concept of **investing**—purchasing something expected to earn additional money or increase in value .
    - **Types of Investments:** Students explore various investment vehicles, including **real estate, stocks, bonds, mutual funds, and digital currencies** .
    - **Risk vs. Benefit:** Students analyze the potential financial risks and benefits of investing in different situations .

Financial Literacy is NOT

The "Where" and "Why"

Context: In the Alberta K-6 curriculum, Financial Literacy is a specific Organizing Idea housed within Physical Education and Wellness (PEW).

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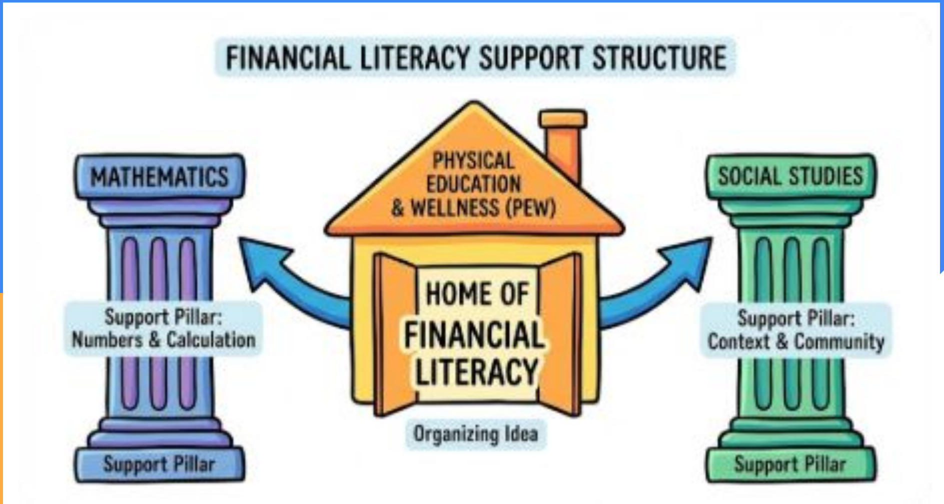

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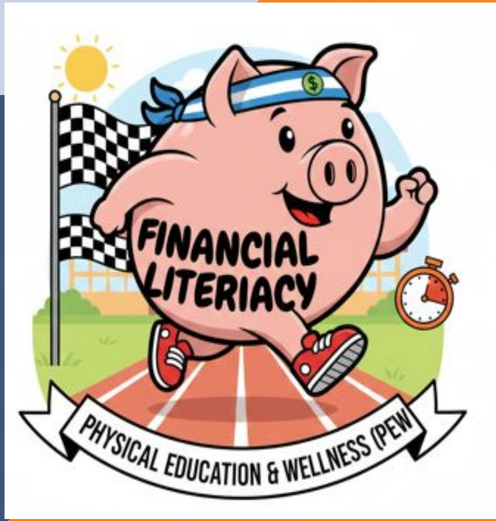
The Shift: We are moving away from just "identifying coins" (Math) to understanding the *behaviour* and *wellness* aspects of money.

The Goal: To develop students who can make "responsible and informed decisions" about resources



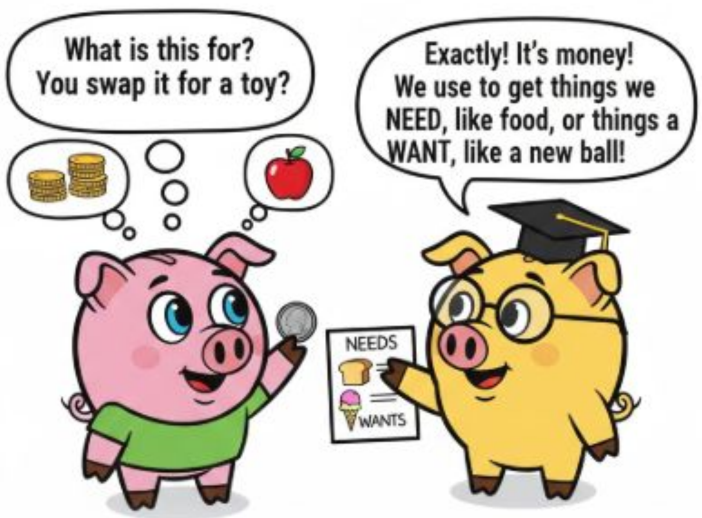
Financial Literacy Progression

Grade Band	Developmental Shift
K → 1	Recognition → Use
1 → 2	Use → Simple Decision Making
2 → 3	Decision Making → Planning
3 → 4	Planning → Broader Impact
4 → 5	Personal Management → System Awareness
5 → 6	System Awareness → Informed Independent Decision Making

Prerequisite Skills

Before students can tackle Grade 7 outcomes, they should have mastered these concepts from K - 6 PEW and Math:

- **Kindergarten:** Visual recognition of Canadian coins and bills (colour, size, images).
- **Grade 1:** Understanding money has *value* and is used to exchange for goods/services; distinguishing basic *Needs vs. Wants*.
- **Grade 2:** The concept of **Spend, Save, Share**. Understanding that money is limited (scarcity) and that choices have trade-offs (e.g., "If I buy this, I can't buy that").
- **Grade 3**: Strategies that support responsible money management. **Saving** and **Donating.**
- **Grade 4:** Students examined the **factors** that influence spending.
- **Grade 5:** Developing **budgets and savings plans** to support short- and long-term financial goals; examining factors that influence consumer choices.
- **Grade 6:** Analyzing the **risks and benefits of borrowing and investing** and identifying when taking on debt may be responsible.



Grade 6 consolidates earlier learning and emphasizes **informed, responsible decision making** that considers personal and group well-being. Students analyze options, consequences, and responsible money management practices with greater independence.

This represents the **transition from elementary financial awareness to middle school financial reasoning**, setting up the more formalized financial literacy strands in **Grades 7–9.**

GRADE FOUR - PHYSICAL EDUCATION & WELLNESS CURRICULUM		
Organizing Idea: Financial Literacy: Informed financial decision-making contributes to the well-being of individuals, groups, and communities.		
Guiding Question: What is personal finance?		
Learning Outcome: 4FL1.1 - Students examine factors that influence spending.		
Knowledge:	Understanding	Skills and Procedures
Money is commonly exchanged in the form of • currency • credit cards • debit cards • electronic transfer • prepaid cards Currency includes coins and paper money. Credit cards enable individuals to borrow money from banks or financial institutions. Credit cards • have a spending limit • must be repaid on time • have penalties if payment is not paid on time • are issued by a bank or financial institution Debit cards enable individuals to access money from a personal bank account. Prepaid cards have a fixed amount of money that can be spent. Factors to consider when spending include • budget • price comparison • quality and quantity • needs and wants	Goods and services can be purchased in a variety of ways.	Identify a variety of situations that would use different forms of money. Consider a variety of factors when making decisions about spending money.
Learning Outcome: 4FL1.2 - Students examine factors that influence spending.		
Knowledge:	Understanding	Skills and Procedures
Managing personal finances involves understanding banking practices such as • bank accounts • deposits • withdrawals • service fees • interest • e-transfers • online banking Canada's first bank was the Bank of Montreal, founded in 1817.	Banking practices play a significant role in managing personal finances.	Describe the purpose of various banking practices. Apply various banking practices in a variety of contexts.

[Draft-Pilot K-9 Financial Literacy Numbered Outcomes]

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GRADE FIVE - PHYSICAL EDUCATION & WELLNESS CURRICULUM		
Organizing Idea: Financial Literacy: Informed financial decision-making contributes to the well-being of individuals, groups, and communities.		
Guiding Question: In what ways can financial goals be supported?		
Learning Outcome: 5FL1.1 - Students demonstrate how planning can support financial goals.		
Knowledge:	**Understanding**	**Skills and Procedures**
A budget is a plan that supports an individual when making decisions on how to earn, spend, save, invest, and donate over a period. A budget consists of money currently on hand (assets), money expected to be earned (income), and money planned on spending (expenses). A budget can be divided into needs and wants. Budgets can be used for a variety of situations, such as • personal • household • business • an event or activity Budgets may need to be adjusted due to unforeseen circumstances. Short-term financial goals can be immediate and can support the attainment of long-term goals. Long-term financial goals can take several years to achieve, involve more money, and require commitment.	Budgeting is important to responsible financial decision-making and can support achieving short-term and long-term financial goals.	Develop a simple budget for an activity or event. Examine the components of a budget. Create a savings plan for short-term and long-term goals.
Learning Outcome: 5FL 1.2 Students demonstrate how planning can support financial goals.		
Knowledge:	**Understanding**	**Skills and Procedures**
A consumer is an individual who purchases goods and services. Factors that can influence consumer choice include • marketing • advertising • media • availability • trends • price	When purchasing goods and services, individuals have the ability to make choices.	Examine factors that influence consumer choice.

GRADE SIX - PHYSICAL EDUCATION & WELLNESS CURRICULUM		
Organizing Idea: Financial Literacy: Informed financial decision-making contributes to the well-being of individuals, groups, and communities..		
Guiding Question: How can personal finances be enhanced?		
Learning Outcome: 6FL 1.1 - Students investigate borrowing and investing in a variety of situations.		
Knowledge:	Understanding	Skills and Procedures
A loan is money that is borrowed with an agreement to pay it back. A loan can come from a variety of sources, such as • banks • financial institutions • family • friends The decision to borrow money may be based on • ability to repay • intended purpose • additional costs • short-term and long-term goals • impact on budget Decisions by banks or financial institutions to loan money may be based on • ability to repay • previous loan history • other existing debts • intended purpose Borrowing money through loans can cost money in the form of interest on the amount borrowed and over the term of the agreement. Interest is a fee paid to the bank or financial institution that loaned the money.	Borrowing money to buy goods and services can have financial risks and benefits. Borrowing money can support financial goals if done appropriately.	Analyze the risks and benefits of borrowing money in a variety of situations. Identify situations where an individual can responsibly take on debt.
Learning Outcome 6FL 1.2 - Students investigate borrowing and investing in a variety of situations.		
Knowledge:	Understanding	Skills and Procedures
Investing is purchasing something that is expected to earn additional money or increase in value. Individuals can make a variety of investments, such as • real estate • stocks • digital currencies • bonds • mutual funds	Investing money can have financial risks and benefits.	Analyze the risks and benefits of investing in a variety of situations.

How do I plan with money?

Grade 4

Exchange:
Money is commonly exchanged in the form of

- currency
- credit cards
- debit cards
- electronic transfer
- prepaid cards

Factors to consider when spending include

- budget
- price comparison
- quality and quantity
- needs and wants

Managing personal finances involves understanding banking practices such as

- bank accounts
- deposits
- withdrawals
- service fees
- interest
- e-transfers
- online banking

Progress students so they are ready both from the “Math” side and “Financial Literacy” side

How do I plan to support my goals?

Grade 5

What is a Budget

- plan
- What does it support
- What are its parts
- Wants and needs

Budgets can be used for a variety of situations, such as

- personal
- household
- business
- an event or activity

What does goal setting have to do with a budget?
What does this look like for grade 5 student?

A consumer is an individual who purchases goods and services. Factors that can influence consumer choice **include**

- marketing
- advertising
- media
- availability
- trends
- price

Progress students so they are ready both from the “Math” side and “Financial Literacy” side

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How do I plan to support my goals?

What is a Borrowing

- Loan?
- Where do I get one from?
- Should I?

Interest

- What is it?
- Does it cost me?
- Do I get money?

Analyze the risks and benefits of borrowing money in a variety of situations.

Identify situations where an individual can responsibly take on debt.

Progress students as they are ready both from the “Math” side and “Financial Literacy” side

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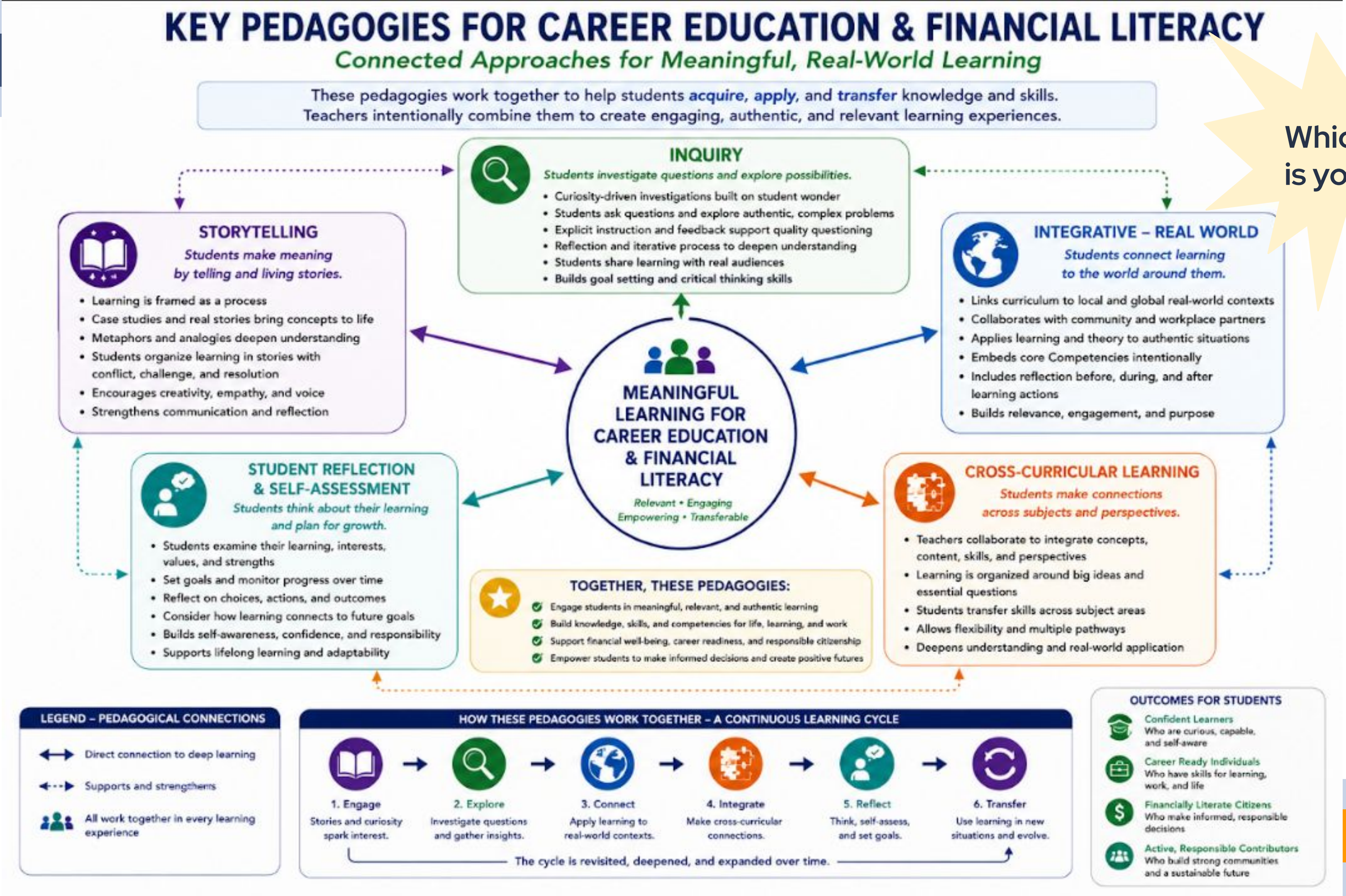
Grade 4: TRANSACT → Grade 5: PLAN → Grade 6: EVALUATE RISK

	Grade 4	Grade 5	Grade 6
Big focus	**Using and managing money**	**Planning money**	**Borrowing and investing money**
Guiding Question	What is personal finance?	In what ways can financial goals be supported?	How can personal finances be enhanced?
Core concepts	Forms of money, spending decisions, banking	Budgets, financial goals, saving plans, consumer choice	Loans, debt, interest, borrowing, investments, risk/benefit
Student thinking	Which payment/spending/banking choice makes sense?	How can I plan my money to achieve a goal?	When is taking financial risk through borrowing or investing appropriate?
Major cognitive shift	**Identify, consider, describe, apply**	**Develop, examine, create**	**Analyze**

Grade 4: *I can make informed choices about spending and banking.*
Students consider needs and wants, budgets, price, quality, and quantity when spending, and learn how different forms of money and common banking practices are used.

Grade 5: *I can plan how to use money to reach financial goals.*
Students develop simple budgets and savings plans, distinguish needs and wants, consider short- and long-term goals, and examine influences on consumer choices.

Grade 6: *I can make informed decisions about borrowing and investing.*
Students explore loans, debt, interest, and investments and analyze the risks and benefits of borrowing or investing in different situations.



Which one is you?

Pedagogy

Inquiry Based

Inquiry-based learning is an approach to teaching and learning that places students' questions, ideas and observations at the centre of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning (Scardamalia, 2002).

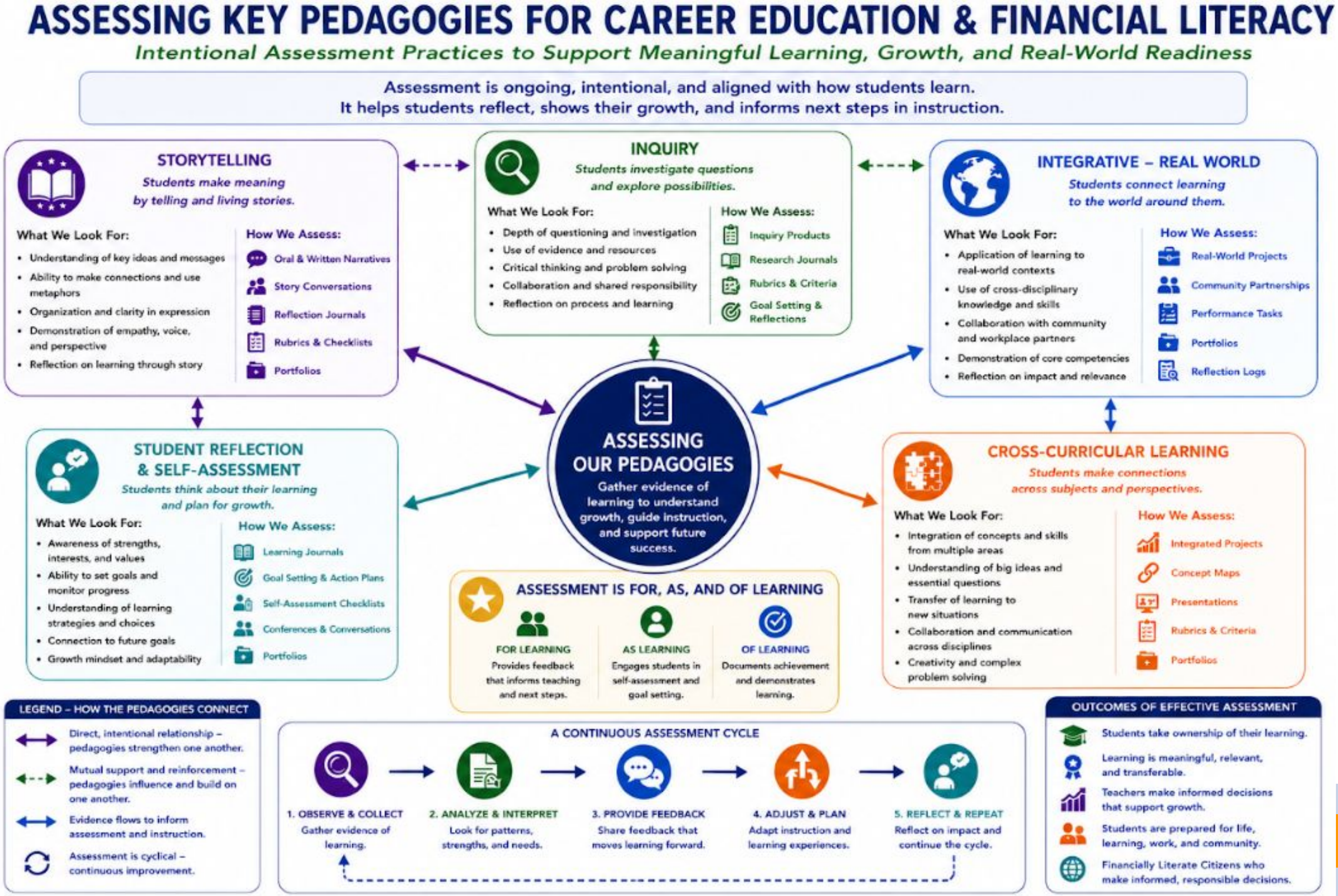
Experiential

Experiential learning is a "learning by doing" approach focused on constructing knowledge through direct, hands-on experience and reflection, often using David Kolb's cycle of experience, reflection, conceptualization, and action.

Experiential learning uses internships, simulations, and field placements to gain first-hand experience.

Integrative Learning

Integrative learning is the process of making connections among concepts and experiences so that information and skills can be applied to novel and complex issues or challenges. This involves connecting academic subjects with real-world applications and work. For example, a math lesson could be linked to calculating tire wear and gas mileage, showing the relevance of a subject to life beyond the classroom.


ASSESSING KEY PEDAGOGIES FOR CAREER EDUCATION & FINANCIAL LITERACY
Intentional Assessment Practices to Support Meaningful Learning, Growth, and Real-World Readiness
Assessment is ongoing, intentional, and aligned with how students learn.
It helps students reflect, shows their growth, and informs next steps in instruction.
STORYTELLING
Students make meaning by telling and living stories.
What We Look For:
• Understanding of key ideas and messages
• Ability to make connections and use metaphors
• Organization and clarity in expression
• Demonstration of empathy, voice, and perspective
• Reflection on learning through story
How We Assess:
Oral & Written Narratives
Story Conversations
Reflection Journals
Rubrics & Checklists
Portfolios
INQUIRY
Students investigate questions and explore possibilities.
What We Look For:
• Depth of questioning and investigation
• Use of evidence and resources
• Critical thinking and problem solving
• Collaboration and shared responsibility
• Reflection on process and learning
How We Assess:
Inquiry Products
Research Journals
Rubrics & Criteria
Goal Setting & Reflections
INTEGRATIVE – REAL WORLD
Students connect learning to the world around them.
What We Look For:
• Application of learning to real-world contexts
• Use of cross-disciplinary knowledge and skills
• Collaboration with community and workplace partners
• Demonstration of core competencies
• Reflection on impact and relevance
How We Assess:
Real-World Projects
Community Partnerships
Performance Tasks
Portfolios
Reflection Logs
ASSESSING OUR PEDAGOGIES
Gather evidence of learning to understand growth, guide instruction, and support future success.
STUDENT REFLECTION & SELF-ASSESSMENT
Students think about their learning and plan for growth.
What We Look For:
• Awareness of strengths, interests, and values
• Ability to set goals and monitor progress
• Understanding of learning strategies and choices
• Connection to future goals
• Growth mindset and adaptability
How We Assess:
Learning Journals
Goal Setting & Action Plans
Self-Assessment Checklists
Conferences & Conversations
Portfolios
CROSS-CURRICULAR LEARNING
Students make connections across subjects and perspectives.
What We Look For:
• Integration of concepts and skills from multiple areas
• Understanding of big ideas and essential questions
• Transfer of learning to new situations
• Collaboration and communication across disciplines
• Creativity and complex problem solving
How We Assess:
Integrated Projects
Concept Maps
Presentations
Rubrics & Criteria
Portfolios
ASSESSMENT IS FOR, AS, AND OF LEARNING
FOR LEARNING
Provides feedback that informs teaching and next steps.
AS LEARNING
Engages students in self-assessment and goal setting.
OF LEARNING
Documents achievement and demonstrates learning.
LEGEND – HOW THE PEDAGOGIES CONNECT
Direct, intentional relationship – pedagogies strengthen one another.
Mutual support and reinforcement – pedagogies influence and build on one another.
Evidence flows to inform assessment and instruction.
Assessment is cyclical – continuous improvement.
A CONTINUOUS ASSESSMENT CYCLE
1. OBSERVE & COLLECT
Gather evidence of learning.
2. ANALYZE & INTERPRET
Look for patterns, strengths, and needs.
3. PROVIDE FEEDBACK
Share feedback that moves learning forward.
4. ADJUST & PLAN
Adapt instruction and learning experiences.
5. REFLECT & REPEAT
Reflect on impact and continue the cycle.
OUTCOMES OF EFFECTIVE ASSESSMENT
Students take ownership of their learning.
Learning is meaningful, relevant, and transferable.
Teachers make informed decisions that support growth.
Students are prepared for life, learning, work, and community.
Financially Literate Citizens who make informed, responsible decisions.

Money as a Tool

Show me $3.55
Show me what number comes between 1.3 and 1.4

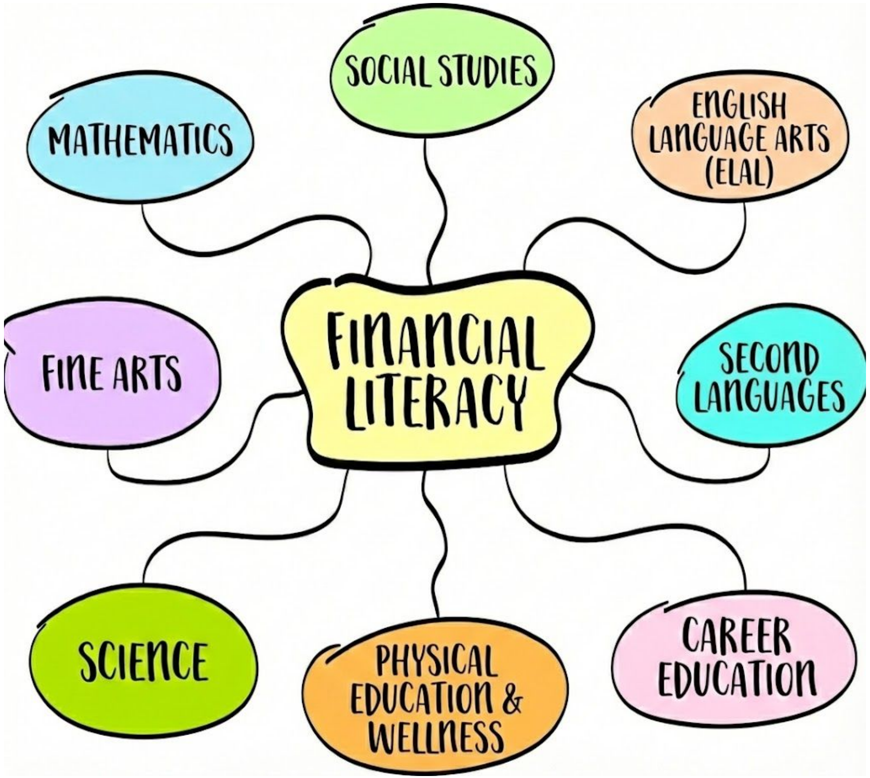
Money as a Tool

Money as a Tool

DOLLARS				CENTS	
$1000	$100	$10	$1	dimes	pennies

Mathies

Financial Literacy can be covered in/with other curricula.



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Grade 4

Subject	Specific Outcome Connection
Mathematics (Number)	**Place value** patterns are applied to decimal numbers to **"express a monetary value in cents as a monetary value in dollars using decimal notation".** **Number Operations** have students apply standard **algorithms** for addition and subtraction to "**solve problems**... including problems involving money", which is required to calculate bank balances or fees.
Social Studies	**Systems (Economic Opportunities):** Students examine the **fur trade** as a system of exchange and economic growth. This provides historical context for how resources and trade contribute to a community's prosperity and personal finance. **Citizenship (Civic Actions)**: Social Studies defines **"Charity"** as helping those in need through financial means (**"donating"**), which FL identifies as a significant impact on the well-being of others.
ELAL (English)	**Text Forms and Structures:** Students analyze a creator's purpose, which includes the intent to **"persuade"**. This relates to how marketing and advertising influence consumer choices and spending.
Science	**Matter (Waste Management):** Students investigate how increased consumption leads to waste. The FL goal of **"not purchasing more than is needed"** directly supports Science strategies to reduce negative environmental impacts through reduced consumption.
Competency Progressions: (Critical Thinking and Problem)	FL requires students to use criteria to make choices. This aligns with competencies where students **"use simple criteria to form opinions or make decisions"** and **"identify impacts of possible solutions.**

Subject	Specific Outcome Connection - Grade 5
Mathematics (Number)	**Outcome 5N2:** Add and subtract within 1,000,000, including decimal numbers. **Outcome 5N4:** Solve problems including those involving **money** **Connection:** When students **develop a simple budget for an activity or event**, they must use standard algorithms to track **assets, income, and expenses** using decimal notation. **Outcome 5A1.1:** Interpret numerical and **algebraic expressions** **Connection:** Students can model **investment growth** or training costs using variables (e.g., $25h+50$) to analyze the **risks and benefits of investing** in wellness or business scenarios.**Example**: Wellness Lab Activity.
ELAL (English)	**Text Forms (5TFS1):** Analyze the purpose of texts, including the intent to **persuade.** **Connection:** This directly supports the FL outcome to **examine factors that influence consumer choice**, such as marketing, advertising, and media tricks.
Science	**Energy (5E1):** Investigate and analyze various **energy resources.** **Connection:** Students make **informed financial decisions** to "purchase" biological supports (nutrition, training) and analyze how these "investments" contribute to an organism's performance and **well-being.Example**: Wellness Lab Activity. **Living Systems (5LS1):** Investigate internal systems and evaluate aspects of **nutrition.** **Connection:** Students make **informed financial decisions** to "purchase" biological supports (nutrition, training) and analyze how these "investments" contribute to an organism's performance and **well-being**. **Example**: Wellness Lab Activity.
Competency Progressions: (Critical Thinking and Problem)	FL requires students to use criteria to make choices. This aligns with competencies where students **"use simple criteria to form opinions or make decisions"** and **"identify impacts of possible solutions.**

Subject	Specific Outcome Connection
Social Studies	**Systems (5S1):** Examine economic organization of **civilizations and empires** Students can act as "Legacy Architects" for a civilization, managing a complex **treasury (assets)** and construction budget based on the area of city features plotted on a grid. **Time and Place (5TP1):** Citing sources (creator, date, audience, purpose) to demonstrate **reliable sources.** Students use these research processes to **examine the validity of information** in advertisements when investigating factors that influence spending
Grade 4 Foundational Knowledge that supports	**Forms of Money:** Grade 4 covers situation-specific forms of money (currency, credit, debit, e-transfers). • **Banking Practices:** Grade 4 introduces bank accounts, deposits, withdrawals, service fees, and interest. • **Consumer Influence:** Grade 4 introduces marketing, price comparison, and quality/quantity as spending factors

Subject	Specific Outcome Connection Grade 6
Mathematics (Number & Algebra)	**Outcome 6N4:** Apply standard algorithms to multiplication and division of **decimal and natural numbers.** **Connection:** When students **develop a simple budget** for an event, they must accurately calculate costs, taxes, and totals using decimal notation for Canadian currency. **Outcome 6N8:** Apply equivalence to the interpretation of **ratios and rates**, including **unit price.** **Connection:** This directly supports the FL outcome to **examine factors that influence consumer choice**, as calculating unit prices is essential for effective price comparison. **Outcome 6A1.1:** Analyze expressions and **solve algebraic equations.** **Connection:** Students can use equations (e.g., $ax=b$) to model **investment growth** or determine the time required to reach a long-term savings go
ELAL (English)	**Comprehension (6C1):** Consider whether a text creator presents information **with or without bias.** **Connection:** This is critical when students **examine factors that influence consumer choice**, such as identifying bias or hyperbole in marketing and advertising. **Research (6W1):** Manage information by **summarizing and organizing ideas** from multiple sources. **Connection**:Students use these skills to research different **types of investments** (stocks, real estate, digital currencies) to analyze their risks and benefits.
Science	**Living Systems (6LS1):** Investigate interactions within **ecosystems** **Connection:** A project could involve budgeting for **conservation efforts**, calculating the "costs" of restoring biotic components while balancing a "Wetland Bank" of credits.

Subject	Specific Outcome Connection
Social Studies	**Citizenship (6C1):** Examine **civic participation** in Canada. **Connection:** Students can explore how **donating and investing** in community programs supports democratic society and collective well-being.
Competency Progressions: (Critical Thinking and Problem)	**Competency Progressions: (Critical Thinking and Problem Solving)**
Grade 4 & 5 Foundational Knowledge that supports	**Grade 4 Foundations:** Situational use of **different forms of money** (currency, credit, debit, e-transfers) and the purpose of **banking practices** like service fees and interest. **Grade 5 Foundations:** The difference between **needs and wants** in a budget and how **informed financial decision making** contributes to personal well-being

Building Skills. Making Decisions. Shaping Our Financial Future.

A three-year journey from everyday money choices to confident financial decisions.

Understand & Use
Managing money in everyday life

Plan & Prepare
Setting goals and making a plan

Evaluate & Grow
Making smart choices for the future

Grade 4

I can make informed choices about spending and banking.

Students learn how money is used and managed in everyday life.

- Explore different forms of money and how they are used
- Compare price, quality, and quantity when spending
- Distinguish between needs and wants
- Understand common banking practices and why they are used

Big Idea:
Everyday money choices help meet needs and wants.

Grade 5

I can plan how to use money to reach financial goals.

Students plan their money to achieve short- and long-term goals and make smart choices.

- Create simple budgets and track income and expenses
- Set short- and long-term financial goals
- Examine how advertising, marketing, and media influence choices
- Develop savings plans to reach goals

Big Idea:
Planning helps money support my goals and future.

Grade 6

I can make informed decisions about borrowing and investing.

Students explore borrowing, debt, interest, and investing, and consider risk and benefit.

- Investigate loans, interest, and the cost of borrowing
- Analyze the risks and benefits of borrowing money
- Explore investment options and their risks and benefits
- Make responsible financial decisions

Big Idea:
Understanding risk and reward helps me make responsible financial choices.

Each step builds on the last—growing knowledge, confidence, and responsibility.

Advantages of a Classroom Economy Year 1

- Place children on a common ground of understanding.(entry level)
- Opportunity to introduce money and FL concepts within the classroom setting
- Equal opportunities for all

Classroom Economy

Sample design

Classroom Economy II

Sample design

my classroom economy®

Classroom Economy III

Youtube

Activity Guide: Money: Past Present and Future

Grade Level: 4 **Time:** 60 Minutes

Goal: Students will uncover "tricks" advertisers use to make us spend money (Consumer Awareness).

Using the inquiry method, students will explore the characteristics and role of money in our society: in the past, present and future.

To help guide the discussion, the lesson surveys the history of money around the world and in Canada. This includes an inquiry activity exploring money used in Canada before and after European contact, including the fur trade.

Lesson, student activity and answer sheet can be found at [Bank of Canada Museum]

The Inventor’s Ledger: Mission Material-Mart

Grade 4

The Hook: (During a Science building unit) Heard of the Canadarm! We need to build a *Clean-Up Claw*!

The Task: Students act as design engineers who must balance the cost of materials with the quality and functionality of their inventions. Students are tasked with building a prototype (e.g., a "Clean-Up Claw") using a **$25.00 Ad-Venture Budget**. They must choose from a "Material Mart" price list where items vary by durability (e.g., "Premium Recycled Plastic" vs. "Standard Cardboard").

Where the Curriculum Lives:

- **Financial Literacy Outcomes:** Students examine **factors that influence spending**, including price comparison, quality and quantity, and budgeting.
- **Science Outcomes (Computer Science):** Apply design processes to meet a need, specifically examining the **availability and cost of materials** during design.
- **Mathematics Outcomes:** Apply standard algorithms for addition and subtraction to solve **problems involving money**.
- **Canadian Content Connection:** Students research the history of the **Canadarm** as a masterpiece of design and resource management.

Student & Teacher handout sheets

Grade 4

The Conscious Carnival: Budgeting for a Better World

The Hook: You are on the school planning committee and have been challenged to organize a school fundraiser that balances financial profit with **environmental stewardship** and **charity**.

The Task: Students are "Event Planners" for a class carnival. They have a **$100.00 Budget**.Students work in small groups plan the fundraiser and make financial decisions.

Where the Curriculum Lives:

- **PEW (FinLit):** Distinguish between **needs and wants** and describe strategies for **responsible spending**, such as donating
- Science:Investigate how increased consumption leads to **waste** and identify methods to protect environments by **reducing waste**
- **Social Studies(Citizenship):** Contrast civic actions, specifically simulating **charity and donating** to help others.
- **MATH (Number):** Determine percent as part of 100.
- **ELAL (Oral Comms):** Presenting and justifying their "plan”.

Student and Teacher Handout

The Wellness Lab: Investing in Internal Systems (Cross Curricular Approach)

Grade Level: 5

Theme: Students manage a "Wellness Fund" for a hypothetical athlete or explorer. They must make informed financial decisions to "purchase" biological supports (nutrition, respiratory training, or recovery) while analyzing how these investments contribute to the character's performance and well-being.

- **Financial Literacy Outcomes:**
  - Practise making money-related decisions in a variety of contexts.
  - Informed financial decision making contributes to well-being.
  - Investigate borrowing and investing in a variety of situations.
- **Science Outcomes:**
  - Investigate the internal systems of organisms (respiratory and musculoskeletal) and explain how they support vital processes.
  - Evaluate aspects of nutrition and their benefits to well-being.
- **Mathematics Outcomes:**
  - Interpret numerical and algebraic expressions to solve for wellness values [Activity Guide 2 Reference].
  - Solve problems using multiplication and division, including problems involving money.

Student and Teacher Handout

Grade Level: 5 **Time:** over a month of time

Goal: Students demonstrate how planning can support financial goals.

Discover basic budgeting principles.

Guide students through discussion to understand that budgeting is planning to save and planning to spend. In addition to discussion suggestions, there is one student handout for students to keep a monthly budget.

This resource has been authorized as a Physical Education and Wellness support for the Financial Literacy Learning Outcome(s) identified. Additional subject areas, external links, and pre- and post-assessment questions may not align to Alberta Curriculum.

Resource link (Make It Count)

Lessons for Life: Giving Back

Grade Level: 5 Time: over a month of time

Goal: Students demonstrate how planning can support financial goals.

Explore the concepts of volunteerism, charitable donations, and “giving back” to the community.

Guide students to brainstorm charity groups in the community. This resource includes a student handout titled: Cash for a Cause.

It encourages students to:

1. a culture of good citizenship and charitable giving
2. work cooperatively in researching and planning a giving activity.

This resource has been authorized as a Physical Education and Wellness support for the Financial Literacy Learning Outcome(s) identified. Additional subject areas, external links, and pre- and post-assessment questions may not align to Alberta Curriculum.

Student activity described: link (Make It Count)

Grade Level 6

Theme: Students act as project managers for a Canadian Space Agency (CSA) mission to Mars. They must use mathematical operations and financial decision-making to design a rover while managing "limited mission credits."

Curricular Outcomes

• **Financial Literacy (PEW 6/Math 6):** Students develop a simple budget, analyze the **risks and benefits of investing** mission credits into experimental technology, and examine factors like **price and availability.**

Student and Teacher Handout

The Biodiversity Broker: Ecosystem Service Credits

Grade Level 6
Theme: Students are "Environmental Economists" tasked with restoring a Canadian wetland. They must "buy" biotic and abiotic components to create a stable ecosystem, using algebraic equations to manage their "Wetland Bank Account."

Curricular Outcomes

- **Financial Literacy (PEW 6/Math 6):** Apply various **banking practices** (deposits/withdrawals of credits), demonstrate how **planning supports financial goals**, and analyze how decisions contribute to community well-being.
- **Science 6 (Living Systems):** Investigate **interactions within ecosystems** and the relationship between biotic and abiotic components.

Teacher and Student Handout

Additional Activities for Grade 4

Growing your savings: using a plant analogy to grow your savings activity. Bank of Canada

Trade Rules: Introduce three key economic concepts: consumers and producers, goods and services, and trade. This hands-on game explores the benefits of trade.
Bank of Canada

Explore Payment Methods: Compare different payment methods, such as credit, debit and cash. This lesson plan uses a quiz, group work and scenarios to boost financial literacy. Bank of Canada

Budgets: Math for Life – Introduce budgeting concepts and best practices by planning an event. Students will build skills with fractions, decimals and percentages using worksheets and hands-on activities.Bank of Canada

Trading Planets: Learn about the role of currency and free trade in this interactive game. Split your class into two planetary delegations to trade with each other and score points.Bank of Canada

Additional Activities for Grade 5

Where Is My Money? – a series from United for Literacy.This provides a powerpoint from which to build activities and vocabulary from. It contains an activity and lesson plan.

Making the Most of Your Money: A site made by the Government of Canada for introducing and keeping track of your money. **Make a budget to keep track of your money** is one component.

Budgets: Math for Life - Introduce budgeting concepts and best practices by planning an event. Students will build skills with fractions, decimals and percentages using worksheets and hands-on activities.Bank of Canada

Growing Your Savings: setting financial goals. Use a plant diagram to visually track their progress to save up for a special item.Bank of Canada

Additional Activities - Grade 6

Where Is My Money? - a series from United for Literacy.This provides a powerpoint from which to build activities and vocabulary from. It contains an activity and lesson plan.

Escaping Debt: the risks and benefits of borrowing: Unlock financial literacy with challenging puzzles in this classroom escape room. Students will explore financial risk, credit scores, debt and interest with worksheets and an interactive game.

Budgets: Math for Life - Introduce budgeting concepts and best practices by planning an event. Students will build skills with fractions, decimals and percentages using worksheets and hands-on activities.Bank of Canada

Growing Your Savings: setting financial goals. Use a plant diagram to visually track their progress to save up for a special item.Bank of Canada

Additional Resources on
New Learn Alberta and APLC.ca

Money as a Manipulative

Grade 4 Money Talks with Junior Achievement: A 30 Minute Investment with Great Returns

Financial Literacy Grade 4

Grade 5 Money Talks with Junior Achievement: A 30 Minute Investment with Great Returns

Financial Literacy Grade 5

Grade 6 Money Talks with Junior Achievement: A 30 Minute Investment with Great Returns

Financial Literacy Grade 6

Survey Link:
https://aplc.ca/survey/?id=15805

THANKS!

Any questions?

Chris Zarski
chris.zarski@aplc.ca

Paul Bohnert
paul.bohnert@aplc.ca

The Consortium
Alberta Professional Learning Consortium