



## **Business Basics- Our Business World Grades 5 & 6 Curriculum Matches**

In 2008, Junior Achievement of British Columbia asked teachers with years of experience hosting JA programs to identify, using Ministry of Education curriculum, the Prescribed Learning Outcomes for which each JA program had strong alignment. Below are the Learning Outcomes for which the Our Business World program had a significant degree of curriculum fit.

### **Grade 5 Curriculum**

#### **Health and Career Education**

##### **Goals and Decisions:**

- Describe how various factors (e.g. access to accurate and relevant information, media and social influences) affect decision making.
- Demonstrate an understanding of the benefits of personal support networks (e.g. sources of information and trusted guidance).

##### **Career Development:**

- Identify types of work that interest students.
- Relate work habits to transferable skills (e.g. effective work habits learned in school can be used in situations outside of school).

#### **Language Arts**

##### **Oral Language:**

- Share and explain ideas and viewpoints.
- Interpret the speaker's message.
- Consider audience when presenting.

##### **Reading and Viewing:**

- Make personal connections to texts.
- Compare ideas and information in texts.
- Construct meaning using genre and form.

##### **Writing and Representing:**

- Write for a variety of audiences and purposes.
- Analyze thinking by expressing opinions and alternatives.
- Access and use multiple sources of information.



## **Social Studies**

### Skills of Processes of Social Studies:

- Apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues.
- Gather a body of information from a variety of primary and secondary sources.
- Create a presentation on a selected topic.
- Defend a position on a selected topic.
- Implement a plan of action to address a selected school, community, or national problem or issue.

### Economy and Technology:

- Analyze the relationship between the economic development of communities and their available resources.

## **Math**

### Numbers:

- Add and subtract decimals.

### Patterns and Relationships:

- Predict using a pattern rule.

### Statistics and Probability:

- Understand first-hand & second-hand data double bar graphs.

## **Grade 6 Curriculum**

## **Language Arts**

### Oral Language:

- Resolve problems.
- Compare ideas.
- Identify purposes and perspectives.
- Organizing information and practice delivery.

### Reading and Viewing:

- Describe personal connections to texts.
- Analyze ideas and information in texts.
- Determine importance of ideas and information.
- Construct and confirm meaning of text, using structures and features.



### Writing and Representing:

- Write a variety of well-developed texts.
- Write to critique or defend positions.
- Select genre and form depending on purpose.
- Enhance meaning and artistry in writing, using language conventions.

## Social Studies

### Skills and Process of Social Studies:

- Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues.
- Interpret graphs, tables, aerial photos, and various types of maps.
- Evaluate the credibility and reliability of selected sources.
- Deliver a formal presentation.
- Implement a plan of action to address a selected local or global problem or issue.

### Economy and Technology:

- Describe the importance of trade for BC and Canada.
- Evaluate effects of technology on lifestyles and environments.
- Compare Canada's economy, technology, and quality of life with those in one or more selected countries.

## Math

### Patterns and Relationships:

- Understand patterns & relationships in graphs and tables including tables of value.

### Statistics and Probability:

- Understand methods of data collection.
- Graph data.
- Understand line graphs.



## **Business Basics- A Business of Our Own Grades 6 & 7 Curriculum Matches**

In 2008, Junior Achievement of British Columbia asked teachers with years of experience hosting JA programs to identify, using Ministry of Education curriculum, the Prescribed Learning Outcomes for which each JA program had strong alignment. The Business of Our Own program helps teachers and students achieve the following Learning Outcomes:

### **Grade 6 Curriculum**

#### **Language Arts**

##### **Oral Language:**

- Use speaking and listening to interact with others.
- Use speaking to explore, express and present a range of ideas and information.
- Listen purposefully to understand and analyze ideas and information.
- Use speaking and listening to improve and extend thinking.

##### **Reading and Viewing:**

- Read fluently and demonstrate comprehension of grade-appropriate information texts.
- Read and view to improve and extend thinking.

##### **Writing and Representing:**

- Write a variety of effective informational writing for a range of purposes.
- Select and use various strategies before writing (purpose, audience and form).
- Use writing and representing to extend thinking.

#### **Social Studies**

##### **Skills and Process of Social Studies:**

- Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues.
- Implement a plan of action to address a selected school, community, or national problem or issue.

#### **Math**

##### **Numbers:**

- Demonstrate an understanding of multiplication and division of decimals.

##### **Variables and Equations:**

- Represent generalizations arising from number relationships using equations with letter variables.



## Grade 7 Curriculum

### Health and Career Education

#### Goals and Decisions:

- Design a plan to achieve a specific goal.
- Demonstrate an ability to apply a decision-making model in a specific situation.

#### Career Development:

- Classify jobs according to career clusters (e.g. by type of industry, type of work, personal interests).
- Identify skills that are transferable to a range of school and recreational situations (e.g. time management, teamwork, problem solving, communication, adaptability).

#### Healthy Relationships:

- Identify characteristics of healthy relationships and unhealthy relationships (e.g. healthy relationships- respect, open communications; unhealthy relationships- jealousy, power imbalance, lack of empathy).

### Language Arts

#### Oral Language:

- Use speaking and listening to interact with others.
- Use speaking to explore, express and present a range of ideas and information.
- Listen critically to understand and analyze ideas and information.
- Use speaking and listening to improve and extend thinking.

#### Reading and Viewing:

- Read fluently and demonstrate comprehension of grade-appropriate information texts.
- Read and view to improve and extend thinking.

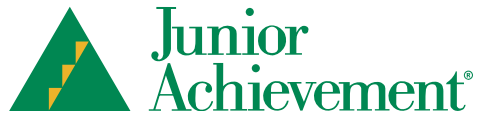
#### Writing and Representing:

- Write a variety of effective informational writing for a range of purposes.
- Select and use various strategies before writing (purpose, audience and form).
- Use writing and representing to extend thinking.

### Social Studies

#### Skills and Processes of Social Studies:

- Apply critical thinking to a range of problems and issues.
- Compile a body of information from a range of sources.



## Math

### Numbers:

- Demonstrate an understanding of addition, subtraction, multiplication and division of decimals.
- Demonstrate an understanding of addition and subtraction of integers.

### Variables and equations:

- Model and solve simple linear equations.



## **Economics for Success (Economics of Staying in School) Curriculum Matches- Planning 10**

In 2008, Junior Achievement of British Columbia asked teachers with years of experience hosting JA programs to identify, using Ministry of Education curriculum, the Prescribed Learning Outcomes for which each JA program had strong alignment. The Economics of Staying in School program – now revised and updated as Economics for Success – helps teachers and students achieve the following Learning Outcomes:

### **Education and Careers**

Personal Interests and Attributes:

- Relate personal attributes and interests to education and career planning.

Labour Market Information:

- Relate labour market information (e.g. types of employment, required skills and education, salary range) to careers of interest.

Job Seeking and Job Keeping:

- Demonstrate an understanding of employability skills (e.g. communication, problem solving, teamwork).
- Demonstrate job-seeking skills (e.g. employment search strategies, resumes, cover letters, job interviews).

Support Networks and Resources:

- Identify support networks and resources (e.g. family, school, and community resources) for pursuing their education and career goals.

Transition Plan:

- Develop a personal education and career plan to support the achievement of education and career goals.

Finances

Financial Literacy:

- Demonstrate financial literacy related to budgeting skills, planning for transition from secondary school, knowledge about credit and debt, knowledge of legal requirements for reporting personal income.

Costs of Education and Career Options:

- Identify the costs and funding sources associated with various education and career options.



Financial Plan:

- Develop a personal financial plan to support the achievement of education and career goals.



## Company Program – A Student Venture Curriculum Matches

In 2008, Junior Achievement of British Columbia asked a group of teachers with years of experience with JA programs to identify, using Ministry of Education Curriculum, the Prescribed Learning Outcomes for which each JA program had the highest level of curriculum fit. The Company program helps teachers and students achieve the following Learning Outcomes in a number of high school courses:

### Marketing 11 & 12

- Describe how marketing and consumer behaviour influence each other.  
Explain why businesses conduct marketing research.
- Identify the elements of marketing research.
- Evaluate factors that contribute to effective retail practice: location, product mix, promotion, and pricing.
- Describe how organizations make decisions about product, place, price, and promotion.

### Business Computer Applications 11

- Apply group problem-solving and decision-making skills to complete business tasks.
- Demonstrate a willingness to participate as a member of a team.
- Demonstrate acknowledgement and respect for the different attributes, operations, and roles of team members.
- Explain the contribution of leadership and teamwork to the workplace environment.

### Entrepreneurship 12

JA's Company Program has 'Moderate' to 'Extensive' fit with every Prescribed Learning Outcome for this course and an 'Extensive' fit with over 62%:

- Design, review and present a feasibility student for a business idea.
- Explain the role of innovation in entrepreneurship.
- Develop and evaluate a business plan and operating strategy for a venture.
- Implement a venture to take advantage of an opportunity.
- Assess a venture in terms of its objectives.
- Identify the roles of leadership and teamwork in entrepreneurial activity.
- Apply teamwork skills to solve a business problem.
- Demonstrate a commitment to high standards of legal and ethical behavior when operating a venture.
- Assess how personal attributes influence the success of a venture.
- Establish and use criteria to evaluate group processes and their own roles and contributions to the group process.
- Develop and maintain a personal network of business contacts.



## **Management Innovation 12**

JA's Company Program has 'Moderate' to 'Extensive' fit with over 50% of the Prescribed Learning Outcomes for this course, including extensive fit with these outcomes:

- Describe the role of entrepreneurship in the establishment of businesses.
- Identify and evaluate a range of management styles.
- Apply collaborative problem-solving and decision-making skills and cooperative strategies to complete business tasks.
- Demonstrate aspects of human resource management in fulfilling team goals.
- Identify, describe, and analyse external challenges to business, including increased competition, globalization, changing customer needs and wants, demographic change, unions, government intervention, and social influences.



## **JA Titan Business Game Curriculum Matches**

In 2008, Junior Achievement of British Columbia asked teachers with years of experience hosting JA programs to identify, using Ministry of Education curriculum, the Prescribed Learning Outcomes for which each JA program had strong alignment. The Titan program helps teachers and students achieve the following Learning Outcomes in a range of high school courses:

### **Accounting Grade 11**

#### **Accounting Concepts:**

- Describe the relationship between debit and credit entries.
- Explain the relationships among assets, liabilities and owner's equity.
- Describe the relationships among journals, ledgers, trial balances and financial statements in the accounting cycle.
- Justify the use of accounts in business.

#### **Financial Data:**

- Demonstrate skill in recording a variety of transactions in a general journal.

#### **Analysis:**

- Describe the financial status of enterprises based on analyses of financial statements.
- Assess the current and projected financial strength of a business using financial statements.

### **Accounting Grade 12**

#### **Financial Data:**

- Compare financial reporting used in single proprietorships, partnerships, and corporations.
- Demonstrate proficiency in using cash control procedures.

#### **Presentation:**

- Prepare and evaluate short-term and long-term budgets.

#### **Analysis:**

- Analyze financial statements.
- Analyze statements of earnings for various businesses.
- Describe ways in which financial data are used.



## **Marketing Grade 11**

### **Marketing Concepts:**

- Analyze how changes in the economic, political, social, cultural and legal factors influence marketing.
- Identify the social, legal, and ethical issues involved in marketing products and services.

### **Marketing Research:**

- Explain why businesses conduct marketing research.

### **Marketing Practice:**

- Identify how retailers in various locations inform target markets of their products, services, or ideas.
- Evaluate factors that contribute to effective retail practice: location, product mix, promotion, and pricing.
- Describe and evaluate methods of inventory management.

### **Marketing Strategies:**

- Create and justify a marketing strategy for a specific target market.
- Apply various marketing strategies to solve business problems.
- Design marketing strategies for each stage in a product's life cycle.

## **Business and Computer Applications Grade 11**

### **Business Communications:**

- Apply a variety of communication skills, methods, and strategies to communicate in business situations.

### **Presentations:**

- Apply group problem-solving and decision-making skills to complete business tasks.
- Demonstrate a willingness to participate as a member of a team.
- Demonstrate acknowledgement of and respect for the different attributes, opinions, and roles of team members.
- Explain the contribution of leadership and teamwork to the workplace environment.

## **Business Information Management Grade 12**

### **Business Communications:**

- Choose and use communication methods and strategies appropriate to specific business situations, including the proper use of telephone, fax, and email.



## **Economics Grade 12**

### **Foundations:**

- Analyze factors that affect growth, the creation of wealth, and the distribution of income in an economy.
- Evaluate the components and assumptions of various economic theories, including the theory of supply and demand, and their effect on the development of modern economic systems.
- Evaluate the effect of economic activity (including home-based, non-profit, and non-market economics).
- Apply economic principles when making personal and career decisions.
- Evaluate an economic system's performance based on criteria including: freedom, international standards of ethics, efficiency, security, stability, environmental impact, equity, employment, growth.
- Describe how economic performance is monitored, measured, and reported
- Analyze, create, and evaluate economic graphs.
- Apply basic statistical analysis to interpret economic data from primary, secondary, and tertiary sources.

### **Factors of Production:**

- Appraise entrepreneurial activity and the roles played by entrepreneurs in an economy.
- Predict the characteristics, skills, and processes that are important for entrepreneurial success.

## **Entrepreneurship Grade 12**

### **Business Plan Formulation:**

- Develop and evaluate a business plan and operating strategy for a venture.

### **Teamwork and Networking:**

- Identify the roles of leadership and teamwork in entrepreneurial activity.
- Apply teamwork skills to solve a business problem.
- Demonstrate a commitment to high standards of legal and ethical behaviour when operating a venture.
- Assess how personal attributes influence the success of a venture.
- Establish and use criteria to evaluate group processes and their own roles and contributions to the group process.
- Develop and maintain a personal network of business contacts.