



Curriculum Links

ESIS: Economics for Success

Junior Achievement & Alberta Education Program of Study Objectives

Program Goals

- Understand every opportunity is a stepping-stone to future success
- Realize the financial constraints and demands of independence
- Develop employability and interpersonal effectiveness
- Identify resources needed to support a life-long career journey

Following are some of Alberta Education general and specific outcomes that align with Junior Achievement objectives:

English Language Arts

- 1.1.1 Talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view
- 1.1.4 Develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts.
- 1.2.1 Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts
- 2.1.2 Use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts
- 2.1.3 Identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text
- 2.1.4 Select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences.
- 2.1.5 Preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading
- 2.1.6 Use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently
- 3.1.1 Synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions.
- 3.1.2 Assess adequacy, accuracy, detail and appropriateness of oral, print and other media texts to support or further develop arguments, opinions or points of view
- 3.1.3 Select types and sources of information to achieve an effective balance between researched information and own ideas
- 3.1.4 Select information sources that will provide effective support, convincing argument or unique perspectives
- 3.3.1 Organize ideas and information by developing and selecting appropriate categories and organizational structures
- 3.3.6 Choose specific vocabulary, and use conventions accurately and effectively to enhance credibility
- 3.3.7 Evaluate usefulness, relevance and completeness of gathered information; address information gaps
- 3.3.8 Reflect on new understanding and its value to self and others
- 3.3.4 Communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles.
- 4.2.5 Identify situations in which careful attention to correct spelling is especially important
- 4.3.4 Follow the train of thought, and evaluate the credibility of the presenter and the evidence provided
- 4.3.5 Provide feedback that encourages the presenter and audience to consider other ideas and additional information
- 5.2.1 Contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others
- 5.2.2 Discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals
- 5.5.3 Generate and access ideas in a group, and use a variety of methods to focus and clarify topics for research or investigation
- 5.5.5 Establish and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement



Social Studies:

9.2.2 appreciate the relationship between consumerism and quality of life

9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:

What are the indicators of quality of life?

How does individual consumer behaviour impact quality of life

9.S.1 develop skills of critical thinking and creative thinking: generate creative ideas and strategies in individual and group activities

9.S.4 demonstrate skills of decision making and problem solving: propose and apply strategies or options to solve problems and deal with issues; propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making

Health and Life Skills:

W-9.9 Analyze and evaluate laws and policies that promote personal, community and workplace safety.

W-9.11 Use personal resiliency skills (mentors)

L-9.2 Relate the value of lifelong learning to personal success and satisfaction

L-9.3 Use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment: e.g., increasing freedom means increased responsibility for consequences of choices

L-9.4 Refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers.

L-9.5 Extend and improve a personal portfolio; e.g., include sample application form, personal resume, answers to typical interview questions.

L-9.7 Analyze the potential impact of volunteerism on career opportunities

CTS

Financial Management

FIN1010: Financial Information

Students explore such concepts as ethics, the economic environment, acquiring and using financial resources, and the effects of government legislation on the finances of an individual and small business.

Career Transitions

CTR1010: Job Preparation

Students develop successful employment search skills and a personal employment search portfolio.

