

Alberta Curriculum Links to Junior Achievement Programs

Elementary Programs



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Grade 3 Our Community: Needs, Jobs, Tools

Curriculum Links

JA Program Goals

- To increase students' awareness of the variety of different jobs in their community
- To provide a better understanding of how jobs satisfy the needs of people living in their community
- To provide a better understanding of the flow of money between households and businesses in their community
- To increase students' awareness of the types of tools necessary to perform different jobs in their community

Alberta Education Program of Study Objectives - JA Program Curriculum Linkages and Alignments

English Language Arts

- 1.1.1 Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- 1.1.3 Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts
- 1.1.4 Choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others
- 1.2.1 Ask for the ideas and observations of others to explore and clarify personal understanding
- 1.2.2 Experiment with arranging and recording ideas and information in a variety of ways
- 1.2.3 Ask questions to clarify information and ensure understanding
- 2.1.1 Share ideas developed through interests, experiences and discussion that are related to new ideas and information
- 3.1.1 Use self-questioning to identify information needed to supplement personal knowledge on a topic
- 3.1.3 Ask topic-appropriate questions to identify information needs
- 3.1.4 Contribute ideas for developing a class plan to access and gather ideas and information
- 3.2.1 Find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment
- 3.3.1 Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing

- 3.3.5 Determine if gathered information is sufficient to answer research questions
- 3.4.1 Organize and share ideas and information on topics to engage familiar audiences
- 4.1.1 Share own oral, print and other media texts with others to identify strengths and ideas for improvement
- 4.3.1 Present ideas and information on a topic, using a pre-established plan
- 5.1.5 Demonstrate respect for the ideas, abilities and language use of others
- 5.2.1 Work cooperatively with others in small groups on structured tasks
- 5.2.2 Identify others who can provide assistance, and seek their help in specific situations
- 5.2.3 Contribute ideas and information on topics to develop a common knowledge base in the group
- 5.2.4 Ask others for their ideas, and express interest in their contributions

Mathematics

General Outcome - Develop number sense.

Specific Outcomes

1. Say the number sequence 0 to 1000 forward and backward by:
 - 5s, 10s or 100s, using any starting point
 - 3s, using starting points that are multiples of 3
 - 4s, using starting points that are multiples of 4
 - 25s, using starting points that are multiples of 25[C, CN, ME]
2. Represent and describe numbers to 1000, concretely, pictorially and symbolically.
[C, CN, V]
3. Compare and order numbers to 1000.
[C, CN, R, V]
4. Estimate quantities less than 1000, using referents.
[ME, PS, R, V]
8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.
[C, ME, PS, R]
9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by:
 - Using personal strategies for adding and subtracting with and without the support of manipulatives
 - Creating and solving problems in context that involve addition and subtraction of numbers.[C, CN, ME, PS, R, V]

10. Apply mental mathematics strategies and number properties, such as:
- Thinking addition for subtraction for basic addition facts and related subtraction facts to 18.
- [C, CN, ME, PS, R, V]
13. Demonstrate an understanding of fractions by:
- Explaining that a fraction represents a part of a whole
 - Describing situations in which fractions are used.
- [C, CN, ME, R, V]

General Outcome - Use patterns to describe the world and to solve problems.

Specific Outcomes

2. Demonstrate an understanding of decreasing patterns by:
- describing
 - extending
 - comparing
 - creating
- numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions.
- [C, CN, PS, R, V]
3. Sort objects or numbers, using one or more than one attribute.
- [C, CN, R, V]

General Outcome - Represent algebraic expressions in multiple ways.

Specific Outcomes

4. Solve one-step addition and subtraction equations involving a symbol to represent an unknown number.
- [C, CN, PS, R, V]

General Outcome - Use direct and indirect measurement to solve problems.

Specific Outcomes

1. Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years).
- [CN, ME, R]

General Outcome - Collect, display and analyze data to solve problems.**Specific Outcomes**

1. Collect first-hand data and organize it using:

- tally marks
- line plots
- charts
- lists

to answer questions.

[C, CN, PS, V]

[ICT: C4-1.3]

2. Construct, label and interpret bar graphs to solve problems.

[C, PS, R, V]

[ICT: C4-1.3, C7-1.3, C7-1.4]

Social Studies

3.1 Communities in the World

General Outcome - Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes**Knowledge and Understanding**

3.1.3 Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)

3.1.4 Examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)
- What goods and services do the communities import from and export to other parts of the world? (ER, GC)

3.2 Global Citizenship

General Outcome- Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes

Values and Attitudes

3.2.1 Appreciate elements of global citizenship:

- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)

Skills and Processes

Dimensions of Thinking

3.S.3 Develop skills of geographic thinking:

- create and use a simple map to locate communities studied in the world
- use cardinal and intermediate directions to locate places on maps and globes
- apply the concept of relative location to determine locations of people and places
- apply the terms hemisphere, poles, equator

Social Participation as a Democratic Practice

3.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
- demonstrate willingness to seek consensus among members of a work group
- consider the needs and points of view of others
- work and play in harmony with others to create a safe and caring environment
- share information collected from electronic sources to add to a group task

Research for Deliberative Inquiry

3.S.7 Apply the research process:

- make connections between cause-and-effect relationships from information gathered from varied sources
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- draw conclusions from organized information
- make predictions based on organized information

Communication

3.S.8 Demonstrate skills of oral, written and visual literacy:

- organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
- listen to others in order to understand their points of view
- interact with others in a socially appropriate manner

Health and Life Skills

L-3.6 Examine the responsibilities associated with a variety of age-appropriate roles; e.g., family member, friend.

Art

Expression

Component 10 (i)

Purpose 1

A. Everyday activities can be documented visually.

D. Knowledge gained from study or experimentation can be recorded visually.

Purpose 2

C. Material from any subject discipline can be illustrated visually.

Purpose 3

A. Details, patterns or textures can be added to two-dimensional works.

Component 10 (ii)

C. Manufactured or human-made things

Component 10 (iii)

A. Drawing

Please note: the students can use some or all of the objectives

Drama / Structured Dramatic Play

Physical

- develop sensory awareness
- become aware of body and voice as instruments of expression
- explore and express large and small body movements

Intellectual

- develop and exercise imagination

- develop concentration

Social

- understand self
- understand others
- develop appreciation of the work of self and others

Integrative

- understand and respond to environment
- respect and investigate ideas of others
- role play
- make the abstract concrete
- learn to respond to stimuli; e.g., music, pictures, objects, literature
- respect the space of others
- communicate through space

Dramatic Movement

- understand personal space, general space and the inherent differences between the two
- practice moving in different ways in response to a variety of stimuli
- express simple characterization through movement
- use dramatic movement to investigate the environment
- develop the ability to use dramatic movement to enhance learning in the other areas of the curriculum

Mime

- learn to express oneself physically and imaginatively through movement and gesture
- explore the weight, shape, size, texture and resistance of objects in order to develop insights into the ways humans contribute to their society (occupational mime)
- apply mime skills to learning situations

Alberta Education general and specific outcomes that may be met if the teacher engages the class in JA's suggested follow-up:

English Language Arts

1.1.2 Ask questions, paraphrase and discuss to explore ideas and understand new concepts

2.2.1 Choose a variety of oral, print and other media texts for shared and independent listening, reading viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays

2.2.7 Discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts

- 2.4.1 Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts
- 2.4.2 Use sentence variety to link ideas and create impressions on familiar audiences
- 2.4.3 Experiment with a variety of story beginnings to choose one that best introduces particular stories
- 3.2.2 Use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information
- 3.2.3 Locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- 3.2.4 Use card or electronic catalogues to locate information
- 3.2.5 Review information to determine its usefulness in answering research questions
- 3.3.2 Draft ideas and information into short paragraphs, with topic and supporting sentences
- 3.3.3 Record facts and ideas using a variety of strategies; list titles and authors of sources
- 3.3.4 List significant ideas and information from oral, print and other media texts
- 3.3.5 Determine if gathered information is sufficient to answer research questions
- 3.4.2 Use titles, headings and visuals to add interest and highlight important points of presentation
- 4.1.2 Combine and rearrange existing information to accommodate new ideas and information
- 4.1.3 Edit for complete and incomplete sentences
- 4.1.6 Use keyboarding skills to compose, revise and print text
- 4.1.7 Understand and use vocabulary associated with keyboarding and word processing
- 4.1.10 Choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts
- 4.2.1 Identify a variety of sentence types, and use in own writing
- 4.2.2 Identify correct subject-verb agreement, and use in own writing
- 4.2.3 Use adjectives and adverbs to add interest and detail to own writing
- 4.2.4 Distinguish between complete and incomplete sentences
- 4.2.8 Use capital letters appropriately in titles of books and stories
- 4.2.9 Use exclamation marks, appropriate, as end punctuation in own writing
- 4.2.10 Use apostrophes to form common contractions and to show possession in own writing
- 4.2.11 Identify commas, end punctuation, apostrophes and quotations marks when reading, and use them to assist comprehension
- 4.3.2 Use print and non-print aids to illustrate ideas and information in oral, print and other media texts
- 5.1.1 Describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts
- 5.1.2 Retell, paraphrase or explain ideas in oral, print and other media texts
- 5.1.4 Use appropriate language to acknowledge and celebrate individual and class accomplishments

Grade 4 Our Country: Technology and Innovation

Curriculum Links

JA Program Goals

- To explain the movement from traditional to modern technologies and review the impact the progress has had on business and society
- To identify Canadian inventors and inventions and their contributions to Canadian and international business
- To describe changes in Agriculture, Communication and Manufacturing sectors in Canada resulting from technological innovations
- To create future technologies to meet current needs and evaluate their usefulness

Alberta Education Program of Study Objectives - JA Program Curriculum Linkages and Alignments

English Language Arts

- 1.1.1 Compare new ideas, information and experiences to prior knowledge and experiences
- 1.1.2 Ask questions, paraphrase and discuss to explore ideas and understand new concepts
- 1.2.1 Identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts
- 1.2.2 Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences
- 2.1.1 Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information
- 2.1.4 Comprehend new ideas and information by responding personally and discussing ideas with others
- 2.1.9 Develop own opinions based on ideas encountered in oral, print and other media texts
- 3.1.2 Focus topics appropriately for particular audiences
- 3.1.3 Ask relevant questions, and respond to questions related to particular topics
- 3.2.4 Recall important points, and make and revise predictions regarding upcoming information
- 3.3.2 Record ideas and information that are on topic
- 4.1.8 Use an increasing variety of words to express and extend understanding of concepts related to personal interest and topics of study
- 5.2.1 Take responsibility for collaborating with others to achieve group goals

- 5.2.2 Ask for and provide information and assistance, as appropriate, for completing individual and group tasks
- 5.2.3 Share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions
- 5.2.4 Use brainstorming, summarizing and reporting to organize and carry out group projects

Mathematics

General Outcome- Use patterns to describe the world and to solve problems.

Specific Outcomes

1. Identify and describe patterns found in tables and charts.

[C, CN, PS, V]

[ICT: C6-2.3]

2. Translate among different representations of a pattern, such as a table, a chart or concrete materials.

[C, CN, V]

General Outcome - Use direct and indirect measurement to solve problems.

Specific Outcomes

2. Read and record calendar dates in a variety of formats.

[C, V]

General Outcome - Collect, display and analyze data to solve problems.

Specific Outcomes

1. Demonstrate an understanding of many-to-one correspondence.

[C, R, T, V]

[ICT: C6-2.2, C6-2.3]

2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.

[C, PS, R, V]

Social Studies

{* A curricular focus in Social Studies is the geographic characteristics that define quality of life in Alberta; how these characteristics reflect people's interaction with the land; how physical geography and natural resources affect quality of life. The study of the changes in agriculture and of the development of natural resources would include a discussion of the impact of new technology

which has prompted these changes and made new developments possible and economically feasible. It is an excellent fit with, and extension of, the Grade Four JA program.}

4.1 Alberta: A Sense of the Land

General Outcome - Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and palaeontology are integral to the landscapes and environment of Alberta.

Specific Outcomes

Knowledge and Understanding

4.1.4 Analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:

- How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP)

4.3 Alberta: Celebrations and Challenges

General Outcome - Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

Specific Outcomes

Values and Attitudes

4.3.1 Appreciate the factors contributing to quality of life in Alberta:

- Appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP)

Knowledge and Understanding

4.3.2 Assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:

- What key events have impacted the economy of Alberta (i.e., drought of the 1930s, discovery of oil)? (ER, LPP, TCC)
- In what ways have occupations and commerce been affected by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)?

(ER, LPP, TCC)

4.3.3 Examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas)?

(CC, I, LPP, TCC)

Skills and Processes

Dimensions of Thinking

4.S.1 Develop skills of critical thinking and creative thinking: evaluate, critically, ideas, information and positions from multiple perspectives

Social Participation as a Democratic Practice

4.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

- Demonstrate an awareness of the skills required for compromise and consensus building
- Demonstrate the ability to deal constructively with diversity and disagreement
- Consider the needs and points of view of others
- Work collaboratively with others to complete a group task

Research for Deliberative Inquiry

4.S.7 Apply the research process:

- Develop the skills of skimming and scanning to gather relevant information
- Organize and synthesize information gathered from a variety of sources
- Use graphic organizers, such as webbing or Venn diagrams, to make meaning of information
- Draw and support conclusions, based on information gathered, to answer a research question

Communication

4.S.8 Demonstrate skills of oral, written and visual literacy:

- Organize and present information, taking particular audiences and purposes into consideration
- Respond appropriately to comments and questions, using language respectful of human diversity
- Listen to others in order to understand their perspectives

4.S.9 Develop skills of media literacy:

- Compare information on the same issue or topic from print media, television, photographs and the Internet
- Examine diverse perspectives regarding an issue presented in the media

Art

Reflection

Component 2

- A. Form should follow function.
- B. Durability influences the function of an object.
- C. Materials should be used honestly.
- D. Materials influence the form and function of an object.
- E. Useful objects can be derived from designs in nature.
- F. Surface treatments should harmonize with and not detract from the main form.

Expression

Component 10 (i)

Purpose 1

- A. Everyday activities can be documented visually.
- D. Knowledge gained from study or experimentation can be recorded visually.

Purpose 2

- C. Material from any subject discipline can be illustrated visually.

Purpose 3

- A. Details, patterns or textures can be added to two-dimensional works.

Component 10 (ii)

- C. Manufactured or human-made things

Component 10 (iii)

- A. Drawing

Please note: the students can use some or all of the objectives

Alberta Education general and specific outcomes that may be met if the teacher engages the class in JA's suggested follow-up:

English Language Arts

- 1.1.3 Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts
- 1.1.4 Choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others
- 1.2.3 Explore ways to find additional ideas and information to extend understanding
- 2.3.2 Identify various ways that information can be recorded and presented visually

- 2.4.1 Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts
- 2.4.2 Select and use visuals that enhance meaning of oral, print and other media texts
- 2.4.4 Produce narratives that describe experiences and reflect personal responses
- 3.1.4 Develop and follow a class plan for accessing and gathering ideas and information
- 3.2.1 Locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips
- 3.3.1 Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions
- 3.3.3 Organize oral, print and other media texts into sections that relate to and develop the topic
- 3.3.5 Paraphrase information from oral, print and other media sources
- 3.3.6 Examine gathered information to identify if more information is required; review new understanding
- 3.4.1 Communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters
- 3.4.2 Select visuals, print and/or other media to add interest and to engage the audience
- 4.1.7 Use special features of software when composing, formatting and revising texts
- 4.1.10 Experiment with combining detail, voice-over, music and dialogue with sequence of events
- 4.2.1 Identify simple and compound sentence structures, and use in own writing
- 4.2.2 Identify correct noun-pronoun agreement, and use in own writing
- 4.2.3 Identify past, present and future action
- 4.2.7 Use capitalization to designate organizations and to indicate the beginning of quotations in own writing
- 4.2.8 Use commas after introductory words in sentences and when citing addresses in own writing
- 4.3.1 Present to peers ideas and information on a topic of interest, in a well-organized form
- 4.3.2 Add interest to presentations through the use of props, such as pictures, overheads and artifacts
- 4.3.3 Adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities
- 4.3.4 Connect own ideas, opinions and experiences to those communicated in oral and visual presentations
- 4.3.5 Give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations
- 5.2.5 Assess group process, using established criteria, and determine areas for improvement

Health and Life Skills

- R-4.8 Describe and accept roles and responsibilities within a group
- L-4.3 Demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results
- L-4.6 Recognize that personal roles will change over time and circumstances

Grade 5 Our Business World

Curriculum Links

JA Program Goals:

- Supplement the elementary school curriculum with skills and concepts related to business and economics
- Develop student awareness of the operation and responsibilities of business in the free enterprise system
- Encourage students to explore career opportunities
- Provide elementary students with positive role models

Alberta Education Program of Study Objectives - JA Program Curriculum Linkages and Alignments

English Language Arts

- 1.1.1 Use appropriate prior knowledge and experiences to make sense of new ideas and information
- 1.1.2 Read, write, represent and talk to explore personal understandings of new ideas and information
- 1.1.3 Use own experiences as a basis for exploring and expressing opinions and understanding
- 1.1.4 Select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics
- 1.2.1 Seek the viewpoints of others to build on personal responses and understanding
- 1.2.2 Use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts
- 1.2.3 Search for further ideas and information from others and from oral, print and other media texts to extend understanding
- 2.1.7 Use text features, such as maps, diagrams, special fonts and graphics that highlight important concepts to enhance understanding of ideas and information
- 2.4.1 Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts
- 2.4.2 Experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes
- 3.1.1 Summarize important ideas in oral, print and other media texts and express opinions about them

- 3.1.2 Combine personal knowledge of topics with understanding of audience needs to focus topics for investigation
- 3.1.3 Identify categories of information related to particular topics, and ask questions related to each category
- 3.1.4 Develop and follow own plan for gathering and recording ideas and information
- 3.2.1 Locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions
- 3.2.4 Determine the usefulness and relevance of information for research purposes and focus, using pre-established criteria
- 3.3.2 Organize ideas and information to emphasize key points for the audience
- 3.3.3 Add, delete or combine ideas to communicate more effectively
- 3.3.5 Combine ideas and information from several sources
- 3.3.6 Record ideas and information in relevant categories, according to a research plan
- 3.3.7 Connect gathered information to prior knowledge to reach new conclusions
- 3.4.1 Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues
- 3.4.2 Select visuals, print and/or other media to inform and engage the audience
- 4.1.1 Develop criteria for evaluating the effectiveness of oral, print and other media texts
- 4.1.6 Apply word processing skills, and use publishing programs to organize information
- 4.1.9 Experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis
- 4.3.1 Organize ideas and information in presentations to maintain a clear focus and engage the audience
- 4.3.2 Use effective openings and closings that attract and sustain reader or audience interest
- 4.3.3 Adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention
- 4.3.4 Identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter
- 4.3.5 Show respect for the presenter's opinions by listening politely and providing thoughtful feedback
- 5.1.2 Compare own and others' responses to ideas and experiences related or oral, print and other media texts
- 5.1.5 Determine and use language appropriate to the context of specific situations
- 5.2.1 Accept and take responsibility for fulfilling own roles as a group member
- 5.2.2 Discuss and decide whether to work individually or collaboratively to achieve specific goals
- 5.2.4 Contribute ideas to help solve problems, and listen and respond constructively
- 5.2.5 Show appreciation for the contributions of others, and offer constructive feedback to group members

Mathematics

General Outcome - Use patterns to describe the world and to solve problems.

Specific Outcomes

1. Determine the pattern rule to make predictions about subsequent elements.

[C, CN, PS, R, V]

General Outcome - Collect, display and analyze data to solve problems.

Specific Outcomes

1. Differentiate between first-hand and second-hand data.

[C, R, T, V]

[ICT: C1-2.2, P5-2.3]

2. Construct and interpret double bar graphs to draw conclusions.

[C, PS, R, T, V]

[ICT: C6-2.2, P5-2.3]

Social Studies

Skills and Processes for Grade 5 Social Studies

Dimensions of Thinking

5.S.4 Demonstrate skills of decision making and problem solving:

- Determine when a decision needs to be made in dealing with problems and issues
- Collaborate with others to apply strategies for decision making and problem solving

Social Participation as a Democratic Practice

5.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:

- Consider multiple points of view while attempting to reach group consensus
- Demonstrate the ability to deal constructively with diversity and disagreement
- Work collaboratively with others to achieve a common goal

Research for Deliberative Inquiry

5.S.7 Apply the research process:

- Determine themes, patterns and trends from information gathered
- Use graphs, tables, charts and Venn diagrams to interpret information
- Draw and support conclusions, based on information gathered, to answer a research question
- Cite references as part of research

Communication

5.S.8 Demonstrate skills of oral, written and visual literacy:

- Select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration
- Respond appropriately to comments and questions, using language respectful of human diversity
- Listen to others to understand their perspectives
- Create visual images for particular audiences and purposes

5.S.9 Develop skills of media literacy:

- Examine how various people might interpret a media message differently
- Examine diverse perspectives regarding an issue presented in the media

Health and Life Skills:

R-5-4: Practice effective communication skills; e.g., active listening, perception checks

R-5-7: Apply medication skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions

R-5-8: Develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations

R-5-9: Explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members

L-5-3: Investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making

L-5-4: Analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits

L-5-5: Relate personal skills to various occupations

L-5-6: Assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media

Art

Reflection

Component 2. Concepts

- B. Designed objects can be evaluated on the basis of function and attractiveness.
- C. Criteria are necessary for the evaluation of designed objects.
- D. Improved designs can be conceived for any object.

Component 3. Concepts

- A. Artistic style affects the emotional impact of an artwork.

- B. An artwork can be analyzed for the meaning of its visible components and their interrelationships.
- C. Artworks contain symbolic representations of a subject or theme.
- D. Artworks can be appreciated at many different levels, literal and symbolic.

Expression

Component 10 (i)

Purpose 1. Concepts

- A. Everyday activities can be documents visually.
- D. Knowledge gained from study or experimentation can be recorded visually.

Purpose 2. Concepts

- C. Material from any subject discipline can be illustrated visually.
- D. Slogans, causes and promotions can be told visually.

Purpose 3. Concepts

- A. Details, patterns or textures can be added to two-dimensional works.

Purpose 4. Concepts

- A. Feelings and moods can be interpreted visually.
- B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.

Component 10 (ii)

- C. Manufactured or human made things

Component 10 (iii)

Concepts

- A. Drawing
- F. Photography and Techno graphic Arts

Please note: the students can use some or all of the objectives

Alberta Education general and specific outcomes that may be met if the teacher engages the class in some of JA's suggested follow-up:

English Language Arts

1.1.2 Read, write, represent and talk to explore personal understandings of new ideas and information

- 1.1.3 Use own experiences as a basis for exploring and expressing opinions and understanding
- 1.1.5 Select and explain preferences for particular forms of oral, print and other media texts
- 1.2.1 Seek the viewpoints of others to build on personal responses and understanding
- 1.2.2 Use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts
- 1.2.3 Search for further ideas and information from others and from oral, print and other media texts to extend understanding
- 2.1.2 Use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning
- 2.1.3 Preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts
- 2.1.4 Comprehend new ideas and information by responding personally, taking notes and discussing ideas with others
- 2.1.5 Use the meanings of familiar words to predict the meanings of unfamiliar words in context
- 2.1.6 Monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources
- 2.1.7 Use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information
- 2.2.2 Express points of view about oral, print and other media texts
- 2.2.6 Monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources
- 2.2.11 Support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts
- 2.3.1 Identify and discuss similarities and differences among a variety of forms of oral, print and media texts
- 2.3.6 Identify sections or elements in print or other media texts, such as shots in films or sections in magazines
- 2.4.1 Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts
- 2.4.2 Experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes
- 3.1.1 Summarize important ideas in oral, print and other media texts and express opinions about them
- 3.1.4 Develop and follow own plan for gathering and recording ideas and information
- 3.2.1 Locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions
- 3.2.4 Determine the usefulness and relevance of information for research purposes and focus, using pre-established criteria
- 3.3.1 Use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding
- 3.3.2 Organize ideas and information to emphasize key points for the audience
- 3.3.3 Add, delete or combine ideas to communicate more effectively
- 3.3.6 Record ideas and information in relevant categories, according to a research plan
- 3.4.1 Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues

3.4.2 Select visuals, print and/or other media to inform and engage the audience

- 4.1.1 Develop criteria for evaluating the effectiveness of oral, print and other media texts
- 4.1.4 Edit for appropriate use of statements, questions and exclamations
- 4.1.5 Write legibly, using a style that is consistent in alignment, shape and slant
- 4.1.6 Apply word processing skills, and use publishing programs to organize information
- 4.1.9 Experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis
- 4.2.5 Use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing
- 4.2.6 Study and use the correct spelling of commonly misspelled words in own writing
- 4.2.7 Know and consistently apply spelling conventions when editing and proofreading own writing
- 4.2.8 Use capital letters, appropriately, in titles, headings and subheadings in own writing
- 4.3.1 Organize ideas and information in presentations to maintain a clear focus and engage the audience
- 5.1.2 Compare own and others' responses to ideas and experiences related or oral, print and other media texts
- 5.1.5 Determine and use language appropriate to the context of specific situations
- 5.2.1 Accept and take responsibility for fulfilling own roles as a group member
- 5.2.4 Contribute ideas to help solve problems, and listen and respond constructively
- 5.2.5 Show appreciation for the contributions of others, and offer constructive feedback to group members

Health and Life Skills

L-5.5 The student will relate personal skills to various occupations.

L-5.6 The student will assess how roles, expectations and images of others may influence career/life role interests; e.g. influence of family, friends, role models, media

Art

Expression

Component 10 (i)

Purpose 1. Concepts

- A. Everyday activities can be documented visually.
- D. Knowledge gained from study or experimentation can be recorded visually.

Purpose 2. Concepts

- C. Material from any subject discipline can be illustrated visually.
- D. Slogans, causes and promotions can be told visually.

Purpose 3. Concepts

- A. Details, patterns or textures can be added to two-dimensional works.

Purpose 4. Concepts

- A. Feelings and moods can be interpreted visually.
- B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.

Component 10 (iii)

Concepts

- A. Drawing
- F. Photography and Technographic Arts

Please note: the students can use some or all of the objectives

Grade 6 A Business of Our Own

Curriculum Links

JA Program Goals

- Explain what businesses do and what a business plan is
- Understand how teams can work together to achieve business goals
- Practice skills to work as a member of a team to run a business
- Develop a business plan for their retail business and implement the plan
- Identify the role of promotions to target markets for their “stuff stand”
- Explain why financial record keeping is essential for a successful business
- Discuss factors that affect product pricing and set prices for their products
- Describe their experience in running and operating a “stuff stand”
- Draw conclusions about planning and running a retail business by analyzing their experience

Alberta Education Program of Study Objectives - JA Program Curriculum Linkages and Alignments

English Language Arts

- 1.1.3 Engage in exploratory communication to share personal responses and develop own interpretations
- 1.2.1 Select from the ideas and observations of others to expand personal understanding
- 1.2.2 Use talk, notes, personal writing and representing, together with texts and ideas of others, to clarify and shape understanding
- 1.2.3 Evaluate the usefulness of new ideas, techniques and texts in terms of present understanding
- 2.1.1 Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
- 2.1.5 Use definitions provided in context to identify the meanings of unfamiliar words
- 2.1.6 Monitor understanding by evaluating new ideas and information in relation to known ideas and information
- 3.1.1 Distinguish among facts, supported inferences and opinions

- 3.1.2 Use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation
- 5.2.1 Assume a variety of roles, and share responsibilities as a group member
- 5.2.2 Identify and participate in situations and projects in which group work enhances learning and results
- 5.2.3 Contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigation
- 5.2.4 Address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative
- 5.2.5 Assess own contributions to group process, and set personal goals for working effectively with others

Mathematics

General Outcome - Develop number sense.

Specific Outcomes

- 2. Solve problems involving whole numbers and decimal numbers.
[ME, PS, T]
[ICT: C6-2.4]
- 3. Demonstrate an understanding of multiples by:
 - Solving problems using multiples.[CN, PS, R, V]
- 5. Demonstrate an understanding of ratio, concretely, pictorially and symbolically.
[C, CN, PS, R, V]
- 6. Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially and symbolically.
[C, CN, PS, R, V]
- 7. Demonstrate an understanding of integers, concretely, pictorially and symbolically.
[C, CN, R, V]
- 8. Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors).
[C, CN, ME, PS, R, V]

General Outcome - Use patterns to describe the world and to solve problems.**Specific Outcomes**

1. Represent and describe patterns and relationships, using graphs and tables.

[C, CN, ME, PS, R, V]

[ICT: C6-2.3]

2. Demonstrate an understanding of the relationships within tables of values to solve problems.

[C, CN, PS, R]

[ICT: C6-2.3]

General Outcome - Collect, display and analyze data to solve problems.**Specific Outcomes**

1. Create, label and interpret line graphs to draw conclusions.

[C, CN, PS, R, V]

2. Select, justify and use appropriate methods of collecting data, including:

- questionnaires
- experiments
- databases
- electronic media

[C, CN, PS, R, T]

[ICT: C4-2.2, C6-2.2, C7-2.1, P2-2.1, P2-2.2]

3. Graph collected data, and analyze the graph to solve problems.

[C, CN, PS, R, T]

[ICT: C6-2.5, C7-2.1, P2-2.1, P2-2.2]

Social Studies

Skills and Processes**Dimensions of Thinking**

6.S.4 Demonstrate skills of decision making and problem solving:

- propose and apply new ideas, strategies and options, supported with facts and reasons, to
- contribute to decision making and problem solving
- consider multiple perspectives when dealing with issues, decision making and problem solving

- collaborate with others to devise strategies for dealing with problems and issues

Social Participation as a Democratic Practice

- 6.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:
- demonstrate the skills of compromise to reach group consensus
 - work collaboratively with others to achieve a common goal

- 6.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
- demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed

Research for Deliberative Inquiry

- 6.S.7 Apply the research process:
- determine reliability of information filtering for point of view and bias
 - formulate questions to be answered through the research process
 - use graphs, tables, charts and Venn diagrams to interpret information
 - draw and support conclusions based on information gathered to answer a research question
 - formulate new questions as research progresses

Communication

- 6.S.8 Demonstrate skills of oral, written and visual literacy:
- express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
 - express reasons for their ideas and opinions, in oral or written form
 - use skills of informal debate to persuasively express differing viewpoints regarding an issue
 - respond appropriately to comments and questions, using language respectful of human diversity
 - listen to others to understand their perspectives

- 6.S.9 Develop skills of media literacy:
- detect bias present in the media

Health and Life Skills

R-6.2 Establish personal guidelines for expressing feelings; e.g. recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings

R-6.4 Identify, analyze and develop strategies to overcome barriers to communication

R-6.7 Apply a variety of strategies for resolving conflict; e.g., practice treating differences of opinion as opportunities to explore alternatives

R-6.9 Make decisions cooperatively; e.g., apply a consensus-building process in group decision making

L-6.2 Identify personal skills, and skill areas, for development in the future

L-6.4 Identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g. self-monitoring strategies, backup plans

L-6.5 Relate knowledge, skills and attitudes of a successful student to those of successful workers

Alberta Education general and specific outcomes that may be met if the teacher engages the class in some of JA's suggested follow-up:

English Language Arts

1.1.1 Use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests

1.1.2 Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts

1.1.3 Engage in exploratory communication to share personal responses and develop own interpretations

1.2.2 Use talk, notes, personal writing and representing, together with texts and ideas of others, to clarify and shape understanding

1.2.3 Evaluate the usefulness of new ideas, techniques and texts in terms of present understanding

2.1.1 Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information

2.1.6 Monitor understanding by evaluating new ideas and information in relation to known ideas and information

2.1.7 Use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information

3.1.1 Distinguish among facts, supported inferences and opinions

3.1.2 Use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation

3.1.4 Develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation

3.2.1 Locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs, and the Internet

3.2.2 Use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information

3.2.3 Skim, scan and read closely to gather information

3.2.4 Evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria

- 3.3.3 Make notes on a topic, combining information from more than one source; use reference sources appropriately
- 3.3.5 Quote information from oral, print and other media sources
- 3.3.6 Evaluate the appropriateness of information for a particular audience and purpose

- 3.4.1. Communicate ideas and information in a variety of oral, print and other media texts, such as multi-paragraph reports, question and answer formats and graphs
- 3.4.2 Select appropriate visuals, print and/or other media to inform and engage the audience
- 4.1.7 Experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts
- 4.1.10 Experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information
- 4.3.1 Use various styles and forms of presentations, depending on content, audience and purpose
- 4.3.2 Emphasize key ideas and information to enhance audience understanding and enjoyment
- 4.3.3 Demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication
- 4.3.4 Identify the tone, mood and emotion conveyed in oral and visual presentations
- 4.3.5 Respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments
- 5.1.4 Use appropriate language to participate in public events, occasions or traditions
- 5.1.5 Demonstrate respect by choosing appropriate language and tone in oral, print and other media texts
- 5.2.1 Assume a variety of roles, and share responsibilities as a group member
- 5.2.2 Identify and participate in situations and projects in which group work enhances learning and results
- 5.2.3 Contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations
- 5.2.4 Address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative
- 5.2.5 Assess own contributions to group process, and set personal goals for working effectively with others

Art

Purpose 5: Students will express a feeling or a message

Component 10 (iii) Media and Techniques

F. Photography and Technographic Arts