

Alberta Curriculum Links to Junior Achievement Programs

Junior High Programs



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Grade 8 Dollars with Sense

Curriculum Links

JA Program Goals

- Create a picture of their future that includes the key milestones/goals they envision
- Learn about money as a means of exchange and the various forms of exchange we use today including cash, cheques, debit and credit cards
- Learn why budgeting is important and how to budget
- Learn different ways to invest money and explore the advantages and disadvantages of the different investment vehicles
- Experience investing in a simulation

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

English Language Arts

- 1.1.1 Revise understanding and expression of ideas by connecting new and prior knowledge and experiences
- 1.1.2 Review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding
- 1.1.3 Seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences
- 1.2.1 Acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives
- 1.2.2 Exchange ideas and opinions to clarify understanding and to broaden personal perspectives
- 1.2.3 Reconsider and revise initial understanding and responses in light of new ideas, information and feedback from others
- 2.1.1 Use strategies to supplement and extend prior knowledge and experiences when interpreting new ideas and information
- 2.1.5 Take notes, make outlines and use such strategies as read, recite, review to comprehend and remember ideas and information
- 2.1.7 Identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life to access ideas and information and to read with purpose

- 2.2.1 Experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, internet passages, fantasy, nonfiction, advertisements and photographs
- 2.2.3 Expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view
- 2.2.4 Explain connections between own interpretation and information in texts, and infer how texts will influence others
- 2.3.1 Discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience
- 2.3.2 Compare the usefulness of different types of media texts
- 2.3.6 Summarize the content of media texts, and discuss the choices made in planning and producing them
- 2.3.7 Identify creative uses of language and visuals in popular culture such as commercials, rock videos and magazines; explain how imagery and figurative language, such as hyperbole, create tone and mood
- 2.4.1 Create oral, print and other media texts related to issues encountered in texts and in own life
- 3.3.1 Organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship
- 3.3.2 Organize ideas and information to establish an overall impression or point of view in oral, print and other media texts
- 3.3.3 Make notes in point form, summarizing major ideas and supporting details reference sources
- 3.3.4 Discard information that is irrelevant for audience, purpose, form or point of view
- 3.3.6 Evaluate the relevance and importance of gathered information; address information gaps
- 3.3.7 Incorporate new information with prior knowledge and experiences to develop new understanding
- 3.4.2 Integrate appropriate visual, print and/or other media to inform and engage the audience
- 4.3.1 Plan and facilitate small group and short, whole class presentations to share information
- 4.3.2 Present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience
- 4.3.3 Plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications
- 4.3.5 Use appropriate verbal and nonverbal feedback to respond respectfully
- 5.1.2 Clarify and broaden perspectives and opinions, by examining the ideas of others
- 5.1.5 Use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities
- 5.2.1 Propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group
- 5.2.2 Use opportunities as a group member to contribute to group goals and extend own learning
- 5.2.3 Contribute ideas, knowledge and strategies to identify group information needs and sources
- 5.2.4 Organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frames, and reviewing progress
- 5.2.5 Evaluate the quality of own contributions to group process, and offer constructive feedback to others; propose suggestions for improvement

Mathematics

Number

General Outcome: Develop number sense.

Specific Outcomes

3. Demonstrate an understanding of percents greater than or equal to 0% [CN, PS, R, V]

Social Studies

Benchmark Skills and Processes

Dimensions of Thinking

Students will:

8.S.1 develop skills of critical thinking and creative thinking:

- analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue
- re-evaluate personal opinions to broaden understanding of a topic or an issue

8.S.4 demonstrate skills of decision making and problem solving:

- demonstrate skills of compromise and devise strategies to reach group consensus
- participate in and predict outcomes of problem-solving and decision-making scenarios

Social Participation as a Democratic Practice

Students will:

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

- consider the needs and perspectives of others
- demonstrate leadership within groups where appropriate

Communication

Students will:

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

- elicit, clarify and respond appropriately to questions, ideas and multiple points of view presented in discussions

- offer reasoned comments related to a topic of discussion
- listen to others to understand their points of view

Specific Outcomes Values and Attitudes

Students will:
8.2.2 demonstrate a willingness to consider differing values (C, I)

Health and Life Skills:

L-8.4 Begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills

L-8.5 Update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths

Art

Drawings

Investigate:

B. Overlapping figures or objects create an illusion of space in two-dimensional works.

C. The amount of detail depicted creates spatial depth in two-dimensional works.

CTS, Enterprise and Innovation

Module ENT1010: Challenge and Opportunity

Students identify, compare and assess a variety of venture opportunities and ideas, and investigate career paths and possibilities where enterprise and innovation are particularly important.

CTS, Management and Marketing

Module MAM1020: Quality Customer Service

Students identify and describe the target customer and the selling, including sales and non-sales activities.

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.

Following are some of 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 Revise understanding and expression of ideas by connecting new and prior knowledge and experiences
- 1.1.2 Review, reread, discuss and reflect on oral, print and other media texts to explore, confirm or revise understanding
- 2.1.1 Use strategies to supplement and extend prior knowledge and experiences when interpreting new ideas and information
- 2.1.7 Identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life to access ideas and information and to read with purpose
- 2.3.6 Summarize the content of media texts, and discuss the choices made in planning and producing them
- 2.3.7 Identify creative uses of language and visuals in popular culture such as commercials, rock videos and magazines; explain how imagery and figurative language, such as hyperbole, create tone and mood
- 2.4.1 Create oral, print and other media texts related to issues encountered in texts and in own life
- 3.3.1 Organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship
- 3.3.2 Organize ideas and information to establish an overall impression or point of view in oral, print and other media texts
- 3.3.4 Discard information that is irrelevant for audience, purpose, form or point of view
- 3.3.6 Evaluate the relevance and importance of gathered information; address information gaps
- 3.3.7 Incorporate new information with prior knowledge and experiences to develop new understanding
- 3.4.2 Integrate appropriate visual, print and/or other media to inform and engage the audience
- 4.3.2 Present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience
- 4.3.3 Plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications

Grade 9 Economics for Success

Curriculum Links

JA Program Goals

- Understand every opportunity is a stepping stone for future success
- Define “career” as a life path or journey
- Learn about the costs of living independently
- Identify that “success” has individual meaning
- Explore the relationship between education and personal goals

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

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

Math

Number

General Outcome: Develop number sense.

Specific Outcomes

3. Demonstrate an understanding of rational numbers by: solving problems that involve arithmetic operations on rational numbers.

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

Social Studies

Benchmark Skills and Processes

Dimensions of Thinking

Students will:

9.S.1 develop skills of critical thinking and creative thinking:

- re-evaluate personal opinions to broaden understanding of a topic or an issue

9.S.4. demonstrate skills of decision making and problem solving:

- take appropriate action and initiative when required in decision-making and problem-solving Scenarios

Social Participation as a Democratic Practice

Students will:

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

- demonstrate a positive attitude regarding the needs and perspectives of others

Communication

Students will:

9.S.8 demonstrate skills of oral, written and visual literacy:

- elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions
- make reasoned comments relating to the topic of discussion
- listen to others to understand their perspectives

Health and Life Skills:

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.

CTS, Career Transitions

CTR1010: Job Preparation

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