



## Elementary Program Overview

### JA Program Information & Curriculum Correlations/Linkages to Alberta Education Program of Study Objectives

- Grade 3 – Our Community: Needs, Jobs, Tools
- Grade 4 – Our Country: Technology and Innovation
- Grade 5 – Our Business World
- Grade 6 – A Business of Our Own

### The JA Continuum of Learning

In today's rapidly changing and expanding global business market, repositioning our program content into a continuum of learning allows us greater flexibility to more effectively respond to the needs of our diverse student audiences across Canada. Junior Achievement of Canada has developed a new program framework and e-learning strategy that will form the blueprint for future program development and ongoing program refresh. This is an outcome-based approach to ongoing curriculum design and development that has been adopted by educators across Canada. Programs will be consolidated into three learning streams to ensure a continuum of learning that is knowledge, skills and attitudes based. A student-centred experience will be possible by offering program modules in multiple delivery formats. Flexibility of training and delivery for volunteers, staff and students will be enhanced with optional blended learning formats.

| Learning Streams                | Core Concepts                                                                                                                                                     |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Business and Entrepreneurship   | <ul style="list-style-type: none"> <li>Invention and innovation</li> <li>Management approaches</li> <li>Global trade</li> <li>Competition and change</li> </ul>   |
| Economics                       | <ul style="list-style-type: none"> <li>Free enterprise concepts</li> <li>Marketing and production</li> <li>Global trade</li> <li>Investment strategies</li> </ul> |
| Personal Management/Life Skills | <ul style="list-style-type: none"> <li>Goal setting</li> <li>Financial literacy</li> <li>Career development</li> <li>Employability</li> </ul>                     |

► Cross-cutting themes of Citizenship, Ethics, Leadership and Information Society are present in all streams to support program outcomes.

## Grade 3 – Our Community: Needs, Jobs, Tools

### 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.

- Lesson 1**      **Overview** – During this lesson students discuss the difference between needs and wants and how jobs help satisfy family and community needs.  
**After the lesson, students will be able to:**
- Explain what needs are and give some examples;
  - Explain what jobs are and give some examples;
  - Give examples of things people need money for;
  - Interview a family member about a job;
- Lesson 2**      **Overview** – In this lesson, students will use family surveys to list and group various jobs and link them directly to needs. They will act out a number of common jobs and talk about them.  
**After the lesson, students will be able to:**
- List groups of jobs that members of their families do;
  - Discuss what happens in some common jobs;
  - List some needs that some jobs help people fill;
- Lesson 3**      **Overview** – Students discuss what it means to get paid for work and role play exchanging money for work and retail purposes. They will discover that money flows through the community through various exchanges.  
**After the lesson, students will be able to:**
- Describe how people earn and spend money;
  - Describe the movement of money in the community as a circular flow;
- Lesson 4**      **Overview** – Students will discuss what jobs & tools are and describe tools that members of their families use in their jobs. They will draw people using tools in their jobs and make a mural illustrating a range of tools being used.  
**After the lesson, students will be able to:**
- Describe what tools are and give examples;
  - Explain the value of tools in helping people get their jobs done;
  - Identify some tools used in different kind of jobs and describe how they are used.

## Grade 4 – Our Country: Technology and Innovation

### 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.

- Lesson 1**      **Overview** – Students compare traditional technologies to modern technologies and discuss how innovation has changed our society.  
**After the lesson, students will be able to:**
- Explain what tools, needs, technology and innovation are;
  - Describe traditional technologies in Canada;
  - Identify needs satisfied by both traditional and modern technologies;
  - Describe the impact of technological innovation on business and society;
- Lesson 2**      **Overview** - In this lesson, students will match Canadian inventions to their mentors and discuss how business advanced using new inventions.  
**After the lesson, students will be able to:**
- Identify Canadian inventors and their inventions;
  - Describe the impact Canadian inventions have had on international business;
  - Describe the impact of modern inventions on Canadian society;
- Lesson 3**      **Overview** - Students discuss how new technologies displace older one while examining charts showing technological changes in Canada.  
**After the lesson, students will be able to:**
- Explain why new technology displaces old technology and give examples;
  - Demonstrate that newer technology tends to have higher market value than older technology;
  - Give examples of innovative technology and relate it to the business world;
  - Describe change in Canadian society and business as a result of innovation;
- Lesson 4**      **Overview** – Students work in groups to invent new technology to meet given need. They then describe and discuss their inventions.  
**After the lesson, students will be able to:**
- Discuss possible future technologies;
  - Create innovative responses to given needs;
  - Evaluate the usefulness and innovativeness of imaginary technologies;
  - Describe the marketability of imaginary technologies.

## Grade 5 – Our Business World

### 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.

- Lesson 1**      **Overview** – Students will discuss the wide variety of resources necessary to start a business and the common forms of organization in Canada.  
**After the lesson, students will be able to**
- Give examples of resources needed to start a business;
  - List costs associated with a business;
  - Give examples of decisions made by business managers;
  - Identify reasons or incentives for starting a business;
  - Identify the three basic forms of business organization or ownership;
- Lesson 2**      **Overview** - Students will identify typical management decisions and as well as have an opportunity to practice interviewing skills and discuss further career options.  
**After the lesson, students will be able to**
- Identify typical decisions made by business managers;
  - List qualities employers look for in their employees;
  - List basic guidelines for careers and have a successful job interview;
- Lesson 3**      **Overview** – Students will have an understanding of the different production methods and the effect of management decisions on productivity.  
**After the lesson, students will be able to**
- Compare unit and mass production methods;
  - Calculate worker productivity;
  - Define important production related concepts;
  - Describe the effect of management decisions on worker productivity;
- Lesson 4**      **Overview** - Students will review different advertising strategies and design and develop an advertisement using one of the strategies.  
**After the lesson, students will be able to**
- Define marketing and list examples of marketing related activities;
  - Explain how to set price for a product;
  - Explain why business advertise;
  - Identify different forms of advertising strategy;

## Grade 6 – A Business of Our Own

### 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 own 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.

**Lesson 1**      **Overview** - Students will discuss what businesses do and what a business plan is, while preparing their own business plan.

**After the lesson, students will be able to:**

- Explain what a business is;
- Explain what a business plan and why it is useful;
- Describe aspects of how their Stuff Stand will work and what it will sell;
- Form teams to carry out organizational tasks for their stuff stand;

**Lesson 2**      **Overview** - Students will continue developing their business plan by developing target markets and promotions for the sale

**After the lesson, students will be able to**

- Describe promotions as one type of marketing;
- Identify potential target markets for their Stuff Stand;
- Form a team to carry out promotions for their Stuff Stand and a sales team to staff the Stuff Stand;

**Lesson 3**      **Overview** - Students will continue to develop the business plan by discussing expenses and income. They will also discuss the importance of team work in business by working together

**After the lesson, students will be able to**

- Explain why financial records are useful;
- Create a simple income and expense projection;
- For a team to carry out bookkeeping tasks;
- Describe how teams are used in business;

**Lesson 4**      **Overview** - Students will discuss pricing for their merchandise and work in their teams to complete final preparation for their for the Stuff Stand sale.

**After the lesson, students will be able to**

- Discuss factors that affect product pricing;
- Understand the law of supply and demand;
- Describe and use a cash receipt;

**Lesson 5**      **Overview** - The students will act as a board of directors to review their business plan and their experience about operating and setting their Stuff Stand while drawing conclusions about planning and running a retail business.

**After the lesson, students will be able to**

- Identify variations between financial projections and financial reports and the reason for the variations;
- Identify variations between and business plan and business operations and discuss reasons for the variations; Compare their experiences in operation of the Stuff Stand with the operation of a retail store and discuss options for allocating profits from a business.