

Be Entrepreneurial Curriculum Alignment

Be Entrepreneurial Program Curriculum

Learning Outcomes



By the end of this program, students will be able to:

- Explain what it means to be an entrepreneur
- Determine a business' competitive advantage
- Identify potential demographic groups to define the target market
- Develop a business plan and strategy for an entrepreneurship venture

Objectives by Lesson



Lesson	Objectives
1. Introduction to Be Entrepreneurial	<ul style="list-style-type: none">• Recognize the need for product or service vision when starting a business• Differentiate between products and services as they identify the variety of businesses in their community• Identify viable product ideas and contributing factors to help them develop their own small business ideas for their community
2. Determining Competitive Advantage	<ul style="list-style-type: none">• Practice identifying strengths and weaknesses to determine Competitive Advantage• Differentiate between products and services as they identify the variety of businesses in their community• Identify viable product ideas and contributing factors to help them develop their own small business ideas for their community
3. Defining a Target Market	<ul style="list-style-type: none">• Define the concept of a Target Market• Examine possible customer demographics of a real business• Identify a target market for a potential business to open in a community
4. Moving Forward with Entrepreneurship	<ul style="list-style-type: none">• Identify ways businesses react and adapt to market conditions• Explain what research and resources are needed to complete a full business plan• Describe financing options for startups

Be Entrepreneurial Curriculum Alignment

Cross Curricular Connections



Cross-curricular learning refers to incorporating overarching perspectives, themes, and skills into teaching and learning across multiple subjects and disciplines of the curriculum. The topics covered in Be Entrepreneurial connect with and can be taught in conjunction with many other areas of learning.

Area of Learning	Topics
Social Studies	Economics, civics, citizenship, social entrepreneurship
Math	Financial literacy, business venture funding, economics
English Language Arts	Communication, presentation skills
French Language	Communication, presentation skills
Skilled Trades	Skilled trades entrepreneurship
Indigenous Education	Indigenous innovation, entrepreneurship and contributions
Science and Technology	Design thinking, product creation, environmental entrepreneurship, sustainability, career exploration in STEM
Socio-Emotional Learning	Critical and creative thinking, problem-solving, resilience, coping with stress and challenges

Extensions



To extend the learning after participating in the Be Entrepreneurial program, students could:

- As a class or in small groups, choose a business plan to put into action as a project. Consider participating in [JA Company Program](#) to organize and operate a real business.
- Develop surveys to collect, analyze and interpret data about target markets.
- Explore career opportunities in entrepreneurship. Consider using resources such as the [JA Virtual Career Exploration Centre](#) or attend a [JA World of Choices](#) event.
- Foster financial literacy skills by developing a budget for business start-up costs.
- Investigate how entrepreneurship can support the United Nations [Sustainable Development Goals \(SDGs\)](#).
- Conduct a research project on a business and develop a presentation to share their research findings product description, market analysis, competitor analysis and research method.

Be Entrepreneurial Curriculum Alignment

Assessment



During or after the Be Entrepreneurial program, the program facilitator could:

- Assess student participation or engagement with speaker through observation, discussion and anecdotal notes.
- Use written or oral responses to activities and prompts to assess students' understanding of concepts such as business/venture planning, product/service ideation, competitive advantage, target market, etc.
- Assess communication and collaboration skills during group activities (brainstorming, planning).
- Assess creativity and innovation by observing students as they work together to brainstorm innovative ideas for their business.

Pedagogical Approach



Junior Achievement (JA) uses an **experiential, hands-on** approach to teach students entrepreneurship, financial literacy, and work readiness skills. JA's programs incorporate **real-world learning** and a **community focus** to help students develop the **skillset** and **mindset** they need to succeed in the future.

JA Programs are designed and developed in consultation with educational partners, industry experts, and youth to deliver **engaging** and **relevant** learning experiences aligned with Canadian educational standards.

Be Entrepreneurial Curriculum Alignment

PROVINCE AND TERRITORY MENU

Select your province or territory.

ALBERTA

BRITISH COLUMBIA

MANITOBA

NEW BRUNSWICK

**NEWFOUNDLAND
AND LABRADOR**

**NORTHWEST
TERRITORIES**

NOVA SCOTIA

ONTARIO

**PRINCE EDWARD
ISLAND**

QUEBEC

SASKATCHEWAN

YUKON

Curriculum alignment for Nunavut coming soon.

Be Entrepreneurial Curriculum Alignment

ALBERTA

Competencies Alignment



Competencies are combinations of attitudes, skills and knowledge that students develop and apply for successful learning, living and working. By participating in the Be Entrepreneurial program, students develop competencies that build their entrepreneurial mindset and prepare them for work and civic life. Here are some examples of how students can develop competencies through JA's Be Entrepreneurial program.

Competencies	Be Entrepreneurial Alignment
Critical Thinking and Problem Solving	Students apply critical thinking and problem-solving while identifying needs in their community and developing an idea for a business solution.
Creativity and Innovation	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and create a basic business plan.
Research and Managing Information	Students identify strategies and resources for creating a business and for further exploration of entrepreneurship as a career opportunity.
Collaboration	Students practice brainstorming and collaboration through small group and whole class activities.
Communication	Students listen to and exchange ideas, share multiple perspectives, and identify elements of a business plan.
Citizenship	Students explore how businesses can contribute to improving communities.
Personal Growth and Well-Being	Students identify how personal interests, strengths and knowledge could help them launch a business in their community.

Be Entrepreneurial Curriculum Alignment

Alberta Curriculum Alignment



Grade 9

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career and Technology Foundations	Career and Technology Foundations (CTF) (revised 2019)	CTF is exploring interests, passions and skills while making personal connections to career possibilities. CTF is working independently and with others while exploring careers and technology.

Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career & Life Management (CALM)	Career & Life Management (CALM) (2002)	General Outcome 3: Career and Life Choices

Grade 10-12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career and Technology Studies	CTR1010 - Job Preparation (2016)	Job Preparation Exploring Occupations Employability Skills
Career and Technology Studies; Business, Administration, Finance & Information Technology Cluster (BIT); Enterprise & Innovation (ENT)	ENT1010 - Challenge & Opportunity (2015)	Outcome 1. recognize and assess venture opportunities in their environment Outcome 2. generate ideas for possible venture opportunities in their environment Outcome 3. plan a venture

Be Entrepreneurial Curriculum Alignment

Alberta Curriculum Alignment



Grade 10-12 (con't)

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career and Technology Studies; Business, Administration, Finance & Information Technology Cluster (BIT); Enterprise & Innovation (ENT)	ENT1020 - Elements of a Venture Plan (2015)	<ol style="list-style-type: none"> 2. Describe potential risks and propose strategies for assessing risks related to a venture 3. Describe strategies for securing resources and support required to implement a venture 4. Select, plan and assess a venture 6. Demonstrate basic competencies 7. Make personal connections to the cluster content and processes to inform possible pathway choices
	ENT2010 - Analyzing Ventures (2015)	<ol style="list-style-type: none"> 1. Describe and apply various methods for analyzing and evaluating ventures 2. Describe criteria important to the success of various ventures 3. Analyze research, compare a variety of ventures and make informed decisions about the feasibility of each venture 4. Demonstrate basic competencies 5. Identify possible life roles related to the skills and content of this cluster
	ENT2020 - Financing Ventures (2015)	Compare various sources of financing and choose the method that is best for financing the venture
	ENT2040 - Create the Venture (2015)	Create and assess a venture plan

Be Entrepreneurial Curriculum Alignment

BRITISH COLUMBIA

Core Competencies Alignment



The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. By participating in the Be Entrepreneurial program, students develop competencies that build their entrepreneurial mindset and prepare them for work and civic life. Here are some examples of how students can develop competencies through JA's Be Entrepreneurial program.

Competencies	Be Entrepreneurial Alignment
Critical and Reflective Thinking	Students apply critical thinking and problem-solving while identifying needs in their community and developing an idea for a business solution.
Creative Thinking	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and create a basic business plan.
Collaborating	Students practice brainstorming and collaboration through small group and whole class activities.
Communicating	Students listen to and exchange ideas, share multiple perspectives, and identify elements of a business plan.
Personal Awareness and Responsibility	Students identify personal characteristics of entrepreneurs. They consider ways to plan and monitor business progress and adapt in the face of challenges.
Positive Personal and Cultural Identity	Students identify how personal interests, strengths and knowledge could help them launch a business in their community.
Social Awareness and Responsibility	Students explore how businesses can contribute to improving communities.

Be Entrepreneurial Curriculum Alignment

British Columbia Curriculum Alignment



Grade 9

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Education	Career Education 9 (2016)	<p>Big Idea: Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.</p> <p>Big Idea: Our career paths reflect the personal, community, and educational choices we make.</p> <p>Big Idea: Adapting to economic and labour market changes requires flexibility.</p> <p>Big Idea: Achieving our learning goals requires effort and perseverance.</p>
Applied Design, Skills, and Technologies	Applied Design, Skills, and Technologies (2018)	<p>Big Idea: Social, ethical, and sustainability considerations impact design.</p> <p>Big Idea: Complex tasks require the sequencing of skills.</p> <p>Module: Entrepreneurship and Marketing</p>

Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career-Life Connections	Career-Life Connections (2018)	<p>Big Idea: Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.</p> <p>Big Idea: Career-life decisions influence and are influenced by internal and external factors, including local and global trends.</p> <p>Big Idea: Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.</p>
Applied Design, Skills, and Technologies; Business Education	Entrepreneurship and Marketing 10 (2018)	<p>Big Idea: Social, ethical, and sustainability considerations impact design and decision making.</p> <p>Big Idea: Ethical marketing contributes to a healthier global marketplace.</p>

Be Entrepreneurial Curriculum Alignment

British Columbia Curriculum Alignment



Grade 11

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career-Life Connections	Career-Life Connections (2018)	<p>Big Idea: Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.</p> <p>Big Idea: Career-life decisions influence and are influenced by internal and external factors, including local and global trends.</p> <p>Big Idea: Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.</p>
Applied Design, Skills, and Technologies; Business Education	Accounting 11 (2018)	<p>Big Idea: Services and products can be designed through consultation and collaboration.</p> <p>Big Idea: Financial literacy promotes sound and effective business design.</p>
	Marketing and Promotion 11 (2018)	<p>Big Idea: Marketing services and products can be designed through consultation and collaboration.</p> <p>Big Idea: Personal design choices require the evaluation and refinement of skills.</p>
	Tourism 11 (2018)	<p>Big Idea: Services and products can be designed through consultation and collaboration.</p> <p>Big Idea: Personal design choices require the evaluation and refinement of skills.</p>

Grade 12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career-Life Connections	Career-Life Connections (2018)	<p>Big Idea: Career-life development includes ongoing cycles of exploring, planning, reflecting, adapting, and deciding.</p> <p>Big Idea: Career-life decisions influence and are influenced by internal and external factors, including local and global trends.</p> <p>Big Idea: Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.</p>

Be Entrepreneurial Curriculum Alignment

British Columbia Curriculum Alignment



Grade 12 (con't)

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Applied Design, Skills, and Technologies; Business Education	Accounting 12 (2018)	Big Idea: Financial literacy promotes the financial well-being of both individuals and businesses. Big Idea: Business creates opportunities to enable change.
	Business Computer Applications 12 (2018)	Big Idea: Services and products can be designed through consultation and collaboration. Big Idea: Business creates opportunities to enable change.
	E-Commerce 12 (2018)	Big Idea: Ethical marketing contributes to a healthier global marketplace. Big Idea: Business creates opportunities to enable change.
	Economics 12 (2018)	Big Idea: Financial and economic literacy promotes the financial and economic well-being of both individuals and businesses. Big Idea: Business creates opportunities to enable change.
	Entrepreneurship 12 (2018)	Big Idea: Design for the life cycle includes consideration of social and environmental impacts. Big Idea: Services and products can be designed through consultation and collaboration.
	Financial Accounting 12 (2018)	Big Idea: Financial and economic literacy promotes the financial and economic well-being of both individuals and businesses. Big Idea: Business creates opportunities to enable change.
	Tourism 12 (2018)	Big Idea: Services and products can be designed through consultation and collaboration. Big Idea: Personal design choices require the evaluation and refinement of skills.

Be Entrepreneurial Curriculum Alignment

MANITOBA

Global Competencies Alignment



Global competencies are the complex ways of knowing, being, doing, and becoming in consideration of the learner as a whole. By participating in the Be Entrepreneurial program, students develop competencies that build their entrepreneurial mindset and prepare them for work and civic life. Here are some examples of how students can develop global competencies through JA's Be Entrepreneurial program.

Competencies	Be Entrepreneurial Alignment
Critical Thinking	Students apply critical thinking and problem-solving while identifying needs in their community and developing an idea for a business solution.
Creativity	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and create a basic business plan.
Connection to Self	Students identify their personal interests, strengths and knowledge and explore career options in entrepreneurship.
Collaboration	Students practice brainstorming and collaboration through small group and whole class activities.
Communication	Students listen to and exchange ideas, share multiple perspectives, and identify elements of a business plan.
Citizenship	Students explore how businesses can contribute to improving communities.

Be Entrepreneurial Curriculum Alignment

Manitoba Curriculum Alignment



Grade 9

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Development Education	Grade 9 Career Development: Life/Work Exploration (2017)	Unit 1: Personal Management Unit 2: Career Exploration Unit 3: Learning and Planning Unit 4: Job Seeking and Job Maintenance Unit 5: Career and Community Experiences
Applied Commerce Education (ACE)	Business Innovations 10S/10E/10M (2017)	Goal 1. Demonstrate critical, creative and innovative thinking Goal 2. Employ current and emerging technologies used in business and industry Goal 3. Demonstrate business communication skills Goal 4. Demonstrate an understanding of ethical and legal standard. Goal 5. Identify the historical influences and emerging trends of innovative sources for business Goal 6. Demonstrate an awareness of sustainability in business Goal 7. Demonstrate an understanding of the impact culture and diversity has on business Goal 8. Describe and demonstrate employability skills Goal 9. Explore education and career opportunities Goal 10. Analyze the role of business in society Goal 11. Demonstrate an understanding of the concepts and principle of business.

Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Development Education	Grade 10 Career Development: Life/Work Planning (2017)	Unit 1: Personal Management Unit 2: Career Exploration Unit 3: Learning and Planning Unit 4: Job Seeking and Job Maintenance Unit 5: Career and Community Experiences

Be Entrepreneurial Curriculum Alignment

Manitoba Curriculum Alignment



Grade 10 (con't)

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Applied Commerce Education (ACE)	Entrepreneurship Strand: Entrepreneurship 20S (2017)	The ACE ten common core goals in addition to Goal 11: Demonstrate an understanding of entrepreneurship and venture development.
	Finance Strand: Personal Finance 20S (2017)	The ACE ten common core goals in addition to Goal 11. Develop an understanding of personal finance.
	Commerce Strand: Creative Promotions 20S (2017)	The ACE ten common core goals in addition to Goal 11. Demonstrate an understanding of the concepts and principles of promotions.

Grade 11

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Development Education	Grade 11 Career Development: Life/Work Building (2017)	Unit 1: Personal Management Unit 2: Career Exploration Unit 3: Learning and Planning Unit 5: Career and Community Experiences
Applied Commerce Education (ACE)	Entrepreneurship Strand: Venture Development 30S (2017)	The ACE ten common core goals in addition to Goal 11: Demonstrate an understanding of entrepreneurship and venture development.
	Finance Strand: Accounting Essentials 30S (2017)	The ACE ten common core goals .
	Commerce Strand: Retailing Perspectives 30S (2017)	The ACE ten common core goals in addition to Goal 12: Demonstrate an understanding of the concepts and principles of retailing.
	Technologies, Topics, and Trends Strand: Business Communications 30S (2017)	The ACE ten common core goals in addition to Goal 11: Demonstrate an understanding of the concepts and principles of business communications

Be Entrepreneurial Curriculum Alignment

Manitoba Curriculum Alignment



Grade 12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Development Education	Grade 12 Career Development: Life/Work Transitioning (2017)	Unit 1: Personal Management Unit 2: Career Exploration Unit 3: Learning and Planning Unit 4: Job Seeking and Job Maintenance Unit 5: Career and Community Experiences
	Grade 12 Career Development: Transitioning to the Workplace, University, and College (2023)	Big Idea 2: Each workplace is unique, complex, and competitive, so it requires specific attitudes, skills, and knowledge to enter and navigate. Big Idea 3: Each occupation is complex and has unique characteristics, which potential employees need to understand in order to make informed decisions. Big Idea 4: Organizations, regulations, and ethics influence the workplace. Big Idea 5: Education and training are essential to entering into, and succeeding in, the workplace.
Applied Commerce Education (ACE)	Entrepreneurship Strand: Business Management 40S (2017)	The ACE ten common core goals in addition to Goal 12: Demonstrate an understanding of leadership and management skills.
	Finance Strand: Economic Principles 40S (2017)	The ACE ten common core goals in addition to Goal 13: Demonstrate an understanding of economics and the global market.
	Commerce Strand: Marketing and Digital Commerce 40S (2017)	The ACE ten common core goals in addition to Goal 13: Demonstrate an understanding of the concepts and principles of marketing and digital commerce.
	Technologies, Topics, and Trends Strand: Topics and Trends in Business 40S (2017)	The ACE ten common core goals in addition to Goal 13: Demonstrate an understanding of emerging topics and trends in business.

Be Entrepreneurial Curriculum Alignment

NEW BRUNSWICK

Global Competencies Alignment



Global competencies include the skills, knowledge, and attitudes that empower learners to reflect and take agency in their own learning and lives. By participating in the Be Entrepreneurial program, students develop competencies that build their entrepreneurial mindset and prepare them for work and civic life. Here are some examples of how students can develop transferable skills through JA's Be Entrepreneurial program.

Competencies	Be Entrepreneurial Alignment
Collaboration	Students practice brainstorming and collaboration through small group and whole class activities.
Communication	Students listen to and exchange ideas, share multiple perspectives, and identify elements of a business plan.
Critical Thinking and Problem Solving	Students apply critical thinking and problem-solving while identifying needs in their community and developing an idea for a business solution.
Innovation, Creativity, and Entrepreneurship	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and create a basic business plan.
Self-Awareness and Self-Management	Students identify their personal interests, strengths and knowledge and explore career options in entrepreneurship.
Global Citizenship and Sustainability	Students explore how businesses can contribute to improving communities.

Be Entrepreneurial Curriculum Alignment

New Brunswick Curriculum Alignment



Grade 9

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Wellness and Physical Education	Personal Wellness 9 (2023)	Strand: Career Connected Learning

Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Connected Learning: (Subcluster) Career and Occupational Learning	Career Pathway Design 10 (2023)	Strand: Thinking About Potential Career Pathways Strand: Exploring Potential Career Pathways Strand: Experiencing Potential Career Pathways

Grade 11

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Connected Learning: (Subcluster) Career and Occupational Learning	Entrepreneurship 110 (2023)	Strand: Entrepreneurial Individuals Strand: Entrepreneurial Process Strand: The Impact of Entrepreneurship Strand: Planning and Career Connections
	Marketing 110 (2023)	Strand: Fundamentals Strand: Strategies Strand: Making Connections
	Hospitality and Tourism 110 (2005)	GCO 3: Demonstrate an understanding of marketing strategies, trends and technology GCO 5: Demonstrate career opportunities in hospitality and tourism
	Develop and Lead 110 (2023)	Strand: Discovery Strand: Exploration Strand: Reflection

Be Entrepreneurial Curriculum Alignment

New Brunswick Curriculum Alignment



Grade 12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Connected Learning: (Subcluster) Career and Occupational Learning	Business Management 120 (2009)	Strand: Portrait of a Manager Strand: Globally Responsive Business Management Strand: Managerial Career Pathways
	Introduction to Accounting 120 (2006)	Identify and understand the essential need for and the various careers associated with financial management.
	Marketing 120 (2023)	Strand: Fundamentals Strand: Strategies Strand: Making Connections

Be Entrepreneurial Curriculum Alignment

NEWFOUNDLAND AND LABRADOR



Key Competencies Alignment

Key Competencies are the attitudes, skills, and knowledge necessary to prepare learners for a complex and unpredictable future. By participating in the Be Entrepreneurial program, students develop competencies that build their entrepreneurial mindset and prepare them for work and civic life. Here are some examples of how students can develop transferable skills through JA's Be Entrepreneurial program.

Competencies	Be Entrepreneurial Alignment
Collaboration	Students practice brainstorming and collaboration through small group and whole class activities.
Communication	Students listen to and exchange ideas, share multiple perspectives, and identify elements of a business plan.
Citizenship and Sustainability	Students explore how businesses can contribute to improving communities.
Innovation, Creativity, and Entrepreneurship	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and create a basic business plan.
Self-Awareness and Self-Management	Students identify their personal interests, strengths and knowledge and explore career options in entrepreneurship.
Critical Thinking and Problem Solving	Students apply critical thinking and problem-solving while identifying needs in their community and developing an idea for a business solution.

Be Entrepreneurial Curriculum Alignment

Newfoundland and Labrador Curriculum Alignment



Grade 9

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Education	Career Education Intermediate 9 (2022)	GCO 1: Self Awareness & Positive Interaction GCO 3: Life-long Learning GCO 4: Relationship of work to society and the economy GCO 5: Life/work information

Grade 10/11

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Education	Career Education 2202 (2021)	Unit 1: Personal Management Unit 3: Life/Work Exploration and Employability Skills

Grade 11/12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Economic Education	Entrepreneurship 3209 (2011)	Unit 1: Business and the Marketplace Unit 2: Entrepreneurship and New Venture Unit 3: Creating a Venture Unit 4: Social Entrepreneurship

Be Entrepreneurial Curriculum Alignment

NOVA SCOTIA

Essential Competencies Alignment



The essential competencies are a set of attitudes, skills, and knowledge that prepare learners to engage in a lifetime of transitions and learning. By participating in the Be Entrepreneurial program, students develop competencies that build their entrepreneurial mindset and prepare them for work and civic life. Here are some examples of how students can develop transferable skills through JA's Be Entrepreneurial program.

Competencies	Be Entrepreneurial Alignment
Critical Analysis and Problem-Solving	Students apply critical thinking and problem-solving while identifying needs in their community and developing an idea for a business solution.
Creativity and Innovation	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and create a basic business plan.
Personal Career Development	Students identify strategies and resources for creating a business and explore career options in entrepreneurship.
Collaboration	Students practice brainstorming and collaboration through small group and whole class activities.
Communication	Students listen to and exchange ideas, share multiple perspectives, and identify elements of a business plan.
Citizenship	Students explore how businesses can contribute to improving communities.
Technological Fluency	Depending on program delivery format, students could use digital resources to document, share and explore ideas.

Be Entrepreneurial Curriculum Alignment

Nova Scotia Curriculum Alignment



Grade 9

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Healthy Living	Healthy Living 9 (Revised 2019)	9.8 Students will be expected to develop a plan to acquire the skills and credentials that will lead to their career goals.

Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Education	Career Development 10 (2020)	Module: Process of Self Discovery Module: Exploring Education and Career Goals Module: Workplace Readiness
	Life/Work Transitions 10 (1999)	Module: Fundamentals of Life/Work: Planning for a Changing World Module: Workplace Readiness Module: Employability Portfolio

Grade 11

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Education	Career Development 11 (2013)	Module: Career Awareness Module: Work Cultures Module: Career/Life Portfolio
Business Education and Entrepreneurship	Accounting 11, Business Technology 11, Tourism 11	Career Exploration

Be Entrepreneurial Curriculum Alignment

Nova Scotia Curriculum Alignment



Grade 12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Business Education and Entrepreneurship	Entrepreneurship 12 (Revised 2021)	Entrepreneurial opportunities Entrepreneurial mindset Political, economic, environmental, and social context Evaluating resources to support ventures Constructing an effective business plan
	Business Management 12 (Revised 2019)	Business environment Decision-making Entrepreneurial opportunities Career Exploration
	Accounting 12, Business Technology 12, Tourism 12	Career Exploration

Be Entrepreneurial Curriculum Alignment

Northwest Territories

Key Competencies Alignment



The Key Competencies are demonstrated through the ability to transfer knowledge, skills and understanding across a variety of situations. By participating in the Be Entrepreneurial program, students develop competencies that build their entrepreneurial mindset and prepare them for work and civic life. Here are some examples of how students can develop transferable skills through JA's Be Entrepreneurial program.

Competencies	Be Entrepreneurial Alignment
Nurture who I am and who I want to be	Students identify how personal interests and strengths can help them explore career options.
Negotiate change and challenge	Students apply critical and creative thinking to identify a product or service, a target market, competitive advantage and to create a basic business plan.
Engage in the complexity and diversity of persons and ideas	Students evaluate ideas and information found in a variety of sources (case studies, videos, text, discussion). Through small group and whole class activities, students collaborate to inquire and make sense of ideas and experiences. Students listen to and exchange ideas, share multiple perspectives.
Construct ways of being & living well together	Students explore how businesses can contribute to improving communities or respond to the needs of individuals in the community.

Curriculum Alignment



Northwest Territories schools are in the process of transitioning from the Alberta curriculum to the B.C. curriculum with adaptations to enhance relevancy to NWT communities, people, cultures, languages and history.

Please consult the British Columbia or the Alberta Curriculum Alignment as appropriate.

Be Entrepreneurial Curriculum Alignment

ONTARIO

Transferable Skills Alignment



Transferable skills are the skills and attributes that students need in order to thrive in the modern world. By participating in the Be Entrepreneurial program, students develop competencies that build their entrepreneurial mindset and prepare them for work and civic life. Here are some examples of how students can develop transferable skills through JA's Be Entrepreneurial program.

Competencies	Be Entrepreneurial Alignment
Critical Thinking and Problem Solving	Students apply critical thinking and problem-solving while identifying needs in their community and developing an idea for a business solution.
Innovation, Creativity, and Entrepreneurship	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and create a basic business plan.
Self-Directed Learning	Students identify strategies and resources for creating a business and for further exploration of entrepreneurship as a career opportunity.
Collaboration	Students practice brainstorming and collaboration through small group and whole class activities.
Communication	Students listen to and exchange ideas, share multiple perspectives, and identify elements of a business plan.
Global Citizenship and Sustainability	Students explore how businesses can contribute to improving communities.
Digital Literacy	Depending on the program delivery format, students could use digital resources to document, share and explore ideas.

Be Entrepreneurial Curriculum Alignment

Ontario Curriculum Alignment



Grade 9

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Business Studies	Building the Entrepreneurial Mindset, Open (BEM10) (2024)	Strand A: Business Leadership, Project Management, and Connections Strand B: The Entrepreneurial Mindset Strand C: Business Communications
Guidance and Career Education	Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS10) (GLE10) (2006)	Strand: Exploration of Opportunities
Technological Education	Exploring Technologies, Grade 9, Open (TIJ10) (2009)	Strand D: Professional Practices and Career Opportunities

Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Business Studies	Launching and Leading a Business, Open (BEP20) (2024)	Strand A: Business Leadership, Project Management, and Connections Strand B: Economic Foundations Strand C: Entrepreneurship: From Mindset to Venture Strand D: Business Functions
Guidance and Career Education	Career Studies Grade 10, Open (GLC20) (2024)	Strand B: Exploring and Preparing for the World of Work Strand C: Planning and Financial Management to Help Meet Postsecondary Goals
	Discovering the Workplace, Grade 10, Open (GLD20) (2009)	Strand: Exploration of Opportunities Strand: Preparation for Transitions and Change
Technological Education	All courses in Gr 10 Technological Education Studies (2009)	Strand D: Professional Practices and Career Opportunities

Be Entrepreneurial Curriculum Alignment

Grade 11

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Business Studies	Entrepreneurship: The Venture, College (BDI3C) (2006)	Strand: Enterprising People and Entrepreneurs Strand: Ideas and Opportunities for New Ventures Strand: The Benefits of a Venture Plan
	Entrepreneurship: The Enterprising Person, Open (BDP3O) (2006)	Strand: Entrepreneurship and the Enterprising Employee Strand: Enterprising Skills Strand: The Enterprising Experience: Planning and Organizing an Event
	Information and Communication Technology: The Digital Environment, Open (BTA3O) (2006)	Strand: E-business
	Marketing: Goods, Services, Events, College (BMI3C) (2006)	Strand: Marketing Fundamentals Strand: The Marketing Mix
Guidance and Career Education	Designing Your Future, Grade 11, Open (GWL3O) (2009)	Strand: Exploration of Opportunities Strand: Preparation for Transitions and Change
Technological Education	All courses in Gr 11 Technological Education Studies (2009)	Strand D: Professional Practices and Career Opportunities

Be Entrepreneurial Curriculum Alignment

Grade 12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Business Studies	Entrepreneurship: Venture Planning in an Electronic Age, College (BDV4C) (2006)	Strand: The Venture Concept Strand: Preparing for Start-up Strand: Targeting Customers
Guidance and Career Education	Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS4O) (GLE4O) (2009)	Strand: Exploration of Opportunities
Technological Education	All courses in Gr 12 Technological Education Studies (2009)	Strand D: Professional Practices and Career Opportunities

Be Entrepreneurial Curriculum Alignment

PRINCE EDWARD ISLAND

Essential Graduation Competencies Alignment



Competencies articulate the interrelated sets of attitudes, skills, and knowledge that prepare learners to successfully participate in lifelong learning and life/work transitions. By participating in the Be Entrepreneurial program, students develop competencies that build their entrepreneurial mindset and prepare them for work and civic life. Here are some examples of how students can develop competencies through JA's Be Entrepreneurial program.

Competencies	Be Entrepreneurial Alignment
Critical Analysis and Problem-Solving	Students apply critical thinking and problem-solving while identifying needs in their community and developing an idea for a business solution.
Creativity and Innovation	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and create a basic business plan.
Personal Career Development	Students identify strategies and resources for creating a business and explore career options in entrepreneurship.
Collaboration	Students practice brainstorming and collaboration through small group and whole class activities.
Communication	Students listen to and exchange ideas, share multiple perspectives, and identify elements of a business plan.
Citizenship	Students explore how businesses can contribute to improving communities.
Technological Fluency	Depending on the program delivery format, students could use digital resources to document, share and explore ideas.

Be Entrepreneurial Curriculum Alignment

Prince Edward Island Curriculum Alignment



Grade 9

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Physical and Health Education	Physical and Health Education 9PHEA (Revised 2023)	HCI. Make informed decisions for the transition to senior high school that support well-being and reflect career goals, awareness of self, and community needs.

Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Education	Career Exploration & Opportunities CEO401A (Revised 2019)	Unit: Career Exploration Unit: Career Building
Business Education	The World of Business BUS701A (2017)	Unit 1: Business Fundamentals and Ethics Unit 3: Functions of a Business Unit 4: Entrepreneurship and Entrepreneurial Endeavours

Grade 11

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Business Education	Entrepreneurship 521A (2017)	Unit 1: Exploring Entrepreneurship Unit 2: Demonstrating Entrepreneurial Skills Unit 3: Entrepreneurship in Action
	The World of Business BUS701A (2017)	Unit 1: Business Fundamentals and Ethics Unit 3: Functions of a Business Unit 4: Entrepreneurship and Entrepreneurial Endeavours

Soyez entrepreneur - Correspondance aux programmes d'études

QUÉBEC

Compétences transversales



Les compétences transversales correspondent à des savoir-agir dont les élèves ont besoin pour s'épanouir dans le monde moderne. En participant au programme *Soyez entrepreneur*, les élèves développent des compétences qui renforcent leur esprit entrepreneurial et les préparent au travail et à la vie civique. Voici quelques exemples de la manière dont les élèves peuvent développer des compétences transversales grâce au programme *Soyez entrepreneur* de JA.

Compétences	Correspondances au programme <i>Soyez entrepreneur</i>
Exploiter l'information	Les élèves analysent diverses sources d'information (vidéos, études de cas, textes) pour établir des liens entre les concepts présentés et leur vie quotidienne.
Résoudre des problèmes	Les élèves font preuve de pensée critique et de résolution de problèmes tout en identifiant les besoins de leur communauté et en développant une idée de solution commerciale.
Exercer son jugement critique	Les élèves étudient comment les entreprises peuvent contribuer à l'amélioration des communautés.
Mettre en oeuvre sa pensée créatrice	Les élèves font preuve d'innovation, de créativité et d'esprit entrepreneurial pour identifier un produit ou un service, un marché cible, un avantage concurrentiel et pour créer un plan d'affaires de base.
Se donner des méthodes de travail efficaces	Les élèves identifient les stratégies et les ressources nécessaires à la création d'une entreprise et explorent les possibilités de carrière dans le domaine de l'entrepreneuriat.
Exploiter les technologies de l'information et de la communication	Selon le format de prestation du programme, les élèves pourraient utiliser des ressources numériques pour documenter, partager et explorer des idées.
Structurer son identité	Les élèves identifient comment leurs intérêts, leurs points forts et leurs connaissances peuvent les aider à explorer des options de carrière.
Coopérer	Les élèves écoutent et échangent des idées, partagent des perspectives multiples et identifient les éléments d'un plan d'affaires.
Communiquer de façon appropriée	Les élèves s'exercent au remue-méninges et à la collaboration par le biais d'activités en petits groupes et en classe entière.

Soyeux entrepreneur - Correspondance aux programmes d'études

Correspondances aux programmes d'études - Québec



Secondaire IV ou V

Domaine d'apprentissage	Programme	Correspondance aux compétences
Domaine du développement professionnel	Sensibilisation à l'entrepreneuriat (2009)	Compétence 1 : Se situer au regard de l'entrepreneuriat Compétence 2 : Mettre en œuvre un projet entrepreneurial
	Projet personnel d'orientation au secondaire (2007)	Compétence 1 : Réaliser une démarche exploratoire d'orientation Compétence 2 : Se situer au regard de son orientation scolaire et professionnelle

Secondaire V

Domaine d'apprentissage	Programme	Correspondance aux compétences
Univers social	Éducation financière (2017)	Compétence : Prendre position sur un enjeu financier <ul style="list-style-type: none"> • Consommer des biens et des services • Intégrer le monde du travail

Relations avec les domaines généraux de formation

Domaine généraux de formation	Axes de développement
Orientation et entrepreneuriat	Connaissance du monde du travail, des rôles sociaux, des métiers et des professions.
Environnement et consommation	Conscience des aspects sociaux, économiques et éthiques du monde de la consommation.
Médias	Constat de la place et de l'influence des médias dans sa vie quotidienne et dans la société.
Vivre-ensemble et citoyenneté	Engagement, coopération et solidarité.

Be Entrepreneurial Curriculum Alignment

Saskatchewan

Cross-Curricular Competencies Alignment



The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills and processes which are considered important for learning in all areas of study. By participating in the Be Entrepreneurial program, students develop competencies that build their entrepreneurial mindset and prepare them for work and civic life. Here are some examples of how students can develop transferable skills through JA's Be Entrepreneurial program.

Competencies	Be Entrepreneurial Alignment
Developing Thinking	Students apply critical and creative thinking to identify a product or service, a target market, competitive advantage and to create a basic business plan.
Developing Identity and Interdependence	Students identify how personal interests and strengths can help them explore career options. Students listen to and exchange ideas, share multiple perspectives.
Developing Literacies	Students evaluate ideas and information found in a variety of sources (case studies, videos, text, discussion). Through small group and whole class activities, students collaborate to inquire and make sense of ideas and experiences. Students identify strategies and resources for creating a business and explore career options in entrepreneurship.
Developing Social Responsibility	Students explore how businesses can contribute to improving communities or respond to the needs of individuals in the community.

Be Entrepreneurial Curriculum Alignment

Saskatchewan Curriculum Alignment



Grade 9

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Education	Career Education 9 (2008)	Change and Growth Connections to Community Work/Life Plan

Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Practical & Applied Arts: Career and Life Management	Career and Work Exploration 10 (2020)	Career awareness
Financial Literacy	Financial Literacy 10 (2024 Preliminary)	Ways of earning an income Planning for financial and career goals

Grade 11

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Practical & Applied Arts: Business and Management	Entrepreneurship 20 (2022)	Entrepreneurial mindset Entrepreneurial opportunities Business and community development Role and contribution of entrepreneurship to personal, school and community life
Practical & Applied Arts: Career and Life Management	Career and Work Exploration 20 (2020)	Career exploration

Be Entrepreneurial Curriculum Alignment

Saskatchewan Curriculum Alignment



Grade 11 (con't)

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Practical & Applied Arts: Career and Life Management	Financial Literacy 20 (Revised 2022)	Earning – receiving money and/or resources as recognition for paid or unpaid work Investing – engaging in reflective decision-making for future benefit Financial planning and entrepreneurial success

Grade 12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Practical & Applied Arts: Business and Management	Entrepreneurship 30 (2022)	Entrepreneurial mindset Entrepreneurial opportunities Business and community development Role and contribution of entrepreneurship to personal, school and community life
Practical & Applied Arts: Career and Life Management	Career and Work Exploration A30, B30 (2020)	Career development
	Financial Literacy 30 (Revised 2022)	Earning – receiving money and/or resources as recognition for paid or unpaid work Investing – engaging in reflective decision-making for future benefit Financial planning and entrepreneurial success

Be Entrepreneurial Curriculum Alignment

Yukon

Competencies and Curriculum Alignment



Yukon schools follow the B.C. curriculum, with adaptations to include Yukon content and Yukon First Nations' ways of knowing and doing.

Please consult the British Columbia Curriculum Alignment.