

# Company Program Curriculum Alignment

## Company Program Curriculum

### Learning Outcome

Students will develop teamwork, critical-thinking and entrepreneurial skills by identifying opportunities, developing a business plan, launching a product, and operating a business venture.



### Learning Objectives by Phase



Phase + Overview	Learning Objectives
<b>PHASE 1 — INSPIRE</b> Aims to inspire students to create an exciting entrepreneurial venture through collaboration.	<ul style="list-style-type: none"><li>• Get to know each other, including strengths and motivations.</li><li>• Establish expectations and excite students about the program learning opportunity.</li><li>• Collaboratively develop group working norms.</li><li>• Consider a variety of possible products, services, and business models.</li><li>• Learn about the roles available within the JA Company.</li></ul>
<b>PHASE 2 — UNITE</b> Participants unite ideas and people to form the leadership framework, innovative market solution, and business model to achieve the co-created mission.	<ul style="list-style-type: none"><li>• Understand the criteria for selecting the nature of the business venture, potential mechanisms for funding business ideas and product pitching.</li><li>• Establish the details of the student company using the business model canvas and clearly define the proposed value proposition.</li><li>• Revisit the concept of leadership and define roles.</li><li>• Finalize the mission and establish the organizational structure.</li><li>• Establish the department functions and individual responsibilities to the team.</li></ul>
<b>PHASE 3 — BUILD</b> Building a new business requires a strong foundation based on planning, strategy and communication.	<ul style="list-style-type: none"><li>• Create an accountability framework and department work plans.</li><li>• Develop and establish Key Performance Indicators (KPI) and department work plans.</li><li>• Quantify start-up capital needs, resources, and break-even point.</li><li>• Create the Lean Business Plan (if applicable).</li></ul>

# Company Program Curriculum Alignment

<p>PHASE 4 — LAUNCH Successful entrepreneurial ventures are results of efficient production, compelling sales and accurate metrics.</p>	<ul style="list-style-type: none"><li>• Implement the strategy defined by the Business Model Canvas and/or Lean Business Plan and apply department work plans.</li><li>• Continue production or product or marketing of service.</li><li>• Conduct sales.</li><li>• Maintain accurate records.</li></ul>
<p>PHASE 5 — ACHIEVE Personal potential is realized when individuals take risks, engage in new experiences and collaborate with others, and celebrate the success achieved together.</p>	<ul style="list-style-type: none"><li>• Understand the steps to close a business.</li><li>• Share learning outcomes and successes in a variety of formats.</li><li>• Conduct a final status meeting.</li><li>• Reflect, appraise, and submit feedback to improve program experience.</li></ul>

## Extensions



To extend the learning during or after participation in Company Program, students could:

- 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.
- Conduct a research on a local business and develop a presentation to share their findings including product description, market analysis, competitor analysis and research method.

## 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.

# Company Program 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 Company Program connect with and can be taught in conjunction with many other areas of learning.

Area of Learning	Topics
Career Education	Exploring entrepreneurship as a career opportunity, exploring interests, passions and skills
Social Studies	Sustainable development goals, 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

## Assessment



During or after Company Program, Educators 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.

# Company Program 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.*

# Company Program 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 Company 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 Company Program.

Competencies	Company Program Alignment
<b>Critical Thinking and Problem Solving</b>	Students apply critical thinking and problem-solving while identifying needs in their community, developing a business solution, and assessing risks.
<b>Creativity and Innovation</b>	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and operate a venture.
<b>Research and Managing Information</b>	Students research and develop business plans, manage finances, and explore entrepreneurship as a career opportunity.
<b>Collaboration</b>	Students form teams, assign roles and collaborate to ideate, plan and manage a business venture.
<b>Communication</b>	Students listen to and exchange ideas, share multiple perspectives, and develop marketing, networking and presentation skills.
<b>Citizenship</b>	Students explore how businesses can contribute to improving communities.
<b>Personal Growth and Well-Being</b>	Students identify personal interests and strengths and develop resiliency and financial literacy skills.

# Company Program 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 planning, creating, appraising and communicating in response to challenges. 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; 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 Outcome 4. assess a venture Outcome 5. demonstrate basic competencies Outcome 6. make personal connections to the cluster content and processes to inform possible pathway choices

# Company Program 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"> <li>1. Demonstrate goal-setting and problem-solving strategies that facilitate change</li> <li>2. Describe potential risks and propose strategies for assessing risks related to a venture</li> <li>3. Describe strategies for securing resources and support required to implement a venture</li> <li>4. Select, plan and assess a venture</li> <li>6. Demonstrate basic competencies</li> <li>7. Make personal connections to the cluster content and processes to inform possible pathway choices</li> </ol>
	ENT2010 - Analyzing Ventures (2015)	<ol style="list-style-type: none"> <li>1. Describe and apply various methods for analyzing and evaluating ventures</li> <li>2. Describe criteria important to the success of various ventures</li> <li>3. Analyze research, compare a variety of ventures and make informed decisions about the feasibility of each venture</li> <li>4. Demonstrate basic competencies</li> <li>5. Identify possible life roles related to the skills and content of this cluster</li> </ol>
	ENT2020 - Financing Ventures (2015)	<ol style="list-style-type: none"> <li>1. Identify the advantages and disadvantages of financial options</li> <li>2. Describe various sources of financing for ventures</li> <li>3. Demonstrate the differences between short- and long-term financing</li> <li>4. Demonstrate the process of applying for different types of financing</li> <li>5. Demonstrate basic competencies</li> <li>6. Identify possible life roles related to the skills and content of this cluster</li> </ol>
	ENT2030 - Marketing the Venture (2015)	<ol style="list-style-type: none"> <li>1. Describe various marketing strategies in terms of their suitability in reaching the target market for the venture</li> <li>2. Describe and implement a marketing strategy for a particular venture</li> </ol>

# Company Program 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)	ENT2030 - Marketing the Venture (2015) (con't)	<ol style="list-style-type: none"> <li>3. Identify the strengths and weaknesses of the marketing strategy and revise the strategy, as necessary</li> <li>4. Demonstrate basic competencies</li> <li>5. Identify possible life roles related to the skills and content of this cluster</li> </ol>
	ENT2040 - Create the Venture (2015)	<ol style="list-style-type: none"> <li>1. Implement a venture</li> <li>2. Describe management procedures required to start the venture</li> <li>3. Demonstrate leadership qualities in implementing the venture</li> <li>4. Assess the venture</li> <li>5. Demonstrate basic competencies</li> <li>6. Identify possible life roles related to the skills and content of this cluster</li> </ol>
	ENT3010 - Managing the Venture (2015)	<ol style="list-style-type: none"> <li>1. Describe management procedures necessary to implement the venture</li> <li>2. Manage the venture by making decisions</li> <li>3. Manage the venture by managing human resources</li> <li>4. Manage the venture by managing finances</li> <li>5. Describe procedures to monitor and revise the venture plan</li> <li>6. Describe the monitoring procedure and revisions to the venture plan</li> <li>7. Demonstrate basic competencies</li> </ol>
	ENT3020 - Expanding the Venture (2015)	<ol style="list-style-type: none"> <li>1. Describe the rationale for expanding a particular venture</li> <li>2. Manage the venture by making decisions</li> <li>2. Identify the options available and describe an expansion strategy</li> <li>3. Describe a plan to expand a particular venture</li> <li>4. Describe the elements of success in the expanded venture</li> <li>5. Demonstrate basic competencies</li> </ol>

# Company Program 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 Company Program 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 Company Program program.

Competencies	Company Program Alignment
<b>Critical and Reflective Thinking</b>	Students apply critical thinking and problem-solving to identify a need in their community, develop a business solution, assess risks and manage finances.
<b>Creative Thinking</b>	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and create a business plan.
<b>Collaborating</b>	Students form teams, assign roles and collaborate to ideate, plan and manage a business venture.
<b>Communicating</b>	Students listen to and exchange ideas, share multiple perspectives, and develop marketing, networking, and presentation skills.
<b>Personal Awareness and Responsibility</b>	Students identify personal characteristics of entrepreneurs. They consider ways to plan and monitor business progress and adapt in the face of challenges.
<b>Positive Personal and Cultural Identity</b>	Students identify how personal interests, strengths and knowledge could help them launch a business in their community.
<b>Social Awareness and Responsibility</b>	Students explore how businesses can contribute to improving communities.

# Company Program 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>
Applied Design, Skills, and Technologies	Applied Design, Skills, and Technologies 9 (2018)	<p>Big Idea: Social, ethical, and sustainability considerations impact design.</p> <p>Big Idea: Complex tasks require the sequencing of skills.</p> <p>Big Idea: Complex tasks require different technologies and tools at different stages.</p> <p><b>Module: Entrepreneurship and Marketing</b></p>
	Entrepreneurship and Marketing 9 (2018)	<p>Risks and benefits of entrepreneurship</p> <p>Good or service, brand recognition</p> <p>Marketing strategies</p> <p>Role of technologies</p> <p>Venture financing</p> <p>Financial management</p>

### Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career-Life Connections	Career-Life Connections 10 (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>

# Company Program Curriculum Alignment

## British Columbia Curriculum Alignment



### Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Applied Design, Skills, and Technologies; <b>Business Education</b>	Entrepreneurship and Marketing 10 (2018)	Big Idea: Social, ethical, and sustainability considerations impact design and decision making. Big Idea: Ethical marketing contributes to a healthier global marketplace. Big Idea: Different technologies and tools are required at different stages of creation and communication.

### Grade 11

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

# Company Program Curriculum Alignment

## British Columbia Curriculum Alignment



### Grade 11 (con't)

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Applied Design, Skills, and Technologies; <b>Business Education</b>	Tourism 11 (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. Big Idea: Tools and technologies can influence communications and relationships.
Other	Work Experience 11 (2018)	Big Idea: Experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery. Big Idea: Personal awareness and pathway options are developed through an inquiry mindset.
	Leadership 11	Personal responsibility Leadership skills Teamwork Public speaking skills Self-development and service to the community
	Skills Exploration 11 (2014)	Entrepreneurship Career Planning Product Development or Manufacturing Problem-solving Teamwork

# Company Program Curriculum Alignment

## British Columbia Curriculum Alignment



### Grade 12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career-Life Connections	Career-Life Connections 12 (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> <p><b>*Capstone project</b></p>
Applied Design, Skills, and Technologies; Business Education	Accounting 12 (2018)	<p>Big Idea: Financial literacy promotes the financial well-being of both individuals and businesses.</p> <p>Big Idea: Business creates opportunities to enable change.</p> <p>Big Idea: Tools and technologies can be adapted for specific purposes.</p>
	Business Computer Applications 12 (2018)	<p>Big Idea: Services and products can be designed through consultation and collaboration.</p> <p>Big Idea: Business creates opportunities to enable change.</p> <p>Big Idea: Tools and technologies can be adapted for specific purposes.</p>
	E-Commerce 12 (2018)	<p>Big Idea: Ethical marketing contributes to a healthier global marketplace.</p> <p>Big Idea: Business creates opportunities to enable change.</p> <p>Big Idea: Different technologies and tools are required at different stages of the design process.</p>
	Economics 12 (2018)	<p>Big Idea: Financial and economic literacy promotes the financial and economic well-being of both individuals and businesses.</p> <p>Big Idea: Business creates opportunities to enable change.</p> <p>Big Idea: Tools and technologies can be adapted for specific purposes.</p>

# Company Program Curriculum Alignment

## British Columbia Curriculum Alignment



### Grade 12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Other	Work Experience 12 (2018)	Big Idea: Experiences outside of school expand our workplace skills and career-life options while providing opportunities for self-discovery. Big Idea: Personal awareness and pathway options are developed through an inquiry mindset.
	Leadership 12	Personal responsibility Leadership skills Teamwork Public speaking skills Self-development and service to the community
	Skills Exploration 12 (2014)	Entrepreneurship Career Planning Product Development or Manufacturing Problem-solving Teamwork

# Company Program 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	Entrepreneurship 12 (2018)	<p>Big Idea: Design for the life cycle includes consideration of social and environmental impacts.</p> <p>Big Idea: Services and products can be designed through consultation and collaboration.</p> <p>Big Idea: Tools and technologies can be adapted for specific purposes.</p>
	Financial Accounting 12 (2018)	<p>Big Idea: Financial and economic literacy promotes the financial and economic well-being of both individuals and businesses.</p> <p>Big Idea: Business creates opportunities to enable change.</p> <p>Big Idea: Tools and technologies can be adapted for specific purposes.</p>
	Tourism 12 (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> <p>Big Idea: Tools and technologies can influence communications and relationships.</p>

# Company Program 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 Company Program 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 Company Program program.

<b>Competencies</b>	<b>Company Program Alignment</b>
<b>Critical Thinking</b>	Students apply critical thinking and problem-solving to identify a need in their community, develop a business solution, assess risks and manage finances.
<b>Creativity</b>	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and operate a business.
<b>Connection to Self</b>	Students identify their personal interests, strengths and knowledge and explore career options in entrepreneurship.
<b>Collaboration</b>	Students form teams, assign roles and collaborate to ideate, plan and manage a business.
<b>Communication</b>	Students listen to and exchange ideas, share multiple perspectives, and develop marketing, networking and presentation skills.
<b>Citizenship</b>	Students explore how businesses can contribute to improving communities.

# Company Program 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

# Company Program 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 <b>ACE ten common core goals</b> in addition to Goal 11: Demonstrate an understanding of entrepreneurship and venture development.
	Finance Strand: Personal Finance 20S (2017)	The <b>ACE ten common core goals</b> in addition to Goal 11. Develop an understanding of personal finance.
	Commerce Strand: Creative Promotions 20S (2017)	The <b>ACE ten common core goals</b> 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 <b>ACE ten common core goals</b> in addition to Goal 11: Demonstrate an understanding of entrepreneurship and venture development.
	Finance Strand: Accounting Essentials 30S (2017)	The <b>ACE ten common core goals</b> .
	Commerce Strand: Retailing Perspectives 30S (2017)	The <b>ACE ten common core goals</b> 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 <b>ACE ten common core goals</b> in addition to Goal 11: Demonstrate an understanding of the concepts and principles of business communications

# Company Program 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 <b>ACE ten common core goals</b> in addition to Goal 12: Demonstrate an understanding of leadership and management skills.
	Finance Strand: Economic Principles 40S (2017)	The <b>ACE ten common core goals</b> in addition to Goal 13: Demonstrate an understanding of economics and the global market.
	Commerce Strand: Marketing and Digital Commerce 40S (2017)	The <b>ACE ten common core goals</b> 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 <b>ACE ten common core goals</b> in addition to Goal 13: Demonstrate an understanding of emerging topics and trends in business.

# Company Program 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 Company Program 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 Company Program program.

Competencies	Company Program Alignment
<b>Collaboration</b>	Students form teams, assign roles and collaborate to ideate, plan and manage a business.
<b>Communication</b>	Students listen to and exchange ideas, share multiple perspectives, and develop marketing, networking and presentation skills.
<b>Critical Thinking and Problem Solving</b>	Students apply critical thinking and problem-solving to identify a need in their community, develop a business solution, assess risks and manage finances.
<b>Innovation, Creativity, and Entrepreneurship</b>	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and operate a business.
<b>Self-Awareness and Self-Management</b>	Students identify their personal interests, strengths and knowledge and explore career options in entrepreneurship.
<b>Global Citizenship and Sustainability</b>	Students explore how businesses can contribute to improving communities.

# Company Program 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: Trends and Challenges 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

# Company Program Curriculum Alignment

## New Brunswick Curriculum Alignment



### Grade 11 (con't)

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Connected Learning (con't)	Develop and Lead 110 (2023)	Strand: Discovery Strand: Exploration Strand: Reflection

### 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. Demonstrate comprehension of daily activities which comprise the accounting cycle for each fiscal period. Develop the ability to prepare financial documents using a spreadsheet application. Develop basic analytical skills used to make financial decisions.
	Marketing 120 (2023)	Strand: Fundamentals Strand: Strategies Strand: Trends and Challenges Strand: Making Connections

# Company Program 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 Company Program 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 Company Program program.

Competencies	Company Program Alignment
<b>Collaboration</b>	Students form teams, assign roles and collaborate to ideate, plan and manage a business.
<b>Communication</b>	Students listen to and exchange ideas, share multiple perspectives, and develop marketing, networking and presentation skills.
<b>Citizenship and Sustainability</b>	Students explore how businesses can contribute to improving communities.
<b>Innovation, Creativity, and Entrepreneurship</b>	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and operate a business venture.
<b>Self-Awareness and Self-Management</b>	Students identify their personal interests, strengths and knowledge and explore career options in entrepreneurship.
<b>Critical Thinking and Problem Solving</b>	Students apply critical thinking and problem-solving to identify a need in their community, develop a business solution, assess risks and manage finances.

# Company Program 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)	<p><b>Unit 1: Personal Management</b> SCO 4.0 explore self-awareness of personal management skills SCO 5.0 demonstrate effective decisions making and goal setting SCO 7.0 demonstrate strategies to achieve a positive lifework balance</p> <p><b>Unit 2: Financial Literacy</b> SCO 9.0 evaluate personal resources SCO 10.0 create a budget SCO 11.0 explore the process of developing a financial plan SCO 12.0 integrate personal values, goals and lifestyle choices into a financial plan SCO 13.0 evaluate strategies for saving money SCO 14.0 examine the benefits of work SCO 19.0 explain the role of credit and debt in finance SCO 20.0 explain the purpose of insurance</p> <p><b>Unit 3: Life/Work Exploration and Employability Skills</b> SCO 27.0 develop personal marketing strategies</p>

# Company Program Curriculum Alignment

## Newfoundland and Labrador Curriculum Alignment



### Grade 10/11 (con't)

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Education	Career Education 2202 (2021)	<p><b>Unit 4: Preparing for Life/Work Transitions</b></p> <p>SCO 31.0 explain the legal rights and responsibilities of employers and employees with regard to occupational health and safety</p> <p>SCO 32.0 evaluate elements of workplace etiquette and culture</p> <p>SCO 33.0 assess the dynamic nature of the workplace</p>

### Grade 11/12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Economic Education	Entrepreneurship 3209 (2011)	<p><b>Unit 1: Business and the Marketplace</b> The student will demonstrate an understanding of SCO 1.0 essential economic concepts in business. SCO 2.0 how a business functions SCO 3.0 factors that affect the success of a business</p> <p><b>Unit 2: Entrepreneurship and New Venture</b> The student will demonstrate an SCO 4.0 understanding of entrepreneurship SCO 5.0 understanding of venture potential</p> <p><b>Unit 3: Creating a Venture</b> The student will SCO 6.0 demonstrate an understanding of venture planning SCO 7.0 create a venture marketing plan</p> <p><b>Unit 4: Social Entrepreneurship</b> The student will demonstrate an understanding of SCO 8.0 social entrepreneurship</p>

# Company Program 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 Company Program 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 Company Program program.

Competencies	Company Program Alignment
<b>Critical Analysis and Problem-Solving</b>	Students apply critical thinking and problem-solving to identify a need in their community, develop a business solution, assess risks and manage finances.
<b>Creativity and Innovation</b>	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and operate a business.
<b>Personal Career Development</b>	Students identify strategies and resources for creating a business and explore career options in entrepreneurship.
<b>Collaboration</b>	Students form teams, assign roles and collaborate to ideate, plan and manage a business.
<b>Communication</b>	Students listen to and exchange ideas, share multiple perspectives, and develop marketing, networking and presentation skills.
<b>Citizenship</b>	Students explore how businesses can contribute to improving communities.
<b>Technological Fluency</b>	Depending on program delivery format, students could use digital resources to document, share and explore ideas.

# Company Program Curriculum Alignment

## Nova Scotia Curriculum Alignment



### Options and Opportunities (O<sub>2</sub>) Program

#### Curriculum Alignment

Company Program is a **practical community-based learning experience** through which students develop awareness of personal skills and strengths, develop skills, knowledge and attitudes required for success in the workplaces, and explore entrepreneurship as a career option.

#### 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: Financial Literacy 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: Financial Literacy Module: Career/Life Portfolio
Business Education and Entrepreneurship	Accounting 11 (2015)	Accounting Cycle Cash Control and Banking Spreadsheets Career Exploration

# Company Program Curriculum Alignment

## Nova Scotia Curriculum Alignment



### Grade 11 (con't)

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Business Education and Entrepreneurship	Business Technology 11 (2015)	Document Processing Spreadsheets Career Exploration
	Tourism 11 (2015)	Career Exploration

### 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 Skills and roles of a team Evaluating resources to support ventures Constructing an effective business plan Evaluate the results of the venture
	Business Management 12 (Revised 2019)	Business environment Decision-making Manager's role, management principles Entrepreneurial opportunities Communication and interpersonal skills Career Exploration Impact of social, economic, and technological change
	Accounting 12 (2015)	Accounting Cycle Financial Analysis Business Ownership Spreadsheets Career Exploration

# Company Program Curriculum Alignment

## Nova Scotia Curriculum Alignment



### Grade 12 (con't)

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Business Education and Entrepreneurship	Business Technology 12 (2015)	Spreadsheets Data Management Career Exploration
	Tourism 12 (2015)	Career Exploration

# Company Program 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 Company Program 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 Company Program program.

Competencies	Company Program Alignment
<b>Nurture who I am and who I want to be</b>	Students explore how their personal interests and strengths can guide them in identifying entrepreneurial opportunities and building a successful venture or career in entrepreneurship.
<b>Negotiate change and challenge</b>	Students apply critical and creative thinking to identify a product or service, a target market, competitive advantage, assess risks, manage finances, and operate a business.
<b>Engage in the complexity and diversity of persons and ideas</b>	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.
<b>Construct ways of being &amp; living well together</b>	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.

# Company Program 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 Company Program 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 Company Program program.

<b>Competencies</b>	<b>Company Program Alignment</b>
<b>Critical Thinking and Problem Solving</b>	Students apply critical thinking and problem-solving to identify a need in their community, develop a business solution, assess risks and manage finances.
<b>Innovation, Creativity, and Entrepreneurship</b>	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and operate a business.
<b>Self-Directed Learning</b>	Students identify strategies and resources for creating a business and for further exploration of entrepreneurship as a career opportunity.
<b>Collaboration</b>	Students form teams, assign roles and collaborate to ideate, plan and manage a business.
<b>Communication</b>	Students listen to and exchange ideas, share multiple perspectives, and develop marketing, networking and presentation skills.
<b>Global Citizenship and Sustainability</b>	Students explore how businesses can contribute to improving communities.
<b>Digital Literacy</b>	Depending on the program delivery format, students could use digital resources to document, share and explore ideas.

# Company Program 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	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

# Company Program 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 Strand: Developing and Completing a Venture Plan for the Proposed Business
	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 Strand: Trends in Marketing Strand: The Marketing Plan
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

# Company Program Curriculum Alignment

## Grade 12

Area of Learning	Subject/Course	Curriculum Alignment/Topix
Business Studies	Entrepreneurship: Venture Planning in an Electronic Age, College (BDV4C) (2006)	Strand: E-Commerce and Venture Planning Strand: The Venture Concept Strand: Preparing for Start-up Strand: Targeting Customers Strand: Developing the Venture Plan
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

# Company Program 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 Company Program 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 Company Program program.

<b>Competencies</b>	<b>Company Program Alignment</b>
<b>Critical Analysis and Problem-Solving</b>	Students apply critical thinking and problem-solving to identify a need in their community, develop a business solution, assess risks and manage finances.
<b>Creativity and Innovation</b>	Students apply innovative, creative and entrepreneurial thinking to identify a product or service, a target market, competitive advantage and operate a business.
<b>Personal Career Development</b>	Students identify strategies and resources for creating a business and explore career options in entrepreneurship.
<b>Collaboration</b>	Students form teams, assign roles and collaborate to ideate, plan and manage a business.
<b>Communication</b>	Students listen to and exchange ideas, share multiple perspectives, and develop marketing, networking and presentation skills.
<b>Citizenship</b>	Students explore how businesses can contribute to improving communities.
<b>Technological Fluency</b>	Depending on the program delivery format, students could use digital resources to document, share and explore ideas.

# Company Program Curriculum Alignment

## Prince Edward Island Curriculum Alignment



### Grade 10

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Career Education	Career Exploration & Opportunities CEO401A (Revised 2019)	Unit: Career Exploration Unit: Career Building Unit: Financial Literacy
Business Education	The World of Business BUS701A (2017)	Unit 1: Business Fundamentals and Ethics Unit 2: International Business 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 2: International Business Unit 3: Functions of a Business Unit 4: Entrepreneurship and Entrepreneurial Endeavours

# Entreprise étudiante - 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 *Entreprise étudiante*, 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 *Entreprise étudiante* de JA.

Compétences	Correspondances au programme <i>Entreprise étudiante</i>
<b>Exploiter l'information</b>	Les élèves analysent diverses sources d'information (vidéos, études de cas, textes) pour établir des liens entre les concepts présentés et leur vie quotidienne.
<b>Résoudre des problèmes</b>	Les élèves font preuve de pensée critique et de résolution de problèmes pour identifier un besoin dans leur communauté, développer une solution commerciale, évaluer les risques et gérer les finances.
<b>Exercer son jugement critique</b>	Les élèves étudient comment les entreprises peuvent contribuer à l'amélioration des communautés.
<b>Mettre en oeuvre sa pensée créatrice</b>	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 gérer une entreprise.
<b>Se donner des méthodes de travail efficaces</b>	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.
<b>Exploiter les technologies de l'information et de la communication</b>	Selon le format de prestation du programme, les élèves pourraient utiliser des ressources numériques pour documenter, partager et explorer des idées.
<b>Structurer son identité</b>	Les élèves identifient comment leurs intérêts, leurs points forts et leurs connaissances peuvent les aider à explorer des options de carrière.
<b>Coopérer</b>	Les élèves forment des équipes, attribuent des rôles et collaborent pour concevoir, planifier et gérer une entreprise.
<b>Communiquer de façon appropriée</b>	Les élèves écoutent et échangent des idées, partagent des perspectives multiples et développent des compétences en matière de marketing, réseautage et de présentation.

# Entreprise étudiante - 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"> <li>• Consommer des biens et des services</li> <li>• Intégrer le monde du travail</li> </ul>

### 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.

# Company Program 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 Company Program 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 Company Program program.

<b>Competencies</b>	<b>Company Program Alignment</b>
<b>Developing Thinking</b>	Students apply critical thinking and problem-solving while identifying needs in their community, developing a business solution, and assessing risks.
<b>Developing Identity and Interdependence</b>	Students identify how personal interests and strengths can help them explore career options. Students listen to and exchange ideas, share multiple perspectives, and develop marketing and networking skills.
<b>Developing Literacies</b>	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 operating a business and explore career options in entrepreneurship.
<b>Developing Social Responsibility</b>	Students explore how businesses can contribute to improving communities or respond to the needs of individuals in the community.

# Company Program 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)	Financial decision-making Earning an income Financial planning Credit, responsible borrowing 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 Design thinking Business planning and operation Marketing fundamentals and research Financial records, planning and management Business and community development Role and contribution of entrepreneurship to personal, school and community life

# Company Program 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
	Career and Work Exploration 20 (2020)	Career exploration

### Grade 12

Area of Learning	Subject/Course	Curriculum Alignment/Topic
Practical & Applied Arts: Business and Management	Entrepreneurship 30 (2022)	Entrepreneurial mindset Entrepreneurial opportunities Design thinking Business planning and operation Marketing fundamentals and research Financial records, planning and management 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

# Company Program 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.