# Scope & Sequence

**Elementary School Programs** (Grades K–5)

<table>
<thead>
<tr>
<th>Blended Model: Programs are delivered to students through an integration of face-to-face volunteer and teacher mentoring and instruction, student-led groups, and digital learning.</th>
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</thead>
<tbody>
<tr>
<td>Classroom-Based: Programs are delivered to students by a volunteer during the traditional school day.</td>
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<tr>
<td>JA AfterSchool: Programs are delivered to students by a volunteer outside traditional school hours, including afternoon, evenings, weekends, and summer.</td>
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<tr>
<td>JA Capstone: Programs in which the classroom teacher prepares students for a day-long, out-of-school, volunteer-led experience.</td>
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**JA Ourselves** introduces students to personal economics and the choices consumers make to meet their needs and wants. Students learn about the role of money in society and gain practical information about earning, saving, and sharing money. Five volunteer-led sessions required. Recommended for kindergarten.

**Concepts**—Buying, Choices, Costs, Earning, Entrepreneur, Giving, Goals, Goods and services, Interests, Money, Needs and wants, Saving, Society, Spending, Values.

**Skills**—Counting, Decision making, Drawing conclusions, Following directions, Graphing and graph interpretation, Listening, Matching and classifying, Predicting, Problem solving, Reading and writing, Self-assessment, Sequencing, Social skills, Teamwork, Verbal communication, Vocabulary building.

**JA Our Families** emphasizes how family members' jobs and businesses contribute to the well-being of the family. It introduces the concept of needs and wants and looks at the ways families acquire goods and services. Five volunteer-led sessions required. Recommended for first grade.


**Skills**—Analyzing information, Creative thinking, Decision making, Differentiating, Drawing, Following directions, Listening and responding, Making observations, Map reading, Matching, Math calculations, Patterns, Reading, Recognizing and interpreting symbols, Sequencing, Verbal communication, Working in pairs.

**JA Our Community** introduces students to the intersection of work readiness and early elementary grades social studies learning objectives, including how citizens benefit from and contribute to a community's success. Five volunteer-led sessions required. Recommended for second grade.


**Skills**—Creativity, Critical thinking, Collaboration, Decision making, Idea development, Making choices, Map reading, Problem solving, Role-playing, Speaking and listening, Teamwork.

**JA Our City** studies the characteristics of cities and how people and businesses in cities manage their money. Five volunteer-led sessions required. Recommended for third grade.


**Skills**—Addition and subtraction, Brainstorming, Conceptualizing, Critical thinking, Decision making, Developing ideas, Drawing conclusions, Following multi-step directions, Identifying zones, Listening critically, Making choices, Making decisions, Making observations, Mapping information, Participating in large-group activities, Planning a business, Problem solving, Reading and writing, Teamwork, Verbal communication, Working in groups, Writing.

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### Pillars of Student Success

- **Entrepreneurship**
- **Financial Literacy**
- **Work Readiness**

### Primary Implementation

- **Blended Model**
- **Classroom-Based**
- **JA AfterSchool**
- **JA Capstone**

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### Key

- **Minimal**
- **Moderate**
- **High**

*Pillars of Student Success signify a program’s primary focus; however, each JA program is developed to include all three pillars.*
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