

SCOPE AND SEQUENCE

KEY

○ Minimal ◐ Moderate ● High

*Pillars of Student Success signify a program's primary focus.

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 during the traditional school day.

Classroom-Based: Programs are delivered to students by a volunteer through use of kit-based materials and optional digital resources during the traditional school day.

JA AfterSchool®: Programs are delivered to students by a volunteer outside traditional school hours, including afternoon, evenings, weekends, and summer.

JA Capstone: Programs in which the classroom teacher prepares students for either a day-long, out-of-school, volunteer-led experience or an in-school, virtual simulation experience.

High School Programs (Grades 9-12)

JA Be Entrepreneurial® introduces students to the essential components of a practical business plan and challenges them to start an entrepreneurial venture while still in high school. Seven volunteer-led sessions required.

Concepts: Advertisement, business plan, competitive advantages, customer, demographic, entrepreneur, entrepreneurial spirit, ethical dilemma, ethics, financing, franchise, long- vs. short-term consequences, management, market, market needs, marketing, nonprofit business, product, product development, profits, social entrepreneur, social responsibility, stakeholder, voting

Skills: Analyzing information, business planning, categorizing data, decision making, evaluating alternatives, expressing multiple viewpoints, graphic presentation, oral and written communication, presenting information, reading for understanding, weighing consequences, working in groups and pairs

JA Career Success® equips students with the tools and skills required to get and keep a job in high-growth career industries. Seven volunteer-led sessions required.

Concepts: Career clusters, career planning, career preparation, collaboration, communication, conflict management, critical thinking, education and training, employer expectations, high-growth jobs, high-performance teams, interests, inventory and ordering, job interviews, job outlook, job retention, post-secondary options, problem-solving techniques, skills, soft skills, STEM, technical skills, the 4Cs, work priorities, workplace skills

Skills: Analyzing data, collaborative discussions, conflict resolution, communication, competition, creativity and innovation, critical thinking, decision making, following written instructions, formulating answers from personal experiences, goal setting, identifying behaviors, interpersonal skills, organizing information, prioritizing, research skills, role-playing, self-assessment, time management, working collaboratively, working in groups

JA Company Program® Blended Model provides students an actual opportunity to fill a need or solve a problem in their communities by building, launching, and managing their own start-up businesses. Available for both in-school or after-school implementation, and may be completed in one-semester or throughout an entire school year. Two implementation options are available: 13 two-hour meetings or 26 one-hour meetings. A volunteer must lead 13 instructional contact hours; the teacher may deliver the remainder.

Concepts: Annual report, business plan, capitalization, charitable giving, company structure, entrepreneurial facts, myths, and traits, financial tools, launch the company, leadership, liquidate, marketing, personal action plan, pitch, product development process, product and service evaluation, quality control, return on investment (ROI), sales techniques, supply chain, SWOT analysis

Skills: Accountability, analyzing alternatives, brainstorming, creativity, critical thinking, cross-departmental collaboration, decision making, idea development, leadership, listening, product evaluation, public speaking, research, sales, self-assessment, synthesizing and evaluating information, task-management, teamwork

JA Economics® connects students to the economic principles that influence their daily lives as well as their futures. Through a variety of experiential activities presented by the teacher and volunteer, students better understand the relationship between what they learn in school and their successful participation in the global economy. Semester-long course is teacher-led. Seven volunteer-led sessions required.

Concepts: Advantage, demand, economic systems, exchange rates, fiscal policy, government, gross domestic product, income distribution, inflation, investment, labor, markets, opportunity cost, productivity, scarcity, supply, trade

Skills: Applying information, classifying, critical thinking, decision making, giving reports, graphing, interpreting data, math computation, reading, research, taking notes, writing

| | Pillars of Student Success* | | | Primary Implementation | | | |
|-----------------------------------|-----------------------------|--------------------|----------------|------------------------|-----------------|----------------|-------------|
| | Entrepreneurship | Financial Literacy | Work Readiness | Blended Model | Classroom-Based | JA AfterSchool | JA Capstone |
| JA Be Entrepreneurial® | ● | ○ | ◐ | | ✓ | | |
| JA Career Success® | ◐ | ○ | ● | | ✓ | | |
| JA Company Program® Blended Model | ● | ◐ | ● | ✓ | ✓ | ✓ | |
| JA Economics® | ◐ | ◐ | ◐ | | ✓ | | |

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High School Programs (Grades 9-12)

JA Exploring Economics® fosters lifelong skills and knowledge about how an economy works, including micro-, macro-, personal, and international economics. Seven volunteer-led sessions required.

Concepts: Banks as borrowers and lenders, command economy, consumer price index (CPI), consumer purchasing power, demand, distribution, economics, economic isolationism, economic systems, federal reserve system, free-rider problem, inflation, inflation rate, international trade, investing options, market economy, market-clearing price, non-rivalry, percentage change, private property, production, public vs. private goods, public vs. private sector, regional trade, risk versus reward, savings options, simple interest, supply, supply and demand, tariff, taxes, trade restrictions, utility, U.S. Bureau of Labor Statistics (BLS), world trade

Skills: Analyzing information, categorizing data, decision making, evaluating alternatives, evaluating information, graphing, listening for understanding, oral and written communication, negotiating, public speaking, reading for understanding, solving algebraic equations, working in pairs and groups

JA Finance Park® builds a foundation on which students can make intelligent lifelong financial decisions, including those related to income, expenses, saving, and credit. Composed of project-based learning activities, the program culminates in a hands-on budgeting simulation at a facility, mobile unit, or virtual site. A minimum of 13 teacher-led sessions required.

Concepts: Banking, benefits, budgets, career, categorization, credit, credit reports, credit score, debit, debt, deposit insurance, financial responsibility, goal setting, government, identity theft, impulse buying, income, interest, loans, opportunity cost, payment methods, risk, saving, savings, taxes, values, wages, wants and needs

Skills: Active listening, brainstorming, collaboration, comparing, comprehension, creativity, critical thinking, decision making, following directions, interpreting data, math, reading, self-knowledge and reflection, speaking and listening, vocabulary, working in pairs and teams, writing

JA High School Heroes provides leadership development opportunities to high school students who deliver JA programs in elementary schools.

Concepts: Adaptability, accountability, civic leadership, conflict resolution, flexibility, leadership, verbal and nonverbal cues to communicate meaning and demonstrate understanding

Skills: Analyze problems, apply critical-thinking skills to work-based problems, assessing personal skills, abilities, and aptitudes, collaboration, compromise, develop solutions, develop strong platform skills, listening to others, negotiation, problem solving, setting goals

JA Job Shadow™ prepares students to be entrepreneurial thinkers in their approach to work. Students will acquire and apply the skills needed in demanding and ever-changing workplaces. Two in-class sessions, a four- to five-hour site visit, and one in-class session required after the visit.

Concepts: Career assessment, career clusters, career planning, elevator pitch, infographic profile, interests, job hunting, job interview, job outlook, networking, professional and ethical behavior, resume, skills, thank you notes, work priorities

Skills: Analyzing and applying data, business communication, creativity and innovation, following written instructions, formulating answers from personal experience, identifying behaviors, interviewing, oral and written communication, organizing information, presenting information, researching a variety of sources for information, role-playing, self-assessment, technical writing, working collaboratively

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| | Entrepreneurship | Financial Literacy | Work Readiness | Blended Model | Classroom-Based | JA AfterSchool | JA Capstone |
| JA Exploring Economics® | ● | ● | ● | | ✓ | | |
| JA Finance Park® | ● | ● | ● | | ✓ | | ✓ |
| JA High School Heroes | ○ | ○ | ● | | ✓ | | |
| JA Job Shadow™ | ○ | ○ | ● | | ✓ | | |

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High School Programs (Grades 9-12)

JA Launch Lesson™ is a point-of-entry program delivered locally by entrepreneurs. Students learn relevant information first-hand about starting a company and the entrepreneurial journey.

Concepts: Capital, customers, elements of the entrepreneurial experience (motivation, inspiration, preparation, expectations, and challenges), entrepreneurship, marketing, product, sales, service, value proposition

Skills: Funding a startup, meeting a need, product ideation, steps to becoming an entrepreneur, problem solving

JA Personal Finance® Kit-Based focuses on earning money, spending money wisely through budgeting, saving and investing money, using credit cautiously, and protecting personal finances. Five volunteer-led sessions required.

Concepts: Budgeting, credit, financial choices, fraud, identity theft, insurance, investment, pay yourself first, saving, setting goals, spending

Skills: Analyzing information, categorizing data, decision making, financial planning, group work, organization, oral and written communication, public speaking, reading comprehension

JA Personal Finance® Blended Model demonstrates the interrelationship between today's financial decisions and future financial freedom. Money-management strategies include earning, employment and income, budgeting, savings, credit and debt, consumer protection, smart shopping, risk management, and investing. Two implementation options are offered: Basic (Sessions One–Five volunteer-led) and Advanced (Sessions One–Five volunteer-led; Sessions Six–Eight teacher- or volunteer-led).

Concepts: Benefits versus costs, budgeting, compound interest, consequences, cost of living, credit, credit card fraud, credit reporting and rating, debt, delayed gratification, earnings, education, expense tracking, financial management, identity theft, income, information mining, interest, investing, job skills, limited resources, maximizing earnings, opportunity cost, priorities, rent-to-own, return on investment, reward, risk, saving, savings plan, unlimited wants, variable and discretionary expenses

Skills: Analyzing and evaluating data from multiple sources, car buying, comparing results, comparison shopping, creating savings plans, critical thinking, decision making, disputing unauthorized charges on a credit card, estimating, evaluating risks and rewards, evaluating online resources, evaluating options, evaluating personal skills, grocery shopping, interpreting analogy, long-term planning, personal inventory, planning, presentation skills, prioritizing, proactive planning, problem solving, recognizing scams and fraud, requesting and checking credit reports, research, saving and investing, sorting, teamwork, tracking expenses, weighing costs and benefits

JA Titan® challenges students to apply their knowledge of business as they compete online in the highly competitive industry of the fictional Holo-Generator. Students enter decisions about price, production, marketing, capital investment, and research and development. The impact of their decisions will lead to the success or failure of each company. Seven volunteer-led sessions required.

Concepts: Business management, capital investment, charitable giving, demographics, fixed costs, four Ps of marketing, law of diminishing returns, marketing, marketing research, price, product life cycle, production, research and development, target marketing, variable costs

Skills: Analyzing information, critical thinking, data analysis, decision making, mathematical skills, planning, reading charts and graphs, researching, teamwork

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| ● | ○ | ◐ | ✓ | | | |
| ○ | ● | ◐ | ✓ | | | |
| ○ | ● | ◐ | ✓ | ✓ | | |
| ◐ | ● | ◐ | | ✓ | | |