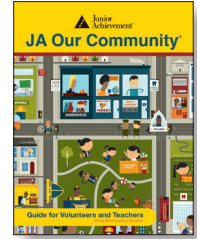# JA Our Community®
Program Overview

The redeveloped *JA Our Community* program emphasizes **work readiness** intersected with standards based social studies learning objectives. Topics include careers, production, innovation, earning, taxes, government, money, business, and decision-making. Students will develop a sense of career awareness and learn how all jobs help a community. The theme throughout the curriculum will emphasize how citizens benefit from and contribute to a community's success. Students will come to see how a community works together to succeed. *JA Our Community* is the Grade Two program in JA's elementary program suite. It is volunteer-taught and kit-based, and is five, 40-minute sessions with additional extended learning activities throughout.

Session	Goal	Objectives Students will be able to…	Activities and Components
SESSION ONE **People in a Community Work Together**	Students learn what a community is and the variety of jobs people have in a community.	• Describe a community. • Identify the variety of jobs in a community, each needing specific skills.	• Present the Illustrated Key Term Flash Cards throughout the program. • Perform a choral reading: *Lilly Finds a Job*. • Distribute Job Cards (16 Career clusters grouped into 7 categories) and introduce the Sweet "O" Donut Baker Job Card. • *Tic Tac Toe, 3 Jobs in a Row!* activity.
SESSION TWO **Sweet "O" Donuts**	Students learn that workers who produce goods and services earn money for their work.	• Define the terms *produce, production, goods,* and *services*. • Apply innovation to the production process. • Explain that people in a community earn money by performing work.	• Introduce the terms *goods* and *services*. • Students make donuts and then draw and describe new donut flavors. • Post the Sweet "O" Donuts Production Poster with Production Record Chart on the back.
SESSION THREE **Business and Government Jobs**	Students explore how money earned for work moves through a community and the impact of that money on people, businesses, and government.	• Locate businesses and identify government careers. • Discuss how taxation supports government services.	• Adhere business stickers to the *How Does a Community Work?* Worksheet. • Students get paid and pay taxes. • Re-distribute the Job Cards (used in Session One). Students with government jobs play a memory game with the class.
SESSION FOUR **Let's Vote!**	Students participate in a decision that benefits their school communities. They vote to express their choices and to determine the majority's will.	• Apply a decision-making tool. • Recognize voting as a way responsible community citizens act and contribute.	• Discuss three ways to "Keep Our School Beautiful!". • Distribute ballots and have students vote for one idea; tally the ballots. • Identify school staff who can help with the new initiative.
SESSION FIVE **Money Moves in a Community**	Students learn about money and how it moves in a community.	• Identify coins and terms. • Describe how money flows through a community's economy.	• Student pairs identify coins and play the *Money Matchup Card* game. • Students listen and perform the new "Money Moves" rap song with chorus. • Perform the Business Table Tents and Quarter Card activity.

Concepts: Ballot, Bank, Benefits, Businesses, Careers, Choices, Circular flow of money, Citizen, Coins, Community, Decision, Defect, Earning, Financial Institutions, Good, Government, Innovation, Interdependence, Job, Majority, Money, Needs, Production/Productivity, Quality, Resources, Service, Skill, Specialization and division of labor, Taxes, Use music and illustrated flash cards to increase word recognition, Vote, Wants

Skills: Apply thinking skills to listening, writing, and viewing, Creativity, Critical thinking, Collaboration, Decision-making, Drawing conclusions, Explain the role of government in providing goods and services, Formulate questions through listening, Identify and give examples of goods, Idea development, Identify and give examples of services, Identify goods and services that government provides and how we pay for them, Interpret data, Make choices, Make observations, Make predictions, Map reading, Matching, Problem solving, Respond to oral directions, Respond to presentations, Sort information, Teamwork, Use listening skills to understand directions