

# JA Our Region

Session Details	AK Standards	Common Core ELA	Common Core Math
<p><b>Session One: Be an Entrepreneur</b> Students explore well-known businesses by matching entrepreneurs to their businesses, and identify their own entrepreneurial traits.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize the impact entrepreneurs have on a region.</li> <li>Apply traits that are common to successful entrepreneurs to their own skills and abilities.</li> </ul>	<p><b>Government and Citizenship</b> G.4) make informed choices on economic issues; G.5) understand how jobs are created and their role in the economy.</p>	RI.4.1-2 RI.4.4 RI.4.7 RF.4.3-4 SL.4.1 SL.4.3 L.4.3-4 L.4.6	<p><b>Mathematical Practices</b> 1-2 4-7</p>
<p><b>Session Two: Resources: Tools for Entrepreneurs</b> Students are introduced to resources and use this information, working in teams to create new businesses.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Define natural, human, and capital resources.</li> <li>Describe how products and services use resources.</li> </ul>	<p><b>Geography</b> B.1) know that places have distinctive geographic characteristics; B.6) make informed decisions about where to live, work, travel, and seek opportunities; B.7) understand that a region is a distinct area defined by one or more cultural or physical features.</p> <p><b>Government and Citizenship</b> F.2) be aware that economic systems determine how resources are used to produce and distribute goods and services.</p>	RI.4.4 RI.4.7 RF.4.3-4 W.4.2 W.4.8 SL.4.1-5 L.4.3-4 L.4.1-6	<p><b>Mathematical Practices</b> 1-2 4-8</p>
<p><b>Session Three: Hot Dog Stand Game</b> Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Track the revenue and expenses of a business.</li> <li>Identify the fundamental tasks required to run a business.</li> <li>Explain the importance of keeping an accurate account of a business's financial information.</li> </ul>	<p><b>Government and Citizenship</b> F.5) understand the basic concepts of supply and demand, the market system, and profit; G. 7) understand that economic choices influence public and private institutional decisions.</p>	RI.4.2-4 RI.4.7 RF.4.3-4 SL.4.1 SL.4.3 L.4.1 L.4.3-6	NBT 4.4 NF.4.7  <b>Mathematical Practices</b> 1-7
<p><b>Session Four: Entrepreneurs Solve Problems</b> Students journey through the complex world of business problem solving by brainstorming ideas and by determining the price, advertising, and supply for a new business using the Problem-Solver Catcher.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Demonstrate the problem solving process.</li> <li>Identify the potential risks and rewards in making business decisions.</li> </ul>	<p><b>Government and Citizenship</b> E.7) implement ways of solving problems and resolving conflict. F.4) understand the role of price in resource allocation. G. 3) identify and compare the costs and benefits when making choices.</p>	RI.4.1 RI.4.3-4 RI.4.7 RF.4.3-4 W.4.2 W.4.8 SL.4.1-2 SL.4.4 L.4.1 L.4.3-4 L.4.6	<p><b>Mathematical Practices</b> 1-2 4 6-7</p>

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<p><b>Session Five: Entrepreneurs Go Global</b> Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Apply the supply chain to a manufacturing example.</li> <li>▪ Explain how resource providers, businesses, and consumers are interdependent.</li> </ul>	<p><b>Government and Citizenship</b> F.10) understand how international trade works.</p>	<p>RI.4.3-4 RI.4.7 RF.4.3-4 SL.4.1-4 L.4.1 L.4.3-4 L.4.6</p>	<p>NA</p>

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