# JA Our Region

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Tennessee Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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| **Session One: Be an Entrepreneur**  
Students explore well-known businesses by matching entrepreneurs to their businesses, and identify their own entrepreneurial traits. | School Counseling and Career Guidance  
The student will:  
4.1 describe personal abilities, work habits, interests and skills, and relate them to individual career interests | 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 | Mathematical Practices  
1-2  
4-7 |

**Objectives:**  
The students will:  
• Recognize the impact entrepreneurs have on a region.  
• Apply traits that are common to successful entrepreneurs to their own skills and abilities. | |

| **Session Two: Resources: Tools for Entrepreneurs**  
Students are introduced to resources and use this information, working in teams to create new businesses. | School Counseling and Career Guidance  
The student will  
2.2 apply self-directed and independent learning techniques.  
4.2 identify a variety of career options in the community. | 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 | Mathematical Practices  
1-2  
4-8 |

**Objectives:**  
The students will:  
• Define natural, human, and capital resources.  
• Describe how products and services use resources. | |

| **Session Three: Hot Dog Stand Game**  
Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses. | School Counseling and Career Guidance  
The student will  
4.5 describe the importance of responsibility, dependability, punctuality, positive attitude, and integrity in work.  
6.2 demonstrate cooperation as a team member.  
6.3 practice conflict management skills. | 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 |

**Objectives:**  
The students will:  
• Track the revenue and expenses of a business.  
• Identify the fundamental tasks required to run a business.  
• Explain the importance of keeping an accurate account of a business’s financial information. | |

| **Session Four: Entrepreneurs Solve Problems**  
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. | School Counseling and Career Guidance  
The student will  
2.1 apply critical thinking skills in learning situations.  
4.4 demonstrate decision-making skills.  
8.1 use a decision making and problem solving model.  
8.2 recognize the connection between ones choices and consequences. | 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 | Mathematical Practices  
1-2  
4  
6-7 |

**Objectives:**  
The students will:  
• Demonstrate the problem solving process.  
• Identify the potential risks and rewards in making business decisions. | |
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| **Session Five: Entrepreneurs Go Global**  
Students demonstrate the supply chain by working in teams to build a sticker-sheet computer. | **School Counseling and Career Guidance**  
The student will  
4.6 demonstrate ability to work in teams. | 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 | NA |

**Objectives:**  
The students will:  
- Apply the supply chain to a manufacturing example.  
- Explain how resource providers, businesses, and consumers are interdependent.
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