

JA Our Region

Session Details	College- and Career-Readiness Standards for Social Studies	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur</p> <p>Students explore well-known businesses by matching entrepreneurs to their businesses, and identify their own entrepreneurial traits.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Recognize the impact entrepreneurs have on a region. Apply traits that are common to successful entrepreneurs to their own skills and abilities. 	<p>55.4.5 Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects.</p>	<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>	<p>Mathematical Practices 1-2 4-7</p>
<p>Session Two: Resources: Tools for Entrepreneurs</p> <p>Students are introduced to resources and use this information, working in teams to create new businesses.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Define natural, human, and capital resources. Describe how products and services use resources. 	<p>55.4.12 Analyze the impact of West Virginia’s geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.</p> <p>Geography Explain how environmental and cultural characteristics (e.g. natural resources) affect the distribution and movement of people, goods, and ideas.</p> <p>Economics Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p>	<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>	<p>Mathematical Practices 1-2 4-8</p>
<p>Session Three: Hot Dog Stand Game</p> <p>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>Objectives: The students will:</p> <ul style="list-style-type: none"> 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. 	<p>55.4.5 Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects.</p>	<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</p>	<p>NBT 4.4 NF.4.7</p> <p>Mathematical Practices 1-7</p>
<p>Session Four: Entrepreneurs Solve Problems</p> <p>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>Objectives: The students will:</p> <ul style="list-style-type: none"> Demonstrate the problem solving process. Identify the potential risks and rewards in making business decisions. 	<p>Civics Describe ways in which people benefit from working together, including government, workplaces, voluntary organizations, and families.</p>	<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>	<p>Mathematical Practices 1-2 4 6-7</p>

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<p>Session Five: Entrepreneurs Go Global</p> <p>Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Apply the supply chain to a manufacturing example. ▪ Explain how resource providers, businesses, and consumers are interdependent. 	<p>Social Studies Indicators Grades 3 – 5</p> <p>Evaluate sources and use evidence. Communicate conclusions and take informed action.</p> <p>Economics Explain how trade leads to increasing economic interdependence among nations.</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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