

JA Our Region- 2016

Session Details	DC Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur 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>Historical Research, Evidence, and Point of View 3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</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 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>5.12. Use geographic tools to locate and analyze information about people, places, and environments in the United States.</p> <p>Geographic Skills 3. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes), and they analyze how relative advantages or disadvantages can change over time. 4. Students identify the human and physical characteristics of the places they are studying, and they explain how those features form the unique character of those places.</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 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>Geographic Skills 6. Students describe the factors that influence the location, distribution, and interrelationships of economic activities in different regions.</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 Mathematical Practices 1-7</p>

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<p>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</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>Geographic Skills 7. Students trace how changes in technology, transportation, communication, and resources affect the location of economic activities.</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>Mathematical Practices 1-2 4 6-7</p>
<p>Session Five: Entrepreneurs Go Global 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>Geographic Skills 7. Students trace how changes in technology, transportation, communication, and resources affect the location of economic activities. 9. Students identify and explain the process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, regional, and national levels.</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	NA