### JA Our Region

<table>
<thead>
<tr>
<th>Session Details</th>
<th>AZ Social Studies Standards</th>
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</table>
| **Session One: Be an Entrepreneur**  
Students explore well-known businesses by matching entrepreneurs to their businesses, and identify their own entrepreneurial traits. | 5.2. PO 5. Describe risks that are taken by entrepreneurs. | 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. | 4.1 PO 1. Use different types of maps to solve problems (i.e., road maps—distance, resource maps—products, historical maps—boundaries, thematic maps—climates).  
4.4. PO 5. Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied. | 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 |
| **Session Two: Resources: Tools for Entrepreneurs**  
Students are introduced to resources and use this information, working in teams to create new businesses. | 5.2. PO 4. Discuss how profit is an incentive to entrepreneurs.  
5.2. PO 6. Identify the role of financial institutions in providing services  
4.4.PO 5. Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied. | 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  
Mathematical Practices  
1-7 |
| **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. | 5.2. PO 1. Explain how price incentives affect peoples’ behavior and choices, | 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 | Mathematical Practices  
1-2  
4  
6-7 |
| **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. |  |  |  |
| **Objectives:**  
The students will:  
▪ Demonstrate the problem solving process.  
▪ Identify the potential risks and rewards in making business decisions. |  |  |  |
## Session Details

**Session Five: Entrepreneurs Go Global**  
Students demonstrate the supply chain by working in teams to build a sticker-sheet computer.

### 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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