

JA Our Region

Session Details	MT Academic 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>Workplace Competencies 1.4 Manage personal resources.</p> <p>6.1 Describe how current learning relates to life and career development.</p> <p>6.6 Describe and demonstrate the importance of personal goal setting and planning.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1 L.5.3-5</p>	<p>OA.5.2 NBT.5.6 NBT.5.7</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>Social Studies 3.2 Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g. flora, fauna) and human features (e.g., cities, states, national borders).</p> <p>3.3 Describe and illustrate ways in which people interact with their physical environment</p> <p>3.7 Describe and compare the ways in which people in different regions of the world interact with their physical environments.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 WS.5.2,4 SL.5.1-6 L.5.1-5</p>	<p>OA.5.2 NBT.5.7</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>Social Studies 5. 2. Identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community.</p> <p>5.4. Describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1-5</p>	<p>NBT.5.6 NBT.5.7</p> <p>Mathematical Practices 1-7</p>
<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 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>Workplace Competencies 2.1 Practice one's role as an active and cooperative team player while recognizing individual differences and cultural diversity.</p> <p>2.4 Identify and practice negotiation skills and conflict resolution in structured situations.</p> <p>3.3 Use a variety of methods (e.g., oral, written, graphic, pictorial, multimedia) to complete a task.</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 WS.5.2,4 SL.5.1-6 L.5.1-5</p>	<p>NBT.5.6 NBT.5.7</p> <p>Mathematical Practices 1-2 4 6-7</p>

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<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>Workplace Competencies</p> <p>3.4 Access and organize information from print and electronic sources.</p> <p>4.2 Identify and model how components of systems interact (e.g., role-play, class jobs).</p>	<p>RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1 L.5.3-5</p>	<p>NA</p>
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify three basic ways businesses are organized. 		<p>SL.5.1-6 L.5.1 L.5.5</p>	<p>NA</p>