

JA Global Marketplace – Blended Model

| Session Details | IN Social Studies | IN English Language Arts | |
|--|--|---|---|
| <p>Session One: We're All Connected</p> <p>Students explore how it is possible that inventions and products traded between countries can change the world.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define international trade. ▪ Analyze how technology changes society by creating new jobs and making some jobs obsolete. ▪ Evaluate how technology innovation creates a global community. | <p>Grade 6 6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. 6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.</p> <p>Grade 7 7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.</p> <p>Grade 8 8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</p> | <p>Grade 6 6.RN.2.1-3 6.RN.4.2 6.RV.1 6.RV.2.1-3 6.RV.3.2 6.W.5 6.SL.1 6.SL.2.1-5 6.SL.3.1</p> <p>Grade 7 7.RN.2.1-3 7.RN.4.2 7.RV.1 7.RV.2.1-3 7.RV.3.2 7.W.5 7.SL.1 7.SL.2.1-5 7.SL.3.1</p> | <p>Grade 8 8.RN.2.1-3 8.RN.4.2 8.RV.1 8.RV.2.1-3 8.RV.3.2 8.W.5 8.SL.1 8.SL.2.1-5 8.SL.3.1</p> |
| <p>Session Two: Know Your Neighbors</p> <p>Students analyze cultural differences that can make an impact on international business. They learn through characters at the FreeTrade Market the importance of being culturally aware.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge of cultural business practices around the world. ▪ Articulate the importance of cultural awareness and sensitivity in international business. | <p>Grade 6 6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.</p> <p>Grade 7 7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.</p> | <p>Grade 6 6.RV.1 6.RV.2.1-3 6.RV.3.2-3 6.W.5 6.SL.1 6.SL.2.1-5 6.SL.3.1</p> <p>Grade 7 7.RV.1 7.RV.2 7.RV.3.2-3 7.W.5 7.SL.1 7.SL.2.1-5 7.SL.3.1</p> | <p>Grade 8 8.RV.1 8.RV.2.1 8.RV.3.2-3 8.W.5 8.SL.1 8.SL.2.1-5 8.SL.3.1</p> |

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| <p>Session Three: Want to Trade?</p> <p>Students examine how trade works, why countries trade with other countries, and evaluate whether a single country could be completely self-sufficient.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define interdependence and describe examples of multinational trade and its affect on a single product. ▪ Evaluate the pros and cons of trading with other countries. | <p>Grade 6 6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.</p> <p>Grade 7 7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.</p> <p>7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.</p> <p>Grade 8 8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.</p> | <p>Grade 6 6.RN.2.1-2 6.RN.4.1-2 6.RV.1 6.RV.2.1-2 6.RV.3.2 6.W.3.2 6.SL.1 6.SL.2.1-5 6.SL.3.1 6.SL.4.1</p> <p>Grade 7 7.RN.2.1-2 7.RN.4.1-2 7.RV.1 7.RV.2.1-2 7.RV.3.2 7.W.3.2 7.SL.1 7.SL.2.1-5 7.SL.3.1 7.SL.4.1</p> | <p>Grade 8 8.RN.2.1-2 8.RN.4.1-2 8.RV.1 8.RV.2.1 8.RV.3.2 8.W.3.2 8.SL.1 8.SL.2.1-5 8.SL.3.1 8.SL.4.1</p> |
| <p>Session Four: Wide World of Work</p> <p>Students interview staff and customers at the FreeTrade Market to learn why people leave their home countries to work elsewhere and what is required to get an international job.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Explain how economic factors, like a job, can cause people to move to another country. ▪ Identify international career options and the requirements for that career, including a second language. ▪ Evaluate factors involved in working for an international organization. | <p>Grade 6 6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas.</p> <p>6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p> <p>Grade 7 7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation</p> <p>Grade 8 8.4.10 Compare and contrast job skills needed in different time periods in United States history.</p> <p>8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.</p> | <p>Grade 6 6.RN.2.1-3 6.RV.1 6.RV.2.1-2 6.RV.3.2 6.W.5 6.SL.1 6.SL.2.1-5 6.SL.3.1</p> <p>Grade 7 7.RN.2.1-3 7.RV.1 7.RV.2.1-2 7.RV.3.2 7.W.5 7.SL.1 7.SL.2.1-5 7.SL.3.1</p> | <p>Grade 8 8.RN.2.1-3 8.RV.1 8.RV.2.1 8.RV.3.2 8.W.5 8.SL.1 8.SL.2.1-5 8.SL.3.1</p> |

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| <p>Session Five: Tough Choices</p> <p>Students explore business ethics and what responsibilities their FreeTrade Market businesses have to customers and employees.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Analyze the ethical responsibility that business owners and consumers share with one another. ▪ Evaluate what obligation business owners have for the safety and security of their employees and customers. | <p>Grade 6 6.4.8 Identify ways that societies deal with helpful and harmful externalities in Europe or the Americas.</p> <p>Grade 7 7.4.6 Identify ways that societies deal with helpful and harmful externalities in Africa, Asia or the Southwest Pacific.</p> <p>Grade 8 8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.</p> | <p>Grade 6 6.RN.4.2 6.RV.1 6.RV.2.1-3 6.RV.3.2 6.W.5 6.SL.1 6.SL.2.1-5 6.SL.3.1</p> <p>Grade 7 7.RN.4.2 7.RV.1 7.RV.2.1-3 7.RV.3.2 7.W.5 7.SL.1 7.SL.2.1-5 7.SL.3.1</p> | <p>Grade 8 8.RN.4.2 8.RV.1 8.RV.2.1-3 8.RV.3.2 8.W.5 8.SL.1 8.SL.2.1-5 8.SL.3.1</p> |
| <p>Session Six: What Is Money Really Worth?</p> <p>Students compare the value of international currency as their FreeTrade Market businesses pay for goods.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate how currency exchange affects international trade. ▪ Explain currency exchange rate. ▪ Use an exchange rate calculator. ▪ Evaluate any obstacles to having a single global currency. | <p>Grade 6 6.4.3 Explain why international trade requires a system for exchanging currency between various countries.</p> <p>Grade 7 7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.</p> <p>Grade 8 8.4.6 Trace the development of different kinds of money used in the United States.</p> | <p>Grade 6 6.RV.1 6.RV.2.1-2 6.RV.3.2 6.W.5 6.SL.1 6.SL.2.1-5 6.SL.3.1</p> <p>Grade 7 7.RV.1 7.RV.2.1-2 7.RV.3.2 7.W.5 7.SL.1 7.SL.2.1-5 7.SL.3.1</p> | <p>Grade 8 8.RV.1 8.RV.2.1 8.RV.3.2 8.W.5 8.SL.1 8.SL.2.1-5 8.SL.3.1</p> |

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| <p>Session Seven: Fair Trade (volunteer- or teacher-led)</p> <p>Students examine a variety of trade barriers that are sometimes imposed by countries. They then go shopping in the market, where they face barriers and consequences that demonstrate the effects of international trade barriers.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define trade barriers and why they are used in international trade. ▪ Evaluate how free trade and trade barriers affect trade between countries. | <p>Grade 6 6.2.5 Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.</p> <p>Grade 7 Grade 7 7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.</p> <p>Grade 8 Grade 8 8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.</p> | <p>Grade 6 6.RN.2.1-2 6.RN.4.1-2 6.RV.1 6.RV.2.1-2 6.RV.3.2 6.W.3.2 6.SL.1 6.SL.2.1-5 6.SL.3.1 6.SL.4.1</p> <p>Grade 7 7.RN.2.1-2 7.RN.4.1-2 7.RV.1 7.RV.2.1-2 7.RV.3.2 7.W.3.2 7.SL.1 7.SL.2.1-5 7.SL.3.1 7.SL.4.1</p> | <p>Grade 8 8.RN.2.1-2 8.RN.4.1-2 8.RV.1 8.RV.2.1 8.RV.3.2 8.W.3.2 8.SL.1 8.SL.2.1-5 8.SL.3.1 8.SL.4.1</p> |