

JA Global Marketplace – Blended

Session Details	MS World Geography and Comprehensive Guidance Standards	Common Core ELA	Common Core Math
<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>People, Groups, and Cultures SS.1.5.C Compare and contrast the human characteristics within and among contemporary and historic regions over time.</p>	<p>Grade 6 RI.6.1-2 RI.6.4,7 SL.6.1-2 SL.6.4 L.6.2-6</p> <p>Grade 7 RI.7.1-2 RI.7.4,8 SL.7.1-4 L.7.1 L.7.3-4 L.7.6</p> <p>Grade 8 RI.8.1-2 RI.8.4 SL.8.1-4 L.8.1 L.8.3-4</p>	NA
<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>People, Groups, and Cultures SS.2.5.C Explain how groups and institutions of a place develop to meet peoples' needs.</p> <p>Guidance PS 2.A Practice effective interpersonal skills in a variety of social situations</p> <p>PS 2.B Promote acceptance and respect for individual differences.</p> <p>PS 2.C Practice problem-solving and conflict resolution skills.</p>	<p>Grade 6 RI.6.4,7 W.6.2,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.2 W.7.6-7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 W.8.2 W.8.7,9 SL.8.1-2 SL.8.4 L.8.1-5</p>	NA

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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 effect on a single product. Evaluate the pros and cons of trading with other countries. 	<p>Geography</p> <p>SS.1.3.A Create and use maps, graphs, statistics, and geo- spatial technology in order to explain relationships and reveal spatial patterns or trends.</p> <p>SS.1.3.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.</p> <p>SS.2.3.D Explain how the movement of people, goods, and ideas impact regions.</p> <p>Economic Concepts</p> <p>SS.2.4.A Explain how the movement of people, goods, and ideas impact regions.</p> <p>People, Groups, and Cultures</p> <p>SS.1.5.B Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p>Grade 6 RI.6.1-2 RI.6.,7-8 W.6.1-2 SL.6.1-5 L.6.1-6</p> <p>Grade 7 RI.7.1-4 RI.7.8 W.7.1-2 W.7.6 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.1-2 SL.8.1-4 L.8.1-5</p>	<p>Grade 6 6.NSA.3</p> <p>Mathematical Practices 6-8 1-2 4-7</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>Economic Concepts</p> <p>SS.1.4.A. Using a geographic lens, evaluate economic decisions to determine costs and benefits on society.</p> <p>Guidance</p> <p>PS8.A Utilize career and educational information to explore career paths of interest.</p> <p>PS8.B Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.</p>	<p>Grade 6 RI.6.1-2 RI.6.,4,7 W.6.7 SL.6.1-3 L.6.1-6</p> <p>Grade 7 RI.7.1-4 RI.7.8 W.7.6-7 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.7,9 SL.8.1-2 L.8.1-5</p>	<p>NA</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>Economic Concepts SS.1.4.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on society. SS.2.4.B Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p> <p>People, Groups, and Cultures SS.2.5.B Explain how groups and institutions of a place develop to meet peoples’ needs.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1,4-6</p> <p>Grade 7 RI.7.1-3,4 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 SL.8.1-2 SL.8.4 L.8.1,3-5</p>	<p>Grade 6 6.NSA.3</p> <p>Mathematical Practices 6-8 1-2 4-7</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>Economic Concepts SS.2.4.D Analyze economic systems to explain their impact on peoples’ behavior and choices.</p>	<p>Grade 6 RI.6.,4,7,8 SL.6.1-3 SL.6.4-5 L.6.1 L.6.4-5</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-3 L.8.1 L.8.3-5</p>	<p>Grade 6 6.RP.A.1 6.RP.A.2 6.RP.A.3</p> <p>Grade 7 7.RP.A.1</p> <p>Mathematical Practices 6-8 1-2 4-8</p>
<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>Government Systems and Principles SS.1.3.A Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.</p>	<p>Grade 6 RI.6.1-2 RI.6.,4,7,8 W.6.2 SL.6.1-4 L.6.1-6</p> <p>Grade 7 RI.7.1-4 W.7.2,6 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.2 SL.8.1-3 L.8.1-5</p>	<p>Grade 6 6.NSA.3</p> <p>Mathematical Practices 6-8 1-2 4-8</p>