

# JA Global Marketplace – Blended Model

Session Details	RI Instructional Standards	Common Core ELA	Common Core Math
<p><b>Session One: We're All Connected</b></p> <p>Students explore how it is possible that inventions and products traded between countries can change the world.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define international trade.</li> <li>▪ Analyze how technology changes society by creating new jobs and making some jobs obsolete.</li> <li>▪ Evaluate how technology innovation creates a global community.</li> </ul>	<p><b>Social Studies</b></p> <p>E 1 (7-8) – 1 Students demonstrate an understanding of basic economic concepts by explaining the relationship between the producers in a real-world and historical context.</p> <p>E 2 (7-8) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services.</p> <p>HP 1 (7-8) – 1 Students <i>act as historians</i>, using a variety of tools (e.g., artifacts and primary and secondary sources) by asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness.</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.4,7 SL.6.1-2 SL.6.4 L.6.2-6</p> <p><b>Grade 7</b> RI.7.1-2 RI.7.4,8 SL.7.1-4 L.7.1 L.7.3-4 L.7.6</p> <p><b>Grade 8</b> RI.8.1-2 RI.8.4 SL.8.1-4 L.8.1 L.8.3-4</p>	NA
<p><b>Session Two: Know Your Neighbors</b></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><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of cultural business practices around the world.</li> <li>▪ Articulate the importance of cultural awareness and sensitivity in international business.</li> </ul>	<p><b>Social Studies</b></p> <p>C&amp;G 4 (7-8) – 3 Students participate in a civil society by demonstrating an understanding and empathy for the opinions of others.</p> <p>HP 5 (7-8) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by comparing and contrasting how cultural expectations impact people’s behavior and role in different communities/ societies.</p> <p>G 2 (7-8) – 3 Students understand different perspectives that individuals/ groups have by analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently.</p>	<p><b>Grade 6</b> RI.6.4,7 W.6.2,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.2 W.7.6-7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> 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><b>Session Three: Want to Trade?</b></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><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define interdependence and describe examples of multinational trade and its effect on a single product.</li> <li>▪ Evaluate the pros and cons of trading with other countries.</li> </ul>	<p><b>Social Studies</b></p> <p>E 2 (7-8) –1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining how and why incentives (price, advertising, supply, or need) affect how buyers and sellers interact to determine market value.</p> <p>E 3 (7-8) –1 Students demonstrate an understanding of the interdependence created by economic decisions by explaining the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).</p> <p>G 1 (7-8) –1 Students understand maps, globes, and other geographic tools and technologies by analyzing charts and graphs to interpret geographical information.</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.,7-8 W.6.1-2 SL.6.1-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 RI.7.8 W.7.1-2 W.7.6 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.1-2 SL.8.1-4 L.8.1-5</p>	<p><b>Grade 6</b> 6.NSA.3</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-7</p>
<p><b>Session Four: Wide World of Work</b></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><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain how economic factors, like a job, can cause people to move to another country.</li> <li>▪ Identify international career options and the requirements for that career, including a second language.</li> <li>▪ Evaluate factors involved in working for an international organization.</li> </ul>	<p><b>National Standards for Financial Literacy</b></p> <p>1.2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p><b>Social Studies</b></p> <p>G 2 (7-8) –2 Students distinguish between regions and places by analyzing and explaining the geographical influences that shape regions and places.</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.,4,7 W.6.7 SL.6.1-3 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 RI.7.8 W.7.6-7 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> 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><b>Session Five: Tough Choices</b></p> <p>Students explore business ethics and what responsibilities their FreeTrade Market businesses have to customers and employees.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Analyze the ethical responsibility that business owners and consumers share with one another.</li> <li>▪ Evaluate what obligation business owners have for the safety and security of their employees and customers.</li> </ul>	<p><b>Social Studies</b> C&amp;G 5 (7-8) – 2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by considering competing interests on issues that benefit some people and cause other people to suffer.</p> <p>C&amp;G 5 (7-8) – 3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by making predictions as to the effects of personal consumer, environmental, communication, and eventual political choices.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1,4-6</p> <p><b>Grade 7</b> RI.7.1-3,4 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 SL.8.1-2 SL.8.4 L.8.1,3-5</p>	<p><b>Grade 6</b> 6.NSA.3</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-7</p>
<p><b>Session Six: What Is Money Really Worth?</b></p> <p>Students compare the value of international currency as their FreeTrade Market businesses pay for goods.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate how currency exchange affects international trade.</li> <li>▪ Explain currency exchange rate.</li> <li>▪ Use an exchange rate calculator.</li> <li>▪ Evaluate any obstacles to having a single global currency.</li> </ul>		<p><b>Grade 6</b> RI.6.4,7,8 SL.6.1-3 SL.6.4-5 L.6.1 L.6.4-5</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-3 L.8.1 L.8.3-5</p>	<p><b>Grade 6</b> 6.RP.A.1 6.RP.A.2 6.RP.A.3</p> <p><b>Grade 7</b> 7.RP.A.1</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-8</p>
<p><b>Session Seven: Fair Trade (volunteer- or teacher-led)</b></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><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define trade barriers and why they are used in international trade.</li> <li>▪ Evaluate how free trade and trade barriers affect trade between countries.</li> </ul>	<p><b>National Standards for Financial Literacy</b> 2.6 People may revise their budget based on unplanned expenses and changes in income.</p> <p><b>Social Studies</b> Students demonstrate an understanding of the benefits and challenges of an interconnected world by identifying and discussing factors that lead to the breakdown of order among societies and the resulting consequences.</p> <p>E 3 (7-8) – 2 Students demonstrate an understanding of the role of government in a global economy by explaining how government succeeds or fails to provide support in a market economy.</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.4,7,8 W.6.2 SL.6.1-4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 W.7.2,6 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.2 SL.8.1-3 L.8.1-5</p>	<p><b>Grade 6</b> 6.NSA.3</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-8</p>