

# JA Global Marketplace – Blended Model

Session Details	Content and Achievement Standards: Social Studies	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>Grade 6</b> 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity.</p> <p><b>Grade 8</b> 8.6.1 Explain ways technology contributes to the spread of ideas, values, and behavioral patterns between societies and regions.</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>Grade 6</b> 6.6.1 Compare how culture influences relationships, religion, and social institutions in various societies.</p> <p>6.6.1 Compare how culture influences relationships, religion, and social institutions in various societies.</p> <p><b>Grade 8</b> 8.6.2 Explain how culture influences gender roles, ethics, and beliefs.</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>Grade 6</b> 6.1.3 Use geographic tools (e.g., maps, globes, graphs, diagrams, almanacs, GIS) and concepts to locate and describe physical features of places.</p> <p><b>Grade 7</b> 7.1.3. Interpret world maps, charts, graphs, and diagrams to acquire information about people, places, and environments</p> <p>7.3.1 Identify how people organize for the production, distribution, and consumption of goods and services</p> <p>7.3.3 Explain patterns and networks (e.g., patterns of trade, human migration, cultural and political alliances/sanctions) of economic and global interdependence in a changing world.</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>Grade 7</b> 7.5.1 Identify current countries and principal physical features (e.g., ecosystems, mountain ranges, bodies of water) of the world.</p> <p>7.5.6 Explain how physical systems affect human systems (e.g., Where do people live and why?)</p> <p><b>Grade 8</b> 8.5.3 Compare human characteristics (e.g., population distribution, land use) of places and regions.</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>Grade 7</b> 7.6.1 Identify principles governing individual and group behavior (e.g., cooperation, collaboration, power, conflict) within social dynamics (e.g., familial, political, religious)</p> <p><b>Grade 8</b> 8.4.1 Explain the connections between the rights and responsibilities of citizenship.</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 7</b> 7.3.2 Differentiate among currency values and their exchange rates</p>	<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>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>