

# JA Global Marketplace – Blended

Session Details	MD Learning 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 6</b> 4.A.3 a. Give examples of how technology changed consumption and provided greater access to goods and services. 4.A.3 b. Examine why technology has changed production such as the development of the printing press.</p> <p><b>Social Studies 7</b> 4.A.3 a. Give examples of how technology has changed consumption of goods and services, such as the development of computers.</p> <p><b>Social Studies Skills and Processes 6-8</b> 6.A.1.1 Use appropriate strategies and opportunities to increase understandings of social studies vocabulary.</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 7</b> 2.B.1 a. Identify cultural groups within a contemporary world region.</p> <p><b>Social Studies 8</b> 2.B.1 b. Examine how the diversity of the United States represents a blending of cultures and ideas from around the world.</p> <p><b>Social Studies Skills and Processes 6-8</b> 6.B.1 Select and use informal writing strategies, such as short/response/essay answer/ brief constructed responses, journal writing, note taking, and graphic organizers, to clarify, organize, remember, and/or express new understandings.</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 6</b> 4.A.4 a. Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming.</p> <p><b>Social Studies 7</b> 4.A.2 c. Explain how available resources affect specialization and trade. 4.A.4 a. Analyze examples of specialization that result from economic resources.</p> <p><b>Social Studies 8</b> 3.A.1 c. Analyze thematic maps to determine demographic and economic information about a region.</p> <p><b>Personal Financial Literacy</b> 2.8.B.1 Identify potential sources of income.</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>Social Studies Skills and Processes 6-8</b> 6.F.1 Interpret information from primary and secondary sources.</p> <p><b>Personal Financial Literacy</b> 2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</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 7</b></p> <p>1.C.2 a. Analyze how the definition of the common good differs in limited and unlimited governments.</p> <p>1.C.2 b. Debate the need to balance between providing for the common good and how protecting individual rights differ in governments around the world.</p> <p><b>Social Studies Skills and Processes 6-8</b></p> <p>6.C.2 Identify a situation/issue that requires further study.</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>Social Studies 6</b></p> <p>4.B.3 a. Explain how societies used mediums of exchange to facilitate trade and help their economies grow.</p> <p><b>Social Studies 7</b></p> <p>4.B.3 Describe the money and banking systems in various countries in the contemporary world.</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>Social Studies 7</b></p> <p>1.C.1 b. Explain how international rules and laws protect individual rights and protect the common good, such as the U.N. Declaration of Human Rights, European Union membership, Geneva Conventions.</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>