

JA Global Marketplace – Blended

Session Details	MT Academic 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>Social Studies 4.5 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</p> <p>Workplace Competencies 5.1 Use technology for learning, communications, and productivity. 5.2 Use technology to observe, analyze, interpret, and draw conclusions.</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>Social Studies 5.4 Analyze how various personal and cultural points of view influence economic decisions. 6.3 Identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.</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>Social Studies</p> <p>3.1 Analyze and use various representations of the Earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place.</p> <p>3.4 Explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</p> <p>5.1 Identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).</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>Social Studies</p> <p>3.4 Explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</p> <p>5.4 Analyze how various personal and cultural points of view influence economic decisions.</p> <p>Workplace Competencies</p> <p>6.5 Locate, explore, and evaluate a variety of occupations not limited by stereotypes, bias or traditional roles.</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>Social Studies</p> <p>1.1 Apply the steps of an inquiry process.</p> <p>1.3 Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations</p> <p>Workplace Competencies</p> <p>3.1 Identify the need for and obtain data in order to make informed decisions in the workplace.</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>Social Studies</p> <p>5.5 Explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, and governments)</p> <p>Workplace Competencies</p> <p>2.5 Practice positive interpersonal communication skills (e.g., customer service, electronic etiquette, community service project).</p> <p>4.1 Describe and illustrate a system.</p> <p>4.2 Analyze how a system works (i.e., input, process, output, feedback, performance improvement).</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>Workplace Competencies</p> <p>4.1 Describe and illustrate a system.</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>