

# JA Global Marketplace – Blended

Session Details	Content & Performance 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>SS8.3.1 Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).</p> <p>SS8.3.3 Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).</p> <p>SS8.4.2 Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.</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>SS8.2.2 Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.</p> <p>SS8.2.4 Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).</p> <p><b>Career &amp; Vocational Education</b></p> <p>CV5.2.1 Students identify and practice compromise and conflict resolution skills.</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> SS8.5.1 Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.</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</b> SS8.5.4 Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.</p> <p><b>Career &amp; Vocational Education</b> CV5.1.1 Students identify and describe various occupations. CV5.1.2 Students describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living.</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> SS8.6.3 Use digital tools to research, design, and present social studies concepts.</p> <p><b>Career &amp; Vocational Education</b> CV5.2.3 Students identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.</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</b> SS8.3.4 Explain or illustrate how money is used by individuals, groups, and financial institutions.</p> <p><b>Career &amp; Vocational Education</b> CV5.1.3 Students identify and demonstrate behaviors contributing to the successful completion of workplace tasks. CV5.1.4 Students complete tasks within an allotted time by acquiring, storing, organizing, and using materials and space efficiently</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>Career &amp; Vocational Education</b> CV5.4.3 Students explain events, procedures, ideas, or concepts in technical texts, including what happened and why, based on specific information in the text. CV5.4.4 Students interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</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>

Revised Wyoming Standards effective Dec. 2014