

# JA Global Marketplace – Blended Model

Session Details	Alaska Standards	Alaska ELA Standards	Alaska Math Standards
<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>Government and Citizenship</b> G.3) identify and compare the costs and benefits when making choices.</p> <p>G.4) make informed choices on economic issues.</p> <p><b>Geography</b> D. 4) analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.</p>	<p><b>Grade 6</b> RI.6.1,4,7 W.6.1.a-c W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.3-4 W.7.1-2,7 SL.7.1-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.3-4 W.8.1-2 W.8.7 SL.8.1-4 L.8.1-5</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>Cultural Standards</b> B. 1) acquire insights from other cultures without diminishing the integrity of their own.</p> <p>E. 6) anticipate the changes that occur when different cultural systems come in contact with one another.</p> <p>E.7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.</p> <p><b>Employability Standards</b> A. 2) understand how to apply skills and academic knowledge in a variety of work settings.</p>	<p><b>Grade 6</b> RI.6.1-4 W.6.1.a-c W.6.4-6 SL.6.1 SL.6.3-4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 RI.7.8,10 W.7.2 W.7.6-7 SL.7.1-4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.1-2 W.8.7,9 SL.8.1-4 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>Government and Citizenship</b> F.4) understand the role of price in resource allocation.  F.10) understand how international trade works.</p> <p><b>Geography</b> A. 1) use maps and globes to locate places and regions.  A. 4) use graphic tools and technologies to depict and interpret the world’s human and physical systems.  D. 1) know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links.  E. 1) understand how resources have been developed and used.  E.2) recognize and assess local, regional, and global patterns of resource use.</p>	<p><b>Grade 6</b> RI.6.1-4 RI.6.7 W.6.1.a-c W.6.4-6 SL.6.1 SL.6.3-4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 RI.7.8,10 W.7.2 W.7.6-7 SL.7.1-4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.1-2 W.8.7,9 SL.8.1-4 L.8.1-5</p>	<p><b>Grade 6</b> 6.NS.2 6.NS.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>Government and Citizenship</b> G.5) understand how jobs are created and their role in the economy.</p> <p><b>Geography</b> B.5) describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty.  B.6) make informed decisions about where to live, work, travel, and seek opportunities.</p> <p><b>Employability Standards</b> A.3. Understand the process for seeking employment including resume development, application completion, interview skills and appropriate dress for work settings.  A. 7. Understand employer and employee rights and responsibilities.  B. 2. Identify possible career options, considering both employment and self-employment and understand how changes in the workplace affect career choice.</p>	<p><b>Grade 6</b> RI.6.1-4 RI.6.7-8 W.6.1.a-c W.6.4-6 SL.6.1-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 RI.7.8-10 W.7.2,4 W.7.6-7 SL.7.1-4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.1-2 W.8.7,9 SL.8.1-4 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>Government and Citizenship</b> E.7) implement ways of solving problems and resolving conflict.</p> <p><b>Employability Standards</b> 6. Understand the need for safe practices in workplaces.</p>	<p><b>Grade 6</b> RI.6.1-4 SL.6.1-3 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-2,4 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-2 SL.8.1-3 L.8.1-5</p>	<p><b>Grade 6</b> 6.NS.2 6.NS.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>Government and Citizenship</b> F.3) compare alternative economic systems.</p> <p><b>Employability Standards</b> A. 5) Understand how an individual job fits into the overall organization and how the organization fits into the overall economy.</p>	<p><b>Grade 6</b> RI.6.1-4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-2 RI.7.4-5 W.7.2,4 W.7.6-7 SL.7.1-2 SL.7.4-5</p> <p><b>Grade 8</b> RI.8.1-4 SL.8.1-2,4 L.8.1-5</p>	<p><b>Grade 6</b> 6.NS.2 6.NS.3 6.RP.1 6.RP.2 6.RP.3</p> <p><b>Grade 7</b> 7.RP.1 7.RP.2 7.RP.3</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>Government and Citizenship</b> F.1) understand how the government and the economy interrelate through regulations, incentives, and taxation.</p> <p>D. 1) analyze how domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries.</p> <p><b>Geography</b> D.2) explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally.</p>	<p><b>Grade 6</b> SL.6.1-4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 SL.8.1-3 L.8.1-5</p>	<p><b>Grade 6</b> 6.NS.2 6.NS.3</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-8</p>