

# JA Global Marketplace

Session Details	Social Studies	Essential Skills	Common Core Standards
<p><b>Session One: Business and Customer</b></p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify what a business gains from an exchange with a customer</li> <li>Identify what a customer gains from an exchange with a business</li> <li>Define ethics and ethical dilemma (Deeper Look)</li> <li>Identify the stakeholders of a business.</li> <li>Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)</li> </ul>	<p>PFL.6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p>	<p>Demonstrate an understanding of cause and effect related to personal financial decisions (<b>Civic Engagement, Interpersonal Communication</b>).</p> <p>Identify and explain multiple perspectives (cultural and global) when exploring economic events, ideas, and issues within the Western Hemisphere (<b>Civic Engagement, Global and Cultural Awareness</b>).</p> <p>Assess personal strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset (<b>Self-Awareness</b>)</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p><b>Session Two: Business and Culture</b></p> <p>Students learn that businesses must understand cultural differences to meet customers' needs and make a profit in different countries.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify business-related, cultural differences throughout the world</li> <li>Explain the need for international businesses to consider their customers' cultural differences to provide for the customer and make a profit</li> <li>Identify cultural differences throughout the world that affect social interaction and communication</li> </ul>	<p>SS 8.2.2 b. Analyze patterns of conflict and cooperation that resulted from human migration and the economic, political, ethnic, and social implications of those interactions.</p>	<p>Look for and find value in different perspectives expressed by others in the Western Hemisphere. (<b>Personal Skills, Adaptability/Flexibility</b>)</p> <p>Identify and explain multiple perspectives (cultural and global) when exploring economic events, ideas, and issues within the Western Hemisphere. (<b>Civic/Interpersonal Skills: Global/Cultural Awareness</b>)</p> <p>Look for and find value in different perspectives expressed by others. (<b>Personal Skills: Adaptability/Flexibility</b>)</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>

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<p><b>Session Three: Global Trade</b></p> <p>Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify reasons why countries trade</li> <li>Demonstrate that countries benefit more from trade than from trying to meet all their own needs</li> <li>Apply key terms related to trade.</li> <li>Describe how improvements in technology can influence international trade</li> </ul>	<p>SS.6.3.1. Investigate how different economic systems developed based on access to resources, societal values, and human experiences, in order to address the problem of scarcity.</p> <p>SS.7.2.1. Use geographic tools and sources to research and make geographic inferences and predictions about the Eastern Hemisphere.</p> <p>SS.7.3.1. Describe how economic systems [in the Eastern Hemisphere] developed based on access to resources, societal values, and human experiences in order to address the problem of scarcity.</p> <p>PFL.7.5.1. Investigate the role of consumers and businesses [within the Eastern Hemisphere.]</p> <p>SS.8.3.1. b. Describe the factors that lead to a region or nation having a comparative and absolute advantage in trade.</p> <p>PFL 7.5.1.b. Summarize how the distribution of resources impacts consumerism.</p>	<p>Look for and find value in different economic perspectives expressed by others (<b>Adaptability and Flexibility</b>).</p> <p>Make connections between information gathered and personal experiences to research economic questions (<b>Critical Thinking and Analysis</b>).</p> <p>Test hypotheses/prototypes with planned processes for getting feedback (<b>Critical Thinking and Analysis</b>).</p> <p>Evaluate information using spatial technologies (<b>Digital Literacy, Data Literacy</b>).</p> <p>Demonstrate an understanding of cause and effect related to personal decisions (<b>Social Awareness, Self-Awareness</b>).</p> <p>Identify and explain multiple perspectives (cultural and global) when exploring events, ideas, issues (<b>Civic Engagement, Global and Cultural Awareness</b>)</p>	<p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>

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<p><b>Session Four: Why Countries Specialize</b></p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define specialization</li> <li>Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs</li> <li>Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country</li> </ul>	<p>SS.6.2.1. Use geographic tools and sources to research and make geographic inferences and predictions about the Western Hemisphere.</p> <p>SS.7.2.1. Use geographic tools and sources to research and make geographic inferences and predictions about the Eastern Hemisphere.</p> <p>PFL.7.5.1. Investigate the role of consumers and businesses [within the Eastern Hemisphere.]</p> <p>SS.8.3.1. Investigate how economic freedom, including free trade, was important for economic growth [in early American History. ]</p> <p>PFL 7.5.1 c Compare and contrast goods and services available to consumers within different cultures...</p>	<p>Evaluate information using spatial technologies (<b>Digital Literacy, Data Literacy</b>).</p> <p>Look for and find value in studying different perspectives expressed by others (<b>Adaptability and Flexibility</b>).</p> <p>Collaborate with others to plan and evaluate complex solutions to global challenges within the Western Hemisphere using multiple disciplinary lenses such as ethnic, historical, and scientific (<b>Global and Cultural Awareness</b>).</p> <p>Revisit, reflect on, and revise inquiry questions based on analysis of geographic data (Critical Thinking and Analysis)</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p><b>MATH</b> 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p><b>Mathematical Practices</b> 1-2 4-7</p>
<p><b>Session Five: Trade Barriers</b></p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify examples of trade barriers</li> <li>Analyze the consequences of trade barriers on businesses, employees, and customers</li> <li>Explain why balance of trade matters to businesses, customers, and employees</li> </ul>	<p>SS.8.3.1. Investigate how economic freedom, including free trade, was important for economic growth [in early American history.]</p> <p>PFL 7.5.1 c Compare and contrast goods and services available to consumers within different cultures...</p>	<p>Make predictions and design data/information collection and analysis strategies concerning economic policy through evaluation of historical events (<b>Critical Thinking and Analysis</b>).</p> <p>Apply knowledge and skills as an economist and citizen to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others in order to inform public policy (<b>Global and Cultural Awareness</b>).</p> <p>Plan and evaluate complex solutions to global economic system challenges using multiple disciplinary lenses such as cultural, historical, and scientific (<b>Civic Engagement, Global and Cultural Awareness</b>).</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>

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<p><b>Session Six: Currency</b></p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define currency and exchange rate</li> <li>Recognize that different countries have different forms of currency</li> <li>Recognize that each currency has a different value, which is determined through a variable exchange rate</li> </ul>	<p>PFL.6.5.1 Investigate the role of consumers and businesses [within the Western Hemisphere.]</p>	<p>Demonstrate an understanding of cause and effect related to personal financial decisions <b>(Civic Engagement, Interpersonal Communication)</b>.</p> <p>Identify and explain multiple perspectives (cultural and global) when exploring economic events, ideas, and issues within the Western Hemisphere <b>(Civic Engagement, Global and Cultural Awareness)</b>.</p> <p>Assess personal strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset <b>(Self-Awareness)</b></p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>
<p><b>Session Seven: Global Workforce</b></p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages</li> <li>Express specific steps that would need to be taken to obtain work in another country</li> <li>Recognize the value of a second language for future job opportunities</li> </ul>	<p>NA</p>	<p>Apply knowledge to set goals, make informed decisions and transfer to new contexts <b>(Personal Skills/Initiative/Self-Direction)</b>.</p> <p>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a growth mindset. <b>(Personal Skills/Self-Awareness)</b></p> <p>Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Entrepreneurial Skills/Informed Risk Taking)</b></p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>