

JA Global Marketplace – Blended Model

| Session Details | Nebraska Content Standards | NE ELA Standards | NE Math Standards |
|--|---|---|-------------------|
| <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>Economics SS 8.2.1.c Describe the development and effects of technology in economic history.</p> <p>SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy.</p> <p>Career Ready Practice 6.A. Creativity 1. Uses information, knowledge and experience to generate original ideas and challenge assumptions. 6.B. Innovation 2. Determines the feasibility of improvements for ideas and concepts.</p> | <p>Grade 6 LA 6.1.4.a LA 6.1.5.b-c,e LA 6.1.6.e-f LA 6.1.6.i LA 6.3.1.a,e LA 6.3.2.a-c LA 6.3.3.a-e</p> <p>Grade 7 LA 7.1.b-c,e LA 7.1.6.e-g LA 7.3.1.a-b LA 7.3.2.a-c LA 7.3.3.a-e</p> <p>Grade 8 LA 8.1.5.b-c,e LA 8.1.6.f-g,i LA 8.3.1.a-b LA 8.3.2.a-c LA 8.3.3.a-e</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>Geography SS 8.3.4 Students will analyze and interpret patterns of culture around the world.</p> <p>SS 8.3.4.c Analyze and explain components and diffusion of cultures.</p> <p>Career Ready Practice 3.A.1. Takes responsibility for individual and shared group work tasks.</p> <p>8.C Social and Cultural Competence 1. Gives and earns respect by interacting positively with people of different backgrounds, experiences and beliefs.</p> <p>8.C.3. Uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.</p> | <p>Grade 6 LA 6.1.4.a LA 6.1.5.b-c,e LA 6.1.6.i LA 6.2.1.a-c LA 6.2.2.a,d LA 6.3.1.a,e LA 6.3.2.a-c LA 6.3.3.a-e</p> <p>Grade 7 LA 7.1.b-c,e LA 7.1.6.e-g LA 7.2.1.a-c LA 7.2.2.a,d LA 7.3.1.a-b LA 7.3.2.a-c LA 7.3.3.a-e</p> <p>Grade 8 LA 8.1.5.b-c,e LA 8.1.6.f-g,i LA 8.3.1.a-b LA 8.3.2.a-c LA 8.3.3.a-e</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>Economics SS 8.2.12.a Differentiate between exports and imports.</p> <p>SS 8.2.12.b Explain how individuals gain through specialization and voluntary trade.</p> <p>Geography SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface.</p> <p>SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines.</p> <p>SS 8.3.5.d Examine world patterns of resource distribution and utilization.</p> | <p>Grade 6 LA 6.1.4.a LA 6.1.5.b-c,e LA 6.1.6.f,i LA 6.2.1.a-c LA 6.2.2a,d LA 6.3.1.a,e LA 6.3.2.a-c LA 6.3.3.a-e</p> <p>Grade 7 LA 7.1..b-c,e LA 7.1.6.e-g LA 7.2.1.a-b LA 7.2.2.a LA 7.3.1.a-b LA 7.3.2.a-c LA 7.3.3.a-e</p> <p>Grade 8 LA 8.1.5.b-c,e LA 8.1.6.f-g,i LA 8.3.1.a-b LA 8.3.2.a-c LA 8.3.3.a-e</p> | <p>Grade 6 MA 6.1.2.d-e</p> <p>Mathematical Practices 6-8 1-4</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>Geography SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies.</p> <p>SS 8.3.2.e Identify the location of major world regions.</p> <p>Career Ready Practices 9. B. Tools and Applications 1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes</p> <p>10. A. Planning 1. Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</p> | <p>Grade 6 LA 6.1.4.a LA 6.1.5.b-c,e LA 6.1.6.d-f LA 6.1.6.i LA 6.2.1.a-c LA 6.3.1.a,e LA 6.3.2.a-c LA 6.3.3.a-e</p> <p>Grade 7 LA 7.1..b-c,e LA 7.1.6.e-g LA 7.2.1.a-c LA 7.2.2.a,d LA 7.3.1.a-b LA 7.3.2.a-c LA 7.3.3.a-e</p> <p>Grade 8 LA 8.1.5.b-c,e LA 8.1.6.f-g,i LA 8.3.1.a-b LA 8.3.2.a-c LA 8.3.3.a-e</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>Civics SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>Economics SS 8.2.5.b Discuss various philosophies regarding governments' role in an economy</p> <p>Career Ready Practices 1.C.1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity. 1.C.2. Analyzes elements of a problem situation to develop solutions. 7.B.1 Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.</p> | <p>Grade 6 LA 6.1.4.a LA 6.1.5.b-c,e LA 6.1.6.f LA 6.1.6.i LA 6.3.1.a,e LA 6.3.2.a-c LA 6.3.3.a-e</p> <p>Grade 7 LA 7.1.b-c,e LA 7.1.6.e-g LA 7.3.1.a-b LA 7.3.2.a-c LA 7.3.3.a-e</p> <p>Grade 8 LA 8.1.5.b-c,e LA 8.1.6.f-g,i LA 8.3.1.a-b LA 8.3.2.a-c LA 8.3.3.a-e</p> | <p>Grade 6 MA 6.1.2.d-e MA 6.2.3.b</p> <p>Grade 7 MA 7.1.2.b,e</p> <p>Mathematical Practices 6-8 1-2</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>Economics 6-8 SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups. SS 8.2.13.a Explain that currency must be converted to make purchases in other countries. SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down.</p> <p>Career Ready Practice 3. Contributes to employer and community success</p> | <p>Grade 6 LA 6.1.4.a LA 6.1.6.f LA 6.3.1.a,e LA 6.3.2.a-c LA 6.3.3.a-e</p> <p>Grade 7 LA 7.1.b-c,e LA 7.1.6.e-g LA 7.2.1.a-b LA 7.3.1.a-b LA 7.3.2.a-c LA 7.3.3.a-e</p> <p>Grade 8 LA 8.1.5.b-c,e LA 8.1.6.f-g,i LA 8.3.1.a-b LA 8.3.2.a-c LA 8.3.3.a-e</p> | <p>Grade 6 MA 6.1.2.d-e MA 6.2.3.b MA 6.2.3.d</p> <p>Grade 7 MA 7.1.2.a, e MA 7.2.1.b</p> <p>Mathematical Practices 6-8 1-4</p> |

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| <p>Session Seven: Fair Trade (volunteer- or teacher-led) 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>Economics SS 8.2.5 Students will identify the basic economic systems in the global economy.</p> <p>SS 8.2.5.b Discuss various philosophies regarding governments' role in an economy.</p> <p>Geography SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity.</p> | <p>Grade 6 LA 6.1.4.a LA 6.1.5.b-c,e LA 6.1.6.e-f LA 6.1.6.i LA 6.2.1.a-c LA 6.2.2.a-b LA 6.3.1.a,e LA 6.3.2.a-c LA 6.3.3.a-e</p> <p>Grade 7 LA 7.1..b-c,e LA 7.1.6.e-g LA 7.3.1.a-b LA 7.3.2.a-c LA 7.3.3.a-e</p> <p>Grade 8 LA 8.1.5.b-c,e LA 8.1.6.f-g,i LA 8.3.1.a-b LA 8.3.2.a-c LA 8.3.3.a-e</p> | <p>Grade 6 MA 6.1.2.d</p> <p>Mathematical Practices 6-8 1-4</p> |