

**A Correlation between
New Jersey Core Curriculum Content Standards
and
Junior Achievement Programs**

Grades 6, 7, 8 - JA Global Marketplace

JA Global Marketplace is designed to provide practical information about the key aspects of the global economy, the importance of international trade, what makes world trade work, and how trade affects students' daily lives. *Program is sponsored by MasterCard Worldwide*

Description	Key Learning Objectives	Social Studies	Language Arts Literacy	Mathematics	Career Ed. & Consumer, Family, and Life Skills
<p>Activity One: "X" Marks the Spot Working in groups to identify import items found in the classroom, students begin to recognize that trade with other countries affects their daily lives. Students understand that international trade occurs when nations want or need resources or services from other countries that they themselves cannot satisfy at reasonable costs.</p>	<p>Objectives: The students will: -define trade -explain why countries trade with one another -list at least five products or items imported from other countries and locate those on a world wall map Concepts: trade, market, domestic trade, international trade, imports, exports Skills: interpreting maps and globes, oral and written communication, working in groups, gathering and organizing information</p>	<p>6.1.8-9 6.2.5 6.3.5, 8 6.4.5-6 6.5.7-10 6.6.7-9 6.7.8 6.8.11 6.9.4</p>	<p>3.1.A C-H 3.2.C-D 3.3.A-C 3.4.A-B</p> <p>6th Grade only: 3.5.A</p>	<p>6th Grade only: 4.1.A <i>Optional:</i> 4.2.D</p>	<p>9.2.A.1 9.2.B.2 9.2.C.1, 2, 3, 4, 6</p>
<p>Activity Two: You Be the Judge Students will learn that nations use several methods to increase their trade benefits, and that agreements with one or more countries often are made to facilitate trade and avoid conflict.</p>	<p>Objectives: The students will: -identify quotas, tariffs, subsidies, embargoes, and standards as trade barriers governments use to control trade and increase benefits for their countries -describe how multilateral agreements can facilitate trade -describe how the World Trade Organization (WTO) functions as a court to help nations settle trade disputes Concepts: trade barrier, quota, subsidy, embargo, tariff, standard Skills: interpreting information, critical reading, persuasion, compromise, bargaining, analyzing points of view</p>	<p>6.1.8-11 6.2.5 6.3.5-8 6.4.5-6 6.5.7-12 6.6.7-10 6.7.8 6.8.11 6.9.4-5</p>	<p>3.1.A C-H 3.2.C-D 3.3.A-C 3.4.A-B</p> <p>6th Grade only: 3.5.A</p>	<p>6th Grade only: 4.1.A <i>Optional:</i> 4.2.D</p>	<p>9.2.A.1, 2, 4 9.2.B.2 9.2.C.1, 2, 3, 4, 6 9.2.D.3</p>
<p>Activity Three: Let's Make a Deal Students work in groups to identify and understand the business practices used in other countries. Students discover that business practices vary from country to country and that understanding these practices can have an impact on trade.</p>	<p>Objectives: The students will: -explain how cultural practices vary from country to country -develop group plans to create a food franchise by learning about the business practices of select countries Concepts: business practices, culture, trade, franchise Skills: gathering and organizing information, interpreting maps, graphs and charts, working in groups, oral and written communication</p>	<p>6.1.8-9 6.2.5 6.3.5, 8 6.4.5-6 6.5.7-10, 12 6.6.7-9 6.7.8 6.8.11</p>	<p>3.1.A C-H 3.2.C-D 3.3.A-C 3.4.A-B</p> <p>6th Grade only: 3.5.A</p>	<p>6th Grade only: 4.1.A <i>Optional:</i> 4.2.D</p>	<p>9.2.A.1, 2 9.2.B.2 9.2.C.1, 2, 3, 4, 6 9.2.D.2</p>

<p>Activity Four: People Power Students discover how the movement of people facilitates international trade. They discuss examples of immigration and, through creative activities, gain insight into the lives of immigrants. They learn that economic opportunity often is the driving force behind immigration and global trade.</p>	<p>Objectives: The students will: -describe reasons why people move from one country to another, particularly those seeking economic opportunity -give examples of contributions immigrants bring to the new countries and the hardships they often endure -identify global trade and immigration as a means of international exchange of human resources Concepts: global trade, immigrate, emigrate, entrepreneur, human resources Skills: brainstorming, critical thinking, making observations, working in groups, oral and written communication</p>	<p>6.1.8-9 6.2.5 6.3.5, 8 6.4.5-6 6.5.7-10 6.6.7-9 6.7.8 6.8.9, 11 6.9.5</p>	<p>3.1.A C-H 3.2.C-D 3.3.A-C 3.4.A-B <i>Optional:</i> 6th Grade only: 3.2.A-D 7th & 8th Grade 3.2.A-B, D</p>	<p>6th Grade only: 4.1.A <i>Optional:</i> 4.2.D</p>	<p>9.2.A.1, 2 9.2.B.2 9.2.C.1, 2, 3, 4, 6</p>
<p>Activity Five: World of Words Students discover how advances in communication and transportation have improved productivity and facilitated world trade. From moveable type to the Internet, students trace the international flow of information and its impact on world economies.</p>	<p>Objectives: The students will: -describe how improvements in technology and transportation and the sharing of ideas have affected the flow of information and increased productivity -calculate productivity -list examples of technological developments throughout history Concepts: productivity, technology, input, output Skills: brainstorming, critical reading, making observations, oral and written communication, working in groups, math calculations</p>	<p>6.1.8-9 6.2.5, 8 6.3.5-8 6.4.5-6 6.5.7-10 6.6.7-9 6.7.8 6.8.10-11 6.9.4</p>	<p>3.1.A C-H 3.2.C-D 3.3.A-C 3.4.A-B 6th Grade only: 3.5.B</p>	<p>6th-8th Grade: 4.5.A-F 6th Grade only: <i>Optional:</i> 4.2.D 6th & 7th Grade: 4.1.A-C 4.3.C-D 8th Grade only: 4.1.A-B</p>	<p>9.2.A.1 9.2.B.2 9.2.C.1, 2, 3, 4, 6</p>
<p>Activity Six: World of Money Students learn that countries have different currencies with different values. To purchase goods from another country, it usually is necessary to use that country's currency. Students learn that some European countries have facilitated the currency exchange process by adopting the euro as a common currency.</p>	<p>Objectives: The students will: -explain why international trade requires an exchange of currency -convert U.S. dollars into another currency using an exchange rate -give reasons that countries might support or oppose a common currency Concepts: exchange rates, currency Skills: interpreting graphs and charts, gathering and organizing information, math calculations, working in groups</p>	<p>6.1.8-9 6.2.5-8 6.3.5-8 6.4.5-6 6.5.7-11 6.6.6-9 6.7.8 6.8.11</p>	<p>3.1.A C-H 3.2.C-D 3.3.A-C 3.4.A-B 6th Grade only: 3.5.A</p>	<p>6th - 8th Grade: 4.1.A-C 4.4.A 4.5.A-F 6th Grade only: <i>Optional:</i> 4.2.D 6th & 7th Grade: 4.3.C-D 8th Grade only: 4.3.D</p>	<p>9.2.A.1, 2 9.2.B.2 9.2.C.1, 2, 3, 4, 6</p>