

**A Correlation Between the
Pennsylvania Academic Standards
and Junior Achievement Programs**

JA Global Marketplace

JA Global Marketplace

| Description | Key Learning Objectives | Social Studies | Language Arts | Mathematics | Career Education & Work |
|---|---|---|---|----------------|-------------------------|
| <p>Activity One: "X" Marks the Spot Working in groups to identify import items found throughout 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 because they themselves cannot satisfy those needs and wants 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><i>Economics</i> 6.3.9 A, B, C, F 6.4.9 B</p> <p><i>Geography</i> 7.1.9 A, B 7.3.9 D</p> | <p>1.1.8 B, C, H 1.2.8 A, B 1.4.8 B, C, D 1.5.8 A, B 1.6.8 A, C, D, E, F</p> | <p>2.3.8 F</p> | |
| <p>Activity Two: You Be the Judge Students will learn that nations use several methods to increase their trade benefits. 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, and bargaining; analyzing points of view</p> | <p><i>Envrmt. & Ecology</i> 4.3.7 A, B 4.7.7 C 4.8.7 C, D 4.9.7 A</p> <p><i>Civics & Govt.</i> 5.4.9 A, E</p> <p><i>Economics</i> 6.2.9 H 6.3.9 B, F 6.4.9 B, C</p> <p><i>Geography</i> 7.4.9 B</p> | <p>1.1.8 C, D, G, H 1.2.8 A 1.4.8 C, D 1.5.8 A, B, C 1.6.8 A, C, D, E</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 a positive 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><i>Economics</i> 6.3.9 B, F</p> <p><i>Geography</i> 7.1.9 A, B 7.3.9 B</p> | <p>1.1.8 B, C, D, G, H 1.2.8 A, B 1.4.8 C, D 1.5.8 A, B 1.6.8 A, C, D, E, F</p> | <p>2.3.8 F</p> | |

| Description | Key Learning Objectives | Social Studies | Language Arts | Mathematics | Career Education & Work |
|--|--|--|---|---|------------------------------|
| <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><i>Economics</i> 6.3.9 B, F 6.4.9 D</p> <p><i>Geography</i> 7.3.9 A, C</p> | <p>1.1.8 C, D, G, H 1.2.8 A 1.4.8 A, B, C, D 1.5.8 A, B, C 1.6.8 A, C, D, E</p> | | <p>13.1.8.E 13.3.8.F</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 impacted 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><i>History</i> 8.4.9 A, B</p> <p><i>Economics</i> 6.4.9 A, B, D 6.5.9 B</p> | <p>1.1.8 C, D, G, H 1.2.8 A 1.4.8 D 1.5.8 G 1.6.8 A, C, D, E</p> | <p>2.1.8 A, D 2.2.8 B 2.3.8 B 2.4.8 A, B, C, D, E, F 2.5.8 A, B, C, D</p> | |

| | | | | | |
|--|--|--|--|--|--|
| <p>Activity Six: World of Money To participate in international trade, businesses and individuals must be able to purchase goods and services from each other. Students will 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. 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 possible 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><i>Economics</i> 6.2.9 L 6.3.9 E 6.4.9 B</p> | <p>1.1.8 C, D, G, H 1.2.8 A 1.4.8 B, C, D 1.5.8 A, D, E, F, G 1.6.8 A, C, D, E</p> | <p>2.1.8 A, D 2.2.8 B 2.3.8 B 2.4.8 D 2.5.8 A, B, C, D</p> | |
|--|--|--|--|--|--|