<table>
<thead>
<tr>
<th>Session Details</th>
<th>College- and Career-Readiness Standards for Social Studies</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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| **Session One: We're All Connected**  
Students explore how it is possible that inventions and products traded between countries can change the world.  
**Objectives:**  
The students will:  
• 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.  
**Indicators**  
Develop questions through investigations.  
Apply disciplinary concepts and tools.  
Evaluate sources and use evidence  
**Economics**  
Explain how economic decisions affect the well-being of individuals, businesses, and society.  
Analyze the role of innovation and entrepreneurship in a market economy.  
**Geography**  
Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.  
| Grade 6  
RI.6.1-2  
RI.6.4.7  
SL.6.1-2  
SL.6.4  
L.6.2-6  
Grade 7  
RI.7.1-2  
RI.7.4.8  
SL.7.1-4  
L.7.1  
L.7.3-4  
L.7.6  
Grade 8  
RI.8.1-2  
RI.8.4  
SL.8.1-4  
L.8.1  
L.8.3-4  | NA |  |
| **Session Two: Know Your Neighbors**  
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.  
**Objectives:**  
The students will:  
• Demonstrate knowledge of cultural business practices around the world.  
• Articulate the importance of cultural awareness and sensitivity in international business.  
**Geography**  
Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.  
| Grade 6  
RI.6.4.7  
W.6.2.7  
SL.6.1-2  
SL.6.4  
L.6.1-6  
Grade 7  
RI.7.4  
W.7.2  
W.7.6-7  
SL.7.1-2  
SL.7.4  
L.7.1-6  
Grade 8  
W.8.2  
W.8.7.9  
SL.8.1-2  
SL.8.4  
L.8.1-5  | NA |  |
## Session Details

### Session Three: Want to Trade?

Students examine how trade works, why countries trade with other countries, and evaluate whether a single country could be completely self-sufficient.

**Objectives:**
- 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.

**Economics**
Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. Explain the roles of buyers and sellers in product, labor, and financial markets.

**Grade 7**
- Summarize and give examples of basic economic terms (e.g., barter, supply, demand, trade, interdependence, currency and scarcity).
- Research and investigate how natural resources impact the economy.

**Grade 6**
- RI.6.1-2
- RI.6.7-8
- W.6.1-2
- SL.6.1-5
- L.6.1-6

**Grade 7**
- RI.7.1-4
- RI.7.8
- W.7.1-2
- W.7.6
- SL.7.1-3
- L.7.1-6

**Grade 8**
- RI.8.1-4
- W.8.1-2
- SL.8.1-4
- L.8.1-5

### Session Four: Wide World of Work

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.

**Objectives:**
- 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.

**Geography**
Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places over time.

**Grade 6**
- RI.6.1-2
- RI.6.4-7
- W.6.7
- SL.6.1-3
- L.6.1-6

**Grade 7**
- RI.7.1-4
- RI.7.8
- W.7.6-7
- SL.7.1-3
- L.7.1-6

**Grade 8**
- RI.8.1-4
- W.8.7,9
- SL.8.1-2
- L.8.1-5
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<td><strong>Session Five: Tough Choices</strong>&lt;br&gt;Students explore business ethics and what responsibilities their FreeTrade Market businesses have to customers and employees.</td>
<td><strong>Economics</strong>&lt;br&gt;Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</td>
<td><strong>Grade 6</strong>&lt;br&gt;RL.6.1.4,7&lt;br&gt;SL.6.1-2&lt;br&gt;SL.6.4-5&lt;br&gt;L.6.1,4-6</td>
<td><strong>Grade 6</strong>&lt;br&gt;6.NSA.3&lt;br&gt;Mathematical Practices 6-8 1-2 4-7</td>
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<td><strong>Objectives:</strong>&lt;br&gt;The students will:</td>
<td></td>
<td><strong>Grade 7</strong>&lt;br&gt;RL.7.1-3,4&lt;br&gt;SL.7.1-3&lt;br&gt;L.7.1-6</td>
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<td>▪ Analyze the ethical responsibility that business owners and consumers share with one another.&lt;br&gt;▪ Evaluate what obligation business owners have for the safety and security of their employees and customers.</td>
<td></td>
<td><strong>Grade 8</strong>&lt;br&gt;RL.8.1-4&lt;br&gt;SL.8.1-2&lt;br&gt;SL.8.4&lt;br&gt;L.8.1,3-5</td>
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<td><strong>Session Six: What Is Money Really Worth?</strong>&lt;br&gt;Students compare the value of international currency as their FreeTrade Market businesses pay for goods.</td>
<td><strong>Economics</strong>&lt;br&gt;Explain how changes in supply and demand causes changes in prices and quantities of goods, and services, labor, and credit.</td>
<td><strong>Grade 6</strong>&lt;br&gt;RL.6.1-7,8&lt;br&gt;SL.6.1-3&lt;br&gt;SL.6.4-5&lt;br&gt;L.6.1&lt;br&gt;L.6.4-5</td>
<td><strong>Grade 6</strong>&lt;br&gt;6.RP.A.1&lt;br&gt;6.RP.A.2&lt;br&gt;6.RP.A.3</td>
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<td><strong>Objectives:</strong>&lt;br&gt;The students will:</td>
<td></td>
<td><strong>Grade 7</strong>&lt;br&gt;RL.7.4&lt;br&gt;SL.7.1-2&lt;br&gt;SL.7.4&lt;br&gt;L.7.1&lt;br&gt;L.7.3-6</td>
<td><strong>Mathematical Practices 6-8</strong>&lt;br&gt;1-2 4-8</td>
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<td>▪ Demonstrate how currency exchange affects international trade:&lt;br&gt;▪ Explain currency exchange rate&lt;br&gt;▪ Use an exchange rate calculator.&lt;br&gt;▪ Evaluate any obstacles to having a single global currency.</td>
<td></td>
<td><strong>Grade 8</strong>&lt;br&gt;RL.8.4&lt;br&gt;SL.8.1-3&lt;br&gt;L.8.1&lt;br&gt;L.8.3-5</td>
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<td><strong>Session Seven: Fair Trade (volunteer- or teacher-led)</strong>&lt;br&gt;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.</td>
<td><strong>Economics</strong>&lt;br&gt;Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. Explain barriers and benefits to trade and how they affect individuals, businesses, and society.</td>
<td><strong>Grade 6</strong>&lt;br&gt;RL.6.1-2&lt;br&gt;RL.6.4,7,8&lt;br&gt;W.6.2&lt;br&gt;SL.6.1-4&lt;br&gt;L.6.1-6</td>
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<td>▪ Define trade barriers and why they are used in international trade.&lt;br&gt;▪ Evaluate how free trade and trade barriers affect trade between countries.</td>
<td></td>
<td><strong>Grade 8</strong>&lt;br&gt;RL.8.1-4&lt;br&gt;W.8.2&lt;br&gt;SL.8.1-3&lt;br&gt;L.8.1-5</td>
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