## Session One: We’re All Connected

Students explore how it is possible that inventions and products traded between countries can change the world.

**Objectives:**
- 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.

**Government and Citizenship**
- G.3) identify and compare the costs and benefits when making choices.
- G.4) make informed choices on economic issues.

**Geography**
- D. 4) analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.

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<th>Alaska Standards</th>
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## 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:**
- Demonstrate knowledge of cultural business practices around the world.
- Articulate the importance of cultural awareness and sensitivity in international business.

**Cultural Standards**
- B. 1) acquire insights from other cultures without diminishing the integrity of their own.
- E. 6) anticipate the changes that occur when different cultural systems come in contact with one another.
- E.7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.

**Employability Standards**
- A. 2) understand how to apply skills and academic knowledge in a variety of work settings.

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**Session Details**

**Government and Citizenship**
- F.4) understand the role of price in resource allocation.
- F.10) understand how international trade works.

**Geography**
- A. 1) use maps and globes to locate places and regions.
- A. 4) use graphic tools and technologies to depict and interpret the world’s human and physical systems.
- D. 1) know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links.
- E. 1) understand how resources have been developed and used.
- E.2) recognize and assess local, regional, and global patterns of resource use.

**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.

**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.

**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.
### Session Five: Tough Choices

**Objectives:**
- 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.

### Session Six: What Is Money Really Worth?

**Objectives:**
- 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.

### Session Seven: Fair Trade (volunteer- or teacher-led)

**Objectives:**
- Define trade barriers and why they are used in international trade.
- Evaluate how free trade and trade barriers affect trade between countries.

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| **Session Five: Tough Choices**
Students explore business ethics and what responsibilities their FreeTrade Market businesses have to customers and employees.

**Objectives:**
- 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.

**Government and Citizenship**
- E.7) implement ways of solving problems and resolving conflict.

**Employability Standards**
- 6. Understand the need for safe practices in workplaces.

| Grade 6 | RI.6.1-4
| SL.6.1-3
| L.6.1-6 |
| Grade 7 | RI.7.1-2,4
| SL.7.1-3
| L.7.1-6 |
| Grade 8 | RI.8.1-2
| SL.8.1-3
| L.8.1-5 |

**Mathematical Practices**
- 6-8 1-2
- 4-7

| Grade 6 | 6.NS.2
| 6.NS.3 |
| Grade 7 | 7.RP.1
| 7.RP.2
| 7.RP.3 |
| Grade 8 | Mathematical Practices 6-8
| 1-2
| 4-8 |

**Government and Citizenship**
- F.3) compare alternative economic systems.

**Employability Standards**
- A. 5) Understand how an individual job fits into the overall organization and how the organization fits into the overall economy.

| Grade 6 | RI.6.1-4
| RI.6.7
| SL.6.1-2
| SL.6.4-5
| L.6.1-6 |
| Grade 7 | RI.7.1-2
| RI.7.4-5
| W.7.2,4
| W.7.6-7
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**Government and Citizenship**
- F.1) understand how the government and the economy interrelate through regulations, incentives, and taxation.

**D. 1)** analyze how domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries.

**Geography**
- D.2) explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally.

| Grade 6 | SL.6.1-4
| L.6.1-6 |
| Grade 7 | RI.7.1-4
| SL.7.1-3
| L.7.1-6 |
| Grade 8 | RI.8.1-4
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