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MODULE LEARNING GOALS

The following is a summary of the learning goals for *Markets Without Borders*. The academic standards and core skills referenced are directly taught and assessed in this module. The table provides a number and/or letter designation for each skill and standard that corresponds to the full text of the standards and skills, available on the [Ford PAS Web site](#).



Activity	Learning Goals	National Academic Standards	Core Skills	How Assessed
1	1.1 Identify characteristics of a global economy, and describe events that contributed to the expansion of international markets.	NCSS: 7i and 9c		Quiz 1
	1.2 Describe multiple perspectives on the ways that globalization affects people throughout the world.	NCSS: 2e	D2: Reflect and Evaluate	Test
2	2.1 Identify the effects of companies and their products on cultures and languages.	NCSS: 4b and 9b ISTE: 5.1		Quiz 1
	2.2 Describe the cultural challenges of conducting business in a global economy.	NCSS: 1f	A2: Convey Ideas in Writing D3: Learn Through Research	Quiz 1, Product Assessment
3	3.1 Explain the roles of specialization and exchange in maximizing productivity and profits.	NCSS: 7e NCEE: 3, 5, and 6 NBEA: ECON 1	B1: Use Math to Solve Problems and Communicate	Quiz 2, Test
	3.2 Identify factors that affect a country's trade balance.	NCSS: 7h NBEA: ECON 14	D3: Learn Through Research D4: Use Information and Communications Technology	Product Assessment

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Activity	Learning Goals	National Academic Standards	Core Skills	How Assessed
3 (cont.)	3.3 Apply principles of comparative advantage in order to develop, negotiate, and evaluate various trade proposals.	NCEE 1, 3, 5, and 6	A2: Convey Ideas in Writing B4: Think Creatively C2: Advocate and Influence C3: Resolve Conflict and Negotiate D4: Use Information and Communications Technology	Product Assessment
4	4.1 Analyze currency and exchange rate data to calculate the costs of goods produced in various countries.	NBEA: COMP 1, 2, and 3	B1: Use Math to Solve Problems and Communicate	Quiz 2
	4.2 Analyze foreign exchange rate data to determine whether countries' currencies are currently strong or weak and over- or undervalued in order to predict future exchange rate movements and the implications for international trade.	NCEE: 11 NBEA: ECON 6 and 14; COMP 1, 2, and 3 ISTE: 5.1	A6: Observe Critically B1: Use Math to Solve Problems and Communicate C1: Cooperate with Others D3: Learn Through Research	Quiz 2, Test
	4.3 Develop a proposal to change the value of a country's currency through trade or investment in that country.	NCEE: 6 and 8 NBEA: ECON 6 and 14	A2: Convey Ideas in Writing B2: Solve Problems and Make Decisions B4: Think Creatively C2: Advocate and Influence C3: Resolve Conflict and Negotiate	Product Assessment
5	5.1 Identify the purpose and effects of various types of trade barriers on a country's economy.	NCSS: 7b and 7e NCEE: 3, 8, and 9 NBEA: ECON 13	B5: Understand Complex Systems	Test

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Activity	Learning Goals	National Academic Standards	Core Skills	How Assessed
5 (cont.)	5.2 Analyze the effects of U.S. trade policy on various stakeholders in order to debate and amend a trade bill.	NCSS: 9c and 9d NCHS: 3B NBEA: ECON 2	A2: Convey Ideas in Writing A5: Listen Actively B4: Think Creatively C3: Resolve Conflict and Negotiate	Product Assessment
6	6.1 Analyze the effects of international regulations on trade and international business in order to propose solutions to a trade dispute.	NCSS: 9d, 9e, and 9g NBEA: ECON 14	B2: Solve Problems and Make Decisions	Test
	6.2 Use negotiating and compromising skills to create an international agreement that balances individual countries' economic interests and global concerns.	NCSS: 4h, 9d, and 10c	B2: Solve Problems and Make Decisions B4: Think Creatively C1: Cooperate with Others C3: Resolve Conflict and Negotiate	Product Assessment

CORRELATION WITH ACADEMIC STANDARDS AND CORE SKILLS

The following standards and core skills listed include those that are directly taught and assessed in *Markets Without Borders* (and appear in the Learning Goals) as well as those that students apply in the course of their work in the module—work that helps students achieve the standards and master the skills. This list provides a brief description of each standard and skill, along with the number and/or letter designation that corresponds to the full text of the standards and skills, available on the **Ford PAS Web site**.



English Language Arts: Standards for the English Language Arts

National Council of Teachers of English (NCTE) and the International Reading Association (IRA)

- 4. Adjust spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
- 7. Gather, evaluate, and synthesize data from a variety of sources to communicate a particular purpose or to a particular audience.
- 8. Gather and synthesize information and create and communicate knowledge, using a variety of technological and information resources.
- 12. Use spoken, written, and visual language to accomplish own purposes.

English Language Arts: New Standards Performance Standards, English Language Arts

National Council on Education and the Economy (NCEE) and the University of Pittsburgh (Pitt)

1. Reading

1c: Read and comprehend informational materials and produce written or oral work that summarizes information.

6. Public Documents

6a: Critique public documents, making effective use of argument, anticipating counter-claims, indicating awareness of emotionally laden words and imagery, and citing appropriate references or authorities.

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Mathematics: Principles and Standards for School Mathematics

National Council of Teachers of Mathematics (NCTM)

1. Number and Operations

1.3: Compute fluently and make reasonable estimates.

2. Algebra

2.2: Represent and analyze mathematical situations and structures using algebraic symbols.

2.3: Use mathematical models to represent and understand quantitative relationships.

2.4: Analyze change in various contexts.

6. Problem-Solving

6.1: Build new mathematical knowledge through problem-solving.

6.2: Solve problems that arise in mathematics and in other contexts.

6.3: Apply and adapt a variety of appropriate strategies to solve problems.

8. Communication

8.2: Communicate mathematical thinking coherently and clearly to peers, teachers, and others.

9. Connections

9.1: Recognize and apply mathematics in contexts outside of mathematics.

Social Studies: Curriculum Standards for Social Studies

National Council for the Social Studies (NCSS)

1. Culture

1b: Predict how information will be interpreted by different cultures.

1f: Interpret how values and attitudes may contribute or pose obstacles to understandings across cultures.

2. Time, Continuity, and Change

2e: Analyze multiple historical and present-day viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

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Curriculum Standards for Social Studies (continued)

4. Individual Development and Identity

4a: Articulate personal connections to time, place, and social/cultural systems.

4b: Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

4e: Examine the interactions of ethnic, national, or cultural influences in specific situations or events.

4h: Work independently and cooperatively to accomplish goals.

6. Power, Authority, and Governance

6g: Evaluate the role of technology in communications, transportation, and information-processing as it contributes to or helps resolve conflicts.

7. Production, Distribution, and Consumption

7b: Analyze the role of supply and demand, prices, and incentives in a competitive market.

7d: Describe relationships among economic institutions.

7e: Analyze the role of specialization and exchange in economics.

7h: Apply economic concepts to evaluate historical and social developments and issues.

7i: Distinguish between domestic and global economic systems and explain how the two interact.

7j: Devise economic plans for dealing with public issues.

8. Science, Technology, and Society

8c: Analyze how science and technology both influence and are influenced by the core values, beliefs, and attitudes of society.

8f: Formulate strategies and policies for influencing the public on technology-society issues.

9. Global Connections

9a: Explain how language, art, music, etc. facilitate global understanding or cause misunderstanding.

9b: Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.

9c: Analyze effects of changing technologies on the global community.

9d: Analyze persistent, contemporary, and emerging global issues.

9e: Analyze the relationship between national sovereignty and global interests.

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Curriculum Standards for Social Studies (continued)

9g: Describe and evaluate the role of international and multinational organizations.

9h: Illustrate how individual behaviors and decisions connect with global systems.

10. Civic Ideals and Practices

10c: Locate, analyze, synthesize, and apply information about selected public issues, considering and evaluating multiple points of view.

Economics: Voluntary National Content Standards in Economics

National Council on Economic Education (NCEE)

1. Understand that productive resources are limited.

3. Understand that people, acting individually or collectively through government, choose different methods of allocating goods and services.

5. Understand that voluntary exchange occurs only when participating parties expect to gain.

6. Understand that when individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.

8. Understand that supply or demand changes affect prices, which sends signals and provides incentives to buyers and sellers.

9. Understand that competition among sellers lowers costs and prices and encourages producers to produce more of what consumers are willing and able to buy, and that competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

10. Understand that institutions evolve in market economies to help individuals and groups accomplish their goals.

11. Understand that money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

15. Understand that investment in infrastructure, technology, and the health, education, and training of people can raise future standards of living.

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History: National Standards for History, Historical Thinking Standards (Grades 5–12)

National Center for History in the Schools (NCHS)

3. Historical Analysis and Interpretation

3A: Compare and contrast differing ideas, values, personalities, behaviors, and institutions.

3B: Consider multiple perspectives.

3J: Hypothesize the influence of the past.

5. Historical Issues—Analysis and Decision-Making

5A: Identify issues and problems in the past.

5B: Marshal evidence of circumstances contributing to problems and alternative courses of action.

5C: Identify relevant historical antecedents.

5D: Evaluate alternative courses of action.

5E: Formulate a position or course of action on an issue.

5F: Evaluate the implementation of a decision.

Business Education: National Standards for Business Education

National Business Education Association (NBEA)

Economics

ECON 1: Identify opportunity costs and tradeoffs with scarce resources.

ECON 2: Use rational decision making applied to roles of citizens, workers, and consumers.

ECON 6: Explain the role of exchange of money and interdependence in economics.

ECON 8: Analyze the law of supply and demand in U.S. economy.

ECON 12: Discuss the role of government in U.S. economy.

ECON 13: Describe the rights and responsibilities of citizens in U.S. economy, including the role of the political process.

ECON 14: Examine economic relationships among nations and international trade, investment, and monetary systems.

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National Standards for Business Education (continued)

Computation

COMP 1: Apply basic mathematical operations.

COMP 2: Solve problems involving whole numbers, decimals, fractions, percents, ratios, and proportions.

COMP 3: Use algebraic operations.

Management

MGT 9: Analyze the impact of government regulations and community involvement.

Educational Technology: National Educational Technology Standards

International Society for Technology in Education (ISTE)

2. Social, Ethical, and Human Issues

2.1: Understand ethical, cultural, and societal issues related to technology.

4. Technology Communications Tools

4.2: Use a variety of media and formats to communicate information and ideas.

5. Technology Research Tools

5.1: Use technology to locate, evaluate, and collect information.

6. Technology Problem-Solving and Decision-Making Tools

6.1: Use technology for solving problems and making informed decisions.

6.2: Use technology to develop strategies for solving problems in the real world.

Technological Literacy: Standards for Technological Literacy

International Technology Education Association (ITEA)

4. Understand the cultural, social, economic, and political effects of technology.

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Core Skills

Based on Equipped for the Future (EFF), National Institute for Literacy (NIFL), and SCANS 2000, The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor

A–Communication Skills

A1–Read with Understanding: Determine reading purpose, select and adjust strategies, analyze and reflect on content, and integrate information with prior knowledge.

A2–Convey Ideas in Writing: Determine writing purpose, organize and present information with appropriate usage and spelling, seek feedback, and revise to enhance effectiveness.

A4–Speak So Others Can Understand: Determine communication purpose; organize and relay information, paying attention to proper usage, pace, and gesture; and monitor comprehension.

A5–Listen Actively: Attend to oral communication, clarify purpose, use listening strategies, monitor comprehension, and integrate information with prior knowledge.

A6–Observe Critically: Determine purpose; use appropriate strategies for attending to different types of media and monitoring comprehension; analyze accuracy, bias, and usefulness of information; and integrate information with prior knowledge.

B–Thinking and Decision-Making Skills

B1–Use Math to Solve Problems and Communicate: Understand and communicate using mathematical representations; solve problems using mathematical concepts and quantitative, algebraic, or geometric procedures; and verify reasonableness of results.

B2–Solve Problems and Make Decisions: Identify problems, understand root causes, generate and evaluate consequences of alternative solutions, and establish criteria for evaluating effectiveness.

B3–Use Logical Reasoning: Discover rules or principles underlying relationships among objects or situations, draw conclusions, apply to new situations, and evaluate correctness of conclusions.

B4–Think Creatively: Use imagination, combine ideas or information in new ways, reshape goals to reveal new possibilities, and make connections between seemingly unrelated ideas.

B5–Understand Complex Systems: Understand how social, organizational, and technological systems work; monitor and correct performance; suggest modifications; and develop alternative systems.

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Core Skills (continued)

B6–Plan: Set and prioritize goals; develop an organized approach; prepare budgets, schedules, and work plans; track and monitor progress; and evaluate effectiveness.

B7–Make Ethical Decisions: Recognize decisions that may break with commonly held values or legal and ethical codes of behavior, understand the consequences of such decisions, and choose an ethical course of action.

C–Interpersonal Skills

C1–Cooperate with Others: Interact with respect for others' ideas and contributions, seek and offer clear input, and adjust actions in order to jointly accomplish a task.

C2–Advocate and Influence: Define objectives, gather facts to build a case, assess and take into account others' interests and resources, present a clear case, and revise it in response to feedback.

C3–Resolve Conflict and Negotiate: Acknowledge conflict, identify areas of agreement and disagreement, generate “win-win” options, and evaluate and revise approaches.

D–Lifelong Learning Skills

D2–Reflect and Evaluate: Take stock of present situation and one's own knowledge, and make inferences, predictions, and judgments based on reflection.

D3–Learn Through Research: Pose questions to be answered, use multiple approaches to find information, and organize, evaluate, analyze, interpret, and report on findings.

D4–Use Information and Communications Technology: Use computers, the Internet, and other technology tools to acquire, process, and manage information, and learn and practice skills.