

Global Trade Teacher Guide

English in Context



Integrating Global Trade & Logistics into your English Course

Students love to learn in context – it’s a great way for them to see the tangible use of their standards based classroom concepts. In this teacher guide we will familiarize you with the pre-made English modules you might use as an introduction to global trade concepts in your course.

Overview of Academic Modules for English

What is Globalization English	What is Globalization	Students read and analyze multiple texts on globalization and respond to an EPT style prompt, backing their argument with evidence from text	CCSS ELA Reading Standards for Informational Texts 6-12 1 a & b	10
The TPP What’s The Deal English 12 Module	The Transpacific Partnership, What’s the Deal?	This module asks students to read and analyze arguments for and against the Trans-Pacific Partnership (TPP). They will summarize using a Rhetorical Précis and respond to claims via an EPT-type writing prompt.	CCSS RI11-12: 1, 5, 6, 7 WS 11-12: 1acd,2	10
Study Abroad English 11	Study Abroad	Students research schools to develop a college and career plan based on their abilities and interests and compare schools based on majors and opportunities for foreign study	CCSS RI 11-12.7 RL 11-12.1 SL 11-12.1, 12.4	3

What is Globalization?

Understanding both the benefits and challenges

Assignment Overview

Students will read excerpts of three texts, each presenting a view of globalization. They will perform multiple readings of the three texts, each with a different purpose. Students will annotate and revisit the texts for each activity. After completing the Pre-Reading, First Read, and Second Read activities, the students will respond to an English Placement Test (EPT) type prompt where they will identify an argument, take a position on that argument, and use evidence from the excerpts to support their position.

Activity	
CCSS Covered	English Language Arts & Literacy in History/Social Studies, Science & Technical Subjects Reading Standards for Informational Text 6-12 <ol style="list-style-type: none">1. Cite strong and thorough textual evidence to support analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<ol style="list-style-type: none">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons & evidence.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
Objectives	<i>By the end of this activity students will be able to</i> <ul style="list-style-type: none">• Take a position on a subject by developing an argument* with a conclusion• Select and integrate a variety of appropriate content-related vocabulary to achieve diverse purposes in writing• Draw evidence from informational texts to support analysis, reflection, and research.• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <p>*Argument is what an author/source claims is - or ought - to be.</p>
Estimated Time	Pre-reading Activity: 1-2 Hours First Read: 2 hours Second Read: 3-4 hours Writing: 2 hours
Prerequisite Knowledge	Before beginning this activity students should <ul style="list-style-type: none">• understand the difference between expository and narrative text

	<ul style="list-style-type: none"> • be familiar with text annotation • have experience with identifying claims • have experience identifying bias in claims
Preparation	Make copies of the assignments and of each excerpt for every student. This allows them to annotate the texts and read for different purposes.
Extension & Application	<p>Students may be interested in learning more about the intricacies of the global economy. Pietra Rivoli documents the complex path of a t-shirt from its origins to its final destination:</p> <p>Rivoli, Pietra. <i>The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade</i>. http://www.amazon.com/The-Travels-T-Shirt-Global-Economy/dp/1118950143</p>
References	<p>http://www.calstate.edu/eap/scoring_guides_and_rubrics.shtml http://www.cato.org/publications/commentary/blessings-challenges-globalization http://reason.com/archives/2015/04/30/globalization-is-good-for-you http://www.wsj.com/articles/pope-francis-asks-bolivians-to-remember-the-poor-1436465872 http://www.forbes.com/sites/mikecollins/2015/05/06/the-pros-and-cons-of-globalization/ http://www.globaltradeandlogistics.org/students/</p>
Rubric	For scoring information, you may use The California State University system's rubrics: http://www.calstate.edu/eap/scoring_guides_and_rubrics.shtml

Trans-Pacific Partnership: What's the Deal?



An SB1070 Project

Assignment Overview

This module asks students to read and analyze arguments for and against the Trans-Pacific Partnership (TPP). First, students will read and analyze President Obama's introduction to the publication of the trade deal. They will summarize his claims in support of the controversial agreement using a Rhetorical Précis. Second, they will read a criticism of the TPP, analyze and summarize those arguments as well via the Précis. Third, students will read the language of the TPP for themselves to determine if in fact there are benefits to labor and the environment. Finally, students will respond to Obama's claims via an EPT-type writing prompt.

Activity	Trans-Pacific Partnership: What's the Deal?
CCSS Covered	<p style="text-align: center;"><i>RI11-12</i></p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <p style="text-align: center;"><i>WS11-12</i></p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Objectives	<p><i>By the end of this activity students will be able to</i></p> <ul style="list-style-type: none"> • <i>Analyze arguments presented in a variety of texts: info graphic, introduction, news article</i> • <i>Generate summaries of the information presented as well as the claims made by authors</i> • <i>Synthesize several sources in order to understand two aspects of global trade influenced by the Trans-Pacific Partnership: labor and environment.</i>
Estimated Time	<p>Case Study: 30 min Obama’s Introduction: 1 hour Levin’s Opposition: 1 hour Exploring the TPP with Questions: 1-2 hours Writing Prompt: 1 hour</p>
Prerequisite Knowledge	<p><i>Before beginning this activity students should know</i></p> <ul style="list-style-type: none"> • <i>the difference between claims/arguments and opinions</i> • <i>how to identify an author’s claim/argument</i> • <i>how to withhold their own opinion</i>
Preparation & Materials	<p><i>Students will need access to computers in order to study the info graphic and full text of the Trans-Pacific Partnership. The first assignment could be done in the computer lab or as a homework assignment.</i></p> <ul style="list-style-type: none"> • <i>Make one copy of the Rhetorical Précis format for each student.</i> • <i>Make one copy of the EPT-type prompt for each student.</i>
Extension & Application	<p><i>The Foundation for Teaching Economics has a number of lesson plans which could be used to prepare or further student’s understanding of trade and trade agreements:</i> http://www.fte.org/teacher-resources/lesson-plans/</p>
References	<p>http://s4.reutersmedia.net/resources/r/?m=02&d=20150901&t=2&i=1076114434&w=644&fh=&fw=&ll=&pl=&sq=&r=LYNXNPEB801QZ http://hoosieragtoday.com.s3.amazonaws.com/wp-content/uploads/2016/01/grain-exports-2.jpg http://www.businesskorea.co.kr/sites/default/files/field/image/trans%20pacific%20partnership%20map_0.jpg https://ustr.gov/tpp/ http://www.csmonitor.com/USA/Politics/monitor_breakfast/2016/0218/Influential-Democrat-on-trade-issues-steps-up-opposition-to-TPP http://www.bbc.com/news/business-32498715 http://www.swc-logistics-transportation.org/certificatesdegree/</p>

Study Abroad

English Research Module

Assignment Overview

Students will identify an interest area for future college study. They will then be asked to choose at least two schools which offers a study abroad program. Students will complete an organizer to help them determine which program best matches their interests and career goals.

Activity	Study Abroad
CCSS Covered	<p>CCSS</p> <p><i>RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</i></p> <p><i>RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves</i></p> <p><i>SL.11-12.1, SL.11-12.4 Generate open-ended questions and seek answers through collaboration, research, and critical analysis of texts and media.</i></p>
Objectives	<p>By the end of this activity students will be able to</p> <ul style="list-style-type: none"> • develop a college and career plan based on their abilities and interests • compare schools based on majors and opportunities for foreign study
Estimated Time	<p>Background & review questions: 30 minutes</p> <p>Research Assignment: 2 hours</p>
Prerequisite Knowledge	<p>Before beginning this activity students should know</p> <ul style="list-style-type: none"> • web navigation and search functions • use of interactive web tools such as drop-down menus and forms
Preparation	<p>Students will need access to a computer to complete research.</p> <p>Print out a copy of the Background Information, Instructions, and worksheet for each student.</p>
Extension & Application	<p>If students have access to presentation programs such as Keynote, PowerPoint, or Prezi, ask them to create a brief presentation of their findings. Invite other freshmen and sophomore students to see the presentations and begin their own conversations about college and study abroad.</p>
References	<p>https://www.collegeboard.org/</p> <p>https://bigfuture.collegeboard.org/college-search?navid=qh-cs</p> <p>https://www.cia.gov/library/publications/the-world-factbook/rankorder/rankorderguide.html</p>