

# JA Global Marketplace – Blended Model

Session Details	CO Social Studies Standards and 21 <sup>st</sup> Century Skills	Common Core ELA	Common Core Math
<p><b>Session One: We're All Connected</b></p> <p>Students explore how it is possible that inventions and products traded between countries can change the world.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define international trade.</li> <li>▪ Analyze how technology changes society by creating new jobs and making some jobs obsolete.</li> <li>▪ Evaluate how technology innovation creates a global community.</li> </ul>	<p><b>History</b></p> <p><b>Grade 6-7</b> <b>R &amp; A</b></p> <p>1.2 Technology is used to explore and evaluate for accuracy of information.</p> <p>1.3 The context and content from the past is used to make connections to the present.</p> <p>2.a Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.4,7 SL.6.1-2 SL.6.4 L.6.2-6</p> <p><b>Grade 7</b> RI.7.1-2 RI.7.4,8 SL.7.1-4 L.7.1 L.7.3-4 L.7.6</p> <p><b>Grade 8</b> RI.8.1-2 RI.8.4 SL.8.1-4 L.8.1 L.8.3-4</p>	NA
<p><b>Session Two: Know Your Neighbors</b></p> <p>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.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of cultural business practices around the world.</li> <li>▪ Articulate the importance of cultural awareness and sensitivity in international business.</li> </ul>	<p><b>Geography</b></p> <p><b>Grade 7</b> 2. Regions have different issues and perspectives.</p> <p><b>R &amp; A</b> 2.1 Individuals and businesses understand the characteristics of a region and its needs.</p> <p><b>Civics</b> <b>Grade 7</b> 1.b Evaluate how various nations interact, resolve their differences, and cooperate</p> <p><b>Geography</b> <b>Grade 8</b> 1.b Describe the nature and spatial distribution of cultural patterns.</p>	<p><b>Grade 6</b> RI.6.4,7 W.6.2,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.2 W.7.6-7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> W.8.2 W.8.7,9 SL.8.1-2 SL.8.4 L.8.1-5</p>	NA

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<p><b>Session Three: Want to Trade?</b></p> <p>Students examine how trade works, why countries trade with other countries, and evaluate whether a single country could be completely self-sufficient.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define interdependence and describe examples of multinational trade and its effect on a single product.</li> <li>▪ Evaluate the pros and cons of trading with other countries.</li> </ul>	<p><b>Geography</b></p> <p><b>Grade 6</b></p> <p>1. Use geographical tools to solve problems.</p> <p>1.c Ask multiple types of questions after examining geographic sources..</p> <p><b>Inquiry</b></p> <p>1.3 How do populations, physical features, resources, and perceptions of places and regions change over time?</p> <p>2.d Analyze positive and negative interactions of human and physical systems in the Western Hemisphere</p> <p><b>R &amp; A</b></p> <p>2. Businesses analyze data regarding physical and human systems to make informed choices regarding production, trade, and resource acquisition.</p> <p><b>Geography</b></p> <p><b>Grade 7</b></p> <p>1a. Interpret maps and other geographic tools to find patterns in human and physical systems.</p> <p>1.b Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions.</p> <p><b>Economics Grade 7</b></p> <p>2.b Identify patterns of trade between places based on distribution of resources.</p>	<p><b>Grade 6</b></p> <p>RI.6.1-2 RI.6.,7-8 W.6.1-2 SL.6.1-5 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1-4 RI.7.8 W.7.1-.2 W.7.6 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.1-4 W.8.1-2 SL.8.1-4 L.8.1-5</p>	<p><b>Grade 6</b></p> <p>6.NSA.3</p> <p><b>Mathematical Practices 6-8</b></p> <p>1-2 4-7</p>

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<p><b>Session Four: Wide World of Work</b></p> <p>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.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain how economic factors, like a job, can cause people to move to another country.</li> <li>▪ Identify international career options and the requirements for that career, including a second language.</li> <li>▪ Evaluate factors involved in working for an international organization.</li> </ul>	<p><b>Geography</b> <b>Grade 6</b></p> <p><b>Nature Of</b> 1.2 Spatial thinkers evaluate patterns that connect people and their problems to the world.</p> <p><b>Inquiry</b> 1.2 How does where we live influence how we live?</p> <p><b>Economics</b> 6 .1.c Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.</p> <p><b>Economics</b> <b>Grade 7</b> 2.a Give examples that illustrate connections between resources and manufacturing</p> <p>2.b Identify patterns of trade between places based on distribution of resources.</p> <p>2.c Compare and contrast the relative value and different uses of several types of resource.</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.,4,7 W.6.7 SL.6.1-3 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 RI.7.8 W.7.6-7 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.7,9 SL.8.1-2 L.8.1-5</p>	NA

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<p><b>Session Five: Tough Choices</b></p> <p>Students explore business ethics and what responsibilities their FreeTrade Market businesses have to customers and employees.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Analyze the ethical responsibility that business owners and consumers share with one another.</li> <li>▪ Evaluate what obligation business owners have for the safety and security of their employees and customers.</li> </ul>	<p><b>Geography</b></p> <p><b>Grade 6 R &amp; A</b></p> <p>1. The study of how human and physical systems vary and interact helps to make better choices, decisions, and predictions.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1,4-6</p> <p><b>Grade 7</b> RI.7.1-3,4 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 SL.8.1-2 SL.8.4 L.8.1,3-5</p>	<p><b>Grade 6</b> 6.NSA.3</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-7</p>
<p><b>Session Six: What Is Money Really Worth?</b></p> <p>Students compare the value of international currency as their FreeTrade Market businesses pay for goods.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate how currency exchange affects international trade:</li> <li>▪ Explain currency exchange rate</li> <li>▪ Use an exchange rate calculator.</li> <li>▪ Evaluate any obstacles to having a single global currency.</li> </ul>	<p><b>Economics</b></p> <p><b>Grade 6</b></p> <p>1. Identify and analyze different economic systems.</p> <p><b>Economics</b></p> <p><b>Grade 7</b></p> <p>2.c Compare and contrast the relative value and different uses of several types of resources.</p>	<p><b>Grade 6</b> RI.6.4,7,8 SL.6.1-3 SL.6.4-5 L.6.1 L.6.4-5</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-3 L.8.1 L.8.3-5</p>	<p><b>Grade 6</b> 6.RP.A.1 6.RP.A.2 6.RP.A.3</p> <p><b>Grade 7</b> 7.RP.A.1</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-8</p>

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<p><b>Session Seven: Fair Trade (volunteer- or teacher-led)</b></p> <p>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.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define trade barriers and why they are used in international trade.</li> <li>▪ Evaluate how free trade and trade barriers affect trade between countries.</li> </ul>	<p><b>Geography</b></p> <p><b>Grade 6 R &amp; A</b> 2.3 Nations use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls.</p> <p><b>Civics Grade 6</b> 1.a Discuss advantages and disadvantages of living in an interconnected world.</p> <p><b>Economics Grade 7</b> 1.c Define and identify factors that impact price.</p> <p><b>Civics Grade 7</b> 1.b Evaluate how various nations interact, resolve their differences, and cooperate.</p> <p><b>Inquiry</b> 1.1 How do international laws and organizations help encourage ethical governmental practices?</p> <p><b>Geography Grade 8</b> 2.a Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.</p> <p><b>Inquiry</b> 2.1 How will the location of resources lead to cooperation or conflict in the future?</p> <p><b>Economics Grade 8</b> 1.c Explain effects of domestic policies on international trade.</p> <p>1.d Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers.</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.,4,7,8 W.6.2 SL.6.1-4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 W.7.2,6 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.2 SL.8.1-3 L.8.1-5</p>	<p><b>Grade 6</b> 6.NSA.3</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-8</p>