08 Service Learning and Final Projects

Content Area: **Social Studies**
Course(s): **Economics**
Time Period: **Semester 1 & 2**
Length: **2 weeks**
Status: **Published**

Standards

9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.CP.6	Explain the effect of debt on a person’s net worth.
	Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
6.2	World History: Global Studies
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
6.2.12.EconGE.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
	Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
6.2.12.GeoPP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
6.2.12.EconGE.6.b	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

SOC.6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
SOC.6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

Enduring Understandings

1. Economics is the study of the allocation of scarce resources in the presence of seemingly unlimited wants.
2. Economics is about making decisions and identifying the true costs and benefits of those decisions.
3. Economics is the distribution of goods and services distributed in society.
4. Economic systems develop and change based on three economic questions: what to produce, how to produce, and for whom to produce.
5. Economics systems can perpetuate or alleviate inequality.
6. Economic injustice is related to historical and contemporary issues, such as racial wealth disparities, gender wage gaps, and environmental inequality.

Essential Questions

1. How do basic economic concepts help explain real-world outcomes?
2. What are the nature and functions of markets?
3. How do we accurately measure economic performance?
4. What role does human capital play in business success?

Knowledge and Skills

Students will be able to.....

- Work collaboratively with the CARES students to create a product to sell to the student body.

- Assess the hard and soft human capital skills needed to make and sell the product.

- Determine costs, production, and return on investment

- Analyze the success and challenges of the experience.

- Understand different facets of running a successful business

- Create a professional business plan as part of the final exam project

-Explain how scarcity leads to economic decisions.

-Identify and calculate opportunity costs.

-Create a professional business plan with evidence of market research

-Design a social media ad for the project

-Determine production and distribution costs

-Provide evidence of demographic research for the product service or business.

-Analyze the successes and challenges of Shark Tank products

Transfer Goals

1. Students will be able to independently use economic concepts and approaches to affect their personal decision-making and to help them make sense of real-world economics.

2. Students will be able to independently apply research skills and human capital to create a viable business plan

Resources

Supplemental Sources

Materials and supplies from the CARES room

Teacher-Created project

News publications, including but not limited to NYTimes, Washington Post.

Digital Sources

Teacher Created Slides

Shark Tank videos

Crash Course Economics

Khan Academy

Investopedia

NPR Planet Money

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Pear Deck

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit

CARES Project

Students will be assessed on the following criteria related to the project

- creativity

- collaboration

- viability

- self-reflection

Final project assignment- Create a professional business plan

Requirements:

a. Name the Product

b. Design a Logo

c. create a Slogan

d. Create a Social media ad

e. Identify your target audience

f. Craft a detailed plan for the distribution of the product or service

g. Construct a Business Philosophy

h. Determine the costs of producing and distributing your product

    i. Office/warehouse/factory rental

    ii. Utility costs (water/electric)

    iii. Advertising costs (website/billboard/commercials)

    iv. Production costs (cost of materials)

    v. Labor costs

i. Determine your margins (the price your unit is sold for minus the cost of producing 1 unit)

j. Identify your competition and explain why your product is superior

k. Determine what you are asking from the Sharks and what you will give them in exchange

l. Project where you see your company in 10 years

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0