

Economics Final Projects– 80 PTS (About an exam grade)

- Mandatory -Create a Economics Board Game (20 pts)- EVERYONE WILL DO

Choose TWO of the following options for your final economics project (20/each)

- Option 2 – Current Events News Cast
- Option 3 – Globalization interactive presentation
- Option 4 – Economics teaching Video
- Option 5 – Economics Music Video

You will work in RANDOM groups of three (like in real life... you can't choose your co-workers). THE OTHER 20 POINTS COMES FROM PARTICIPATION and a PEER EVALUATION. I WILL TAKE PTS IF YOU ARE NOT PULLING YOUR WEIGHT OR ARE NOT HELPING YOUR PARTNER OUT (In the real world, you will be fired/ your business will fail.

Project Due/ PRESENTATION DAY: BOARD GAMES WILL BE PLAYED FRIDAY OCT 4 by START OF CLASS. NO LATE CREDIT will be accepted. MONDAY is the PRESENTATION FOR THE OTHER TWO PROJECTS.

How can I turn the project in? Projects should be turned in through the class website www.mreizyk.weebly.com

How will the project be graded? The project is a good review for the final exam, which is worth 20% of your final grade. Rubrics are available at my webpage:

**Broken printers, stuff left at your huge “desk” at home, your partner is not there and has your stuff, your dog peed on your boardgame, the end of the world, failure of a computer, will not be excused (You know who you are).*

You will have a week to complete the project.

This is not a project that you can wait until the last minute to complete (you know who you are)

p.s. don't forget, you are presenting these projects to the class

Option ONE

Economics Board Game EVERYONE WILL DO

Planning Guidelines

ECONOMICS Board Game

Directions

In a Group of two, you will design and create a board game to be played by students which incorporates economic principles in it. How do you do it?

Activities

Think of different areas we studied in Economics (banking, stocks, inequality, businesses, GDP and other countries, etc...) **Your game must not only entertain and be playable, but must also in some way teach about economics.**

Player interaction

When playing the game are there consequences of certain actions that affect the other players in the game too? For example, will items be traded during the game? Will there be teams? Will people have to answer questions to move around the board? BE CREATIVE!! THINK OUTSIDE THE BOX

Decision making

Will the game be dependant on luck (eg roll of the dice as in snakes and ladders) or will it be dependant on decisions made by the players (ex. assessing the players' situation before making a decision)?

Rules

Every game must have rules set out that define the way the game is played, who wins and any activities within the game. You should consider different game styles and think of games you like and dislike to help them your group about what makes a good game.

Each team must remember that eventually they need to decide on:

- format (monopoly, risk, snakes and ladders, etc.)
- number of players
- who goes first
- length of game
- objective of game/who wins/ how does one win
- rules of the game
- whether questions will be involved in the game
- equipment you need to use (dice, spinner, coin, game pieces, etc.)

After game is created, groups will exchange their games and instructions and try out each other's creations!

Terminology:

Somehow in the game you must incorporate ALL OF THE following 20 items or terms. You could incorporate them in your questions, or during the game somehow you decide on. BE CREATIVE!

Also, do not assume that they have any prior knowledge of economics. Be sure that your game helps players learn the following terms and concept

- Barter/ trade
- capital
- consumers
- consumer good
- credit
- division of labor
- efficiency
- entrepreneurs
- factors of production
- goods
- macroeconomics
- microeconomics
- money
- opportunity costs/ trade offs
- producers
- productivity
- scarcity
- services
- specialization
- unemployment

SEE RUBRIC FOR GRADING

Board Game Evaluation

Your game will be graded according to the rubric below. I'll ask for your input about the contributions of everyone on your team and will adjust the group grade upward or down for individuals if necessary. I do NOT always give the same points for each member. I walk around, see who is, and who isn't working on task.

Board Game Name			Creators		
	Beginning 0-1	Developing 2-3	Accomplished 3-4	Exemplary 5	Score
Practicality/ Ease of set-up 5	The game would take considerable effort to set up and play...more effort than it's worth.	The game would take a fair bit of effort to set up and play in the chosen context	The game is fairly easy to set up and play, but a few glitches are apparent.	The game is very easy to set up and play in the context it was designed for.	
Rules Simplicity 5	Rules are unclear and too long. There are rules that add complexity without adding to playability or learning.	The rules are not entirely clear or complete. There are rules that could be eliminated without harming the game.	Rules are fairly short, clear and complete, but could be streamlined a bit.	Rules are short, clear and complete.	
Required Content 15 pts	You incorporated few to none of the key terms.	You incorporated 10- 15 Key terms.	You incorporated 16- 19 key terms	You incorporated all 20 key terms somehow in your game!	
Professionalism in Design/ Creativity 5	Game looked like it was made hastily to low quality standards or was a direct copy of an existing game.	Game had some issues with professional look, had lots of errors, or borrowed heavily from another game.	Game looked like you spent a decent amount of time creating and working on it- few errors, is pretty creative.	Game looked like you spent a lot of time creating, working on it- no grammatical errors, and its highly creative.	

=20 Points Possible!

Option TWO

Current Events News Cast

“This was the day that was!” or “In the news today.....”

If you added up all the time that we have discussed current events in class it would probably add up to a week and a half. This goes to show you how many events have perspired over the course of the semester. Now it is your job to summarize a few of those current events in a simulated News Cast.

You need to take any four **BIG current events** topics **related to economics** (it may even be one that we haven't really covered in class) and transform them into a newscast of at least four (4) minutes (that doesn't include the previews or the credits or commercials). Watch the news a few times to get an idea of how it is supposed to look.

Remember this video is supposed to be informative in nature and can be used to **teach students about economics** and how it pertains to high school students.

Check out the rubric

Name: _____

Activity	Exemplary	Proficient	Partially Proficient	Incomplete
Content/ Organization	5 points The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of Supporting information in the video contributes to understanding the project's main idea.	4-3 points Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used.	3-2 points The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.	2-0 points The content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information in the video is irrelevant to the overall message.
Use of Multi-Media	The graphics, sound and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. All multimedia elements work well together and demonstrate excellent synthesis. Graphics explain and reinforce key points during the presentation.	The student uses proper size and resolution to create images. The graphics, sound /and or animation visually depict material and assist the audience in understanding the flow of information or content. Images are student produced. Images are proper size and resolution. Multimedia elements are appropriate and enhance the presentation.	Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. Multimedia elements support the presentation occasionally.	The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that create a busy feeling and detract from the content.
Audio and Voice Editing	The audio is clear and effectively assists in communicating the main idea. The student communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.	The audio is clear, but only partially assists in communicating the main idea. The student communicates ideas with proper voice projection, adequate preparation and delivery.	The audio is inconsistent in clarity (too loud/too soft/garbled) at times and insufficiently communicates the main idea. The student has difficulty communicating ideas due to weak voice projection and/or lack of preparation.	Audio is cut-off and inconsistent. The student has great difficulty communicating ideas with poor voice projection.
Pace	All video clips fit the script. Clips are just long enough to make each point clear. The pace captures audience attention.	Most video clips move at a steady pace, fast enough to keep the Audience interested and slow enough to tell a complete script.	Video clips are used but need to be edited in length or move too quickly to assist in telling the script.	Video clips are too long and do not advance the script or to short and leave out essential action or dialogue.

TOTAL POINTS _____ /20

Option THREE

Globalization Project

You have been invited by the Minister of Youth Affairs to present a report outlining the views of young people on the issue of globalization, and whether or not the United States should support a policy of globalization. Your assignment is to create an interactive presentation (glog/ spicynode/ google presentation, prezi, website, etc.) on globalization, its impact on the United States and on the world. The presentation must be shared with me so I can see it.

The presentation MUST include or answer all of the following items or questions in detail:

- 1) What is globalization?
- 2) What does globalization mean to the United States (Pro and Con)?
- 3) Identify the economic benefits of globalization.
- 4) What are the issues and concerns associated with Globalization? Do some countries benefit more than others? Why? (Provide examples.)
- 5) What is the impact of globalization on human rights? (Discuss poverty, sweatshops, child labor etc.) Provide examples of companies that have violated human rights.
- 6) How does globalization impact the environment? Environmental protection vs. economic growth
- 7) How are cultures affected? Are cultures disappearing?
- 8) Is globalization redefining the United States and the world beneficially? Give examples and reasoning.
- 9) Bibliography (Cite your sources)

The power point presentations must be more than just straight forward, bulleted information. It **MUST** also include photos and a video snippet.

The more creative ... the better the grade!

Check out the rubric

Globalization Project rubric

Student Names _____

CATEGORY	4	3	2	1-0
Required Elements 5	Includes all required elements in a well-researched project.	Most of the required elements are included.	Some of the elements are included	Not enough to receive cr
Graphics - Relevance 5	All graphics are related to the topic and make it easier to understand. Five relevant images All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. 4-3 Relevant images. Some borrowed graphics have a source citation.	All graphics relate to the topic. 2-1 Relevant images. One or two borrowed graphics have a source citation.	Graphics do to the topic borrowed graphics not have a s citation.
Attractiveness 5	The presentation is exceptionally attractive in terms of design, layout, and neatness.	The presentation is attractive in terms of design, layout and neatness.	The presentation is acceptably attractive though it may be a bit messy.	The present distractingly very poorly is not attract
Grammar 5	There are no grammatical/mechanical mistakes on the presentation.	There are 1-2 grammatical/mechanical mistakes on the presentation.	There are 3-4 grammatical/mechanical mistakes on the presentation	There are m grammatical mistakes on presentation

20 POSSIBLE POINTS

Option FOUR

Economics Instructional Video

Yes folks, you have had to sit through them in class, and complain about them in class, and wonder when they were last created. Well, now it is your turn to be the creative mastermind behind an educational economics video.

You can take any economic topic that you wish (it may even be one that we haven't really covered in class) and transform it into a video of at least six (6) minutes (that doesn't include the previews or the credits).

Remember this video is supposed to be informative in nature and can be used to teach students about something economics and how it pertains to high school students.

***Mr. Eizyk will approve topics for the video. Since it has to have length, it needs to be something challenging. For example, supply and demand would make an excellent video program. See him with your idea.

Check out the rubric

	Excellent 5	Good 4-3	Satisfactory 3-2	Needs Improvement 2-1	POINTS EARNED
Creativity	A lot of Great Visuals are used to enhance the topic understanding, graphs, charts, images, etc.	Some great Visuals are used to enhance the topic understanding, graphs, charts, images, etc.	A few average visuals to get the attention and understanding of the topic	Needs work.	
Focus on Topic	There is one clear, well focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
Technical Professionalism	You know what you are clearly talking about. Does not seem read from a script word for word. You are clear, concise, accurate, and an awesome teacher.	You know what you are clearly talking about. Does not seem read from a script word for word. You are clear, concise, accurate, and a good teacher. Some slight issues with volume or errors,	You have some issues describing what you are talking about, or it sounds like you are just reading from a source you are unfamiliar with. Issues with volume, or other technical probs.	What you say seems canned, you are basically just reading from a prompt, and have no idea what you are really doing.	
Content - Accuracy	All facts in the video are accurate. <u>Five minutes in length not including intro, bloopers, or other filler.</u>	99-90% of the facts are accurate. 4:30-4:59 long. <u>not including intro, bloopers, or other filler.</u>	4:00- 4:29 <u>length not including intro, bloopers, or other filler.</u>	Less than 4:00 of time, <u>length not including intro, bloopers, or other filler.</u>	
				TOTAL	/20

Option FIVE

Economics Music Video

KEYNES VS HAYEK ROUND THREE!?

YOUTUBE, ROCK104, MTV, VH1, and American idol and watch out! Here comes the new stars to the stage (and no, they don't sing about what foxes say).

You can take any economic topic that you wish (it may even be one that we haven't really covered in class) and transform it into a music video of at least three (3) minutes long (that doesn't include shout outs or the credits).

You can take the words to an existing song and change them or create your own from scratch. Either way, be sure that it includes at least five different economic concepts/ vocabulary that are all relevant.

Check out the rubric.

	Excellent 5	Good 4-3	Satisfactory 3-2	Needs Improvement 2-1	POINTS EARNED
Creativity	The rap/ song contains many creative details and/or descriptions that contribute to the reader's enjoyment. The student has really used his imagination. THERE IS ACTUAL MUSIC	The rap/song contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The student has used his imagination. THERE IS ACTUAL MUSIC	The rap/ song contains a few creative details and/or descriptions, but they distract from the story. The student has tried to use his imagination THERE IS ACTUAL MUSIC.	There is little evidence of creativity in the rap/ song. The student does not seem to have used much imagination. NO MUSIC?	
Focus on Topic	There is one clear, well focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
Vocabulary Inclusion	Writer uses <u>five or more specified</u> words and phrases that demonstrate the reader's own knowledge, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses at least <u>five specified words and phrases</u> that demonstrate the reader's own knowledge, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses <u>four specified words and phrases</u> that demonstrate the reader's own knowledge, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses <u>three or less</u> specified words and phrases that demonstrate the reader's own knowledge, and the choice and placement of the words seems accurate, natural and not forced.	
Content - Accuracy	All facts in the song/rap are historically accurate. <u>Three minutes in length at least.</u>	99-90% of the facts in the song are accurate. 2:30- 2:59 in length	89-80% of the facts in the song are accurate. 2:00-2:29 in length	Fewer than 80% of the facts are accurate. Less than 1:59 in length	
Copy of Lyrics/ CD	Student provides a TYPED copy of the lyrics and a CD of the song		Student Provides only one of the two.	Student does not Provide anything.	<u>NEEDED FOR FULL POINTS</u>
				TOTAL	/20

