Economics 12 Seminar Project

Topics include:

1. **analyze the actions of the federal government when the economy is in decline or expanding too quickly**
2. **analyze the impact of a reduction or increase in taxes on the economy**
3. **compare the impact on the economy if government spending increases versus a reduction**
4. **compare the potential impact on the economy with a rise or decline in interest rates**
5. **identify the consumer price index and how its determined, as a statistic to measure inflation**
6. **identify the possible goals that could be established by a government for the economy of the nation**

This presentation will be done in groups and will include the following:

1. The use of relevant visual aids -> power-point, video, posters, music, etc…)

**Note:** You must come to class with your visuals ready. **YOU MUST HAVE YOUR FINAL PRESENTATION TO ME *BEFORE* THE START OF CLASS ON MONDAY January 18**, IF IT IS NOT FINISHED YOU WILL HANDIN WHATEVER IS AND YOUR MARK WILL BE BASED ON THAT. Your presentation must be 20-25 minutes.

1. You must give a 10-question quiz at the end of your presentation that is made up of at least three short answer questions and a selection of T/F, multiple choice, and fill-in-the-blank type questions. It must have a total value of 10 points. The class may take jot notes during your presentation and use them for the quiz. You will be responsible for marking the quizzes and recording the marks the **following day** (you will record the marks on a sheet that will be provided).  **Remember that you are being marked on the quality of the quizzes you create and on how you do on your classmate’s quizzes! You will also need an excused absence to be exempt from the quizzes that are missed.**
2. **Each group** must have a handout for the teacher that **summarizes** the main points of your presentation that includes references. (**Do not** copy & paste from your power-point)
3. Time Requirement: 20-25 minutes. You will be stopped at 20 minutes and then you will have 5 minutes to give your quiz and will only be marked on what was completed.
4. You should make sure your presentation takes up the full 20-25 minutes. You might want to create a game for students to play to reinforce the main points that everyone should know from your presentation or create a video used to summarize the main points.
5. You **must** hand your presentation in on the due date for the seminar. If you miss the day of your presentation, you will need a **doctor’s note** to excuse you and you will be given a separate assignment to complete. If your partner does not show-up the day of your presentation you are responsible to present their part.
6. **Before your presentation**, you must hand in the following: this rubric, your handout, & a blank quiz with an answer key.

**Due Dates:**

1. Your presentation must be sent to Ms. Joudrey or placed on Google Classroom before the start of class on **Monday January 18**. There will NOT be an extension for this. If you don’t have your presentation to me by then you will be marked accordingly.

Each seminar MUST begin with an introduction film, skit, video clip, song etc. (something that will grab our attention – the hook)

**How you will be assessed:**

This is a Major Assessment!

1. 80% is your presentation
2. 20% is the quizzes you write from your classmates presentations

All work must be in your own words and properly cited (APA format). ***Cutting and pasting is considered plagiarism and will result in a mark of zero on this assignment.***

Each team member must make an equal contribution to your final project or they will be awarded a percentage of the final mark equal to that of what they contributed.

Rubric: NAMES:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CATEGORY** | | | **30-25** | | **24-18** | | | | **17-10** | | **9-0** | | **Mark** | |
| **Content and Application** | | | Demonstrates a thorough, multifaceted understanding of topic, exploring diverse perspectives, broader context and global implications, multiple sources are used. A complete well thought out and factual summary, connections are made and it is easy to follow what you are saying. | | Demonstrates a thorough understanding of topic, with some effort to explore more than one perspective, multiple sources are used. Most sections in the presentation are completed with a well thought out and factual summary, connections are made and it is easy to follow what you are saying. | | | | Understanding of topic is uneven or imbalanced; one perspective explored at the expense of others. Some sections are completed with a well thought out and factual summary, connections are made and it is easy to follow what you are saying. | | Understanding of topic is limited, superficial, demonstrating little effort to go beyond cursory understanding or to explore varying perspectives. A few sections are completed with a well thought out and factual summary, connections are made and it is easy to follow what you are saying. | | **/30** | |
|  | | | **20-18** | | **16-11** | | | | **10-6** | | **5-0** | |  | |
| **Quality of Information Presented & Summaries** | | | All information, videos, images, etc. are highly relevant to the topic and summaries go in depth and effectively connect key terms that are discussed. | | Most of the information, videos, images, etc. are very relevant to the topic and summaries go in depth and effectively connect key terms to the articles / images | | | | Some of the information, videos, images, etc. are relevant to the topic and summaries go in depth and effectively connect key terms to the articles / images | | A limited amount of the information, videos, images, etc. are relevant to the topic and summaries go in depth and effectively connect key terms to the articles / images | | **/20** | |
|  | | | **10** | | **9-7** | | | | **6-4** | | **3-0** | |  | |
| **Critical Analysis** | | | All sections of your presentation include a critical analysis of your findings. This is where you take the information you have found and you evaluate it, offer inferences, or give your opinion based on the facts given (ex. What you believe will happen in the future based on facts) etc. | | Most sections offer a critical analysis of the information presented | | | | Some sections offer a critical analysis of the information presented | | A few sections offer a critical analysis of the information presented | | **/10** | |
|  | | | **5** | | **4** | | | | **3** | | **0-2** | |  | |
| **All required material handed in including Works Cited** | | | This rubric, your handout, & a blank quiz with an answer key and a works cited page including an extensive list that exceeds research requirement present formatted error-free in APA | | This rubric, your handout, & a blank quiz with an answer key and a works cited page including 5 sources that are properly formatted in APA | | | | Most items are included | | A few of the required items are included | | **/5** | |
| **Visual Aids**  **(photos/ppt/etc) and Anchor Media (the hook)** | | | Group uses a variety of visuals demonstrating creativity & impeccable editing; use of aids enriches message and enhances understanding of topic.  **Anchor media is an effectively selected item from an existing source OR an original creation featuring effectively selected images & graphics with an organized script, appropriate music; group provides basic context for each selection; personally engages and connects audience seminar topic** | | Group uses a one or two effective visuals demonstrating careful editing; use of aids compliments message.  Anchor media is an from an existing source with a clear connection/solid relevance to seminar topic; effectively captures attention or focus of audience | | | | Group uses a one or two somewhat effective visuals; errors and flaws are present; aids serve as an add on, rather than a cohesive part of presentation.  Anchor media is from an existing source with some relevance or connection to seminar topic; captures attention or focus of some of the audience | | Group relies on one ineffective visual with significant errors and flaws; aids interfere with delivery of message.  Anchor media is an ineffectively selected item from an existing source with questionable connection to seminar topic; media may serve to distract or mislead audience, weak connection to seminar topic; not present at all | | **/5** | |
|  | | | **10** | | **8** | | | | **6** | | **4-0** | |  | |
| **Quiz Development/ Administration** | | | Quiz constructed using variety of questioning strategies that present appropriate challenge; error free. Marked, recorded and passed back on time. A copy with answers provided to teacher. | | Quiz constructed using variety of questioning strategies that present acceptable challenge; largely error free. Marked, recorded and passed back on time. | | | | Quiz may be over reliant on one type of questioning strategy; degree of challenge may not be appropriate; some errors present. Marked, recorded and passed back on time. | | Quiz is constructed carelessly, with an inappropriate degree of challenge and significant errors. Marked, recorded and passed back, but not on time. | | **/10** | |
|  | | | **Quiz Average prorated /20** | | | | | | | | | |  | |
| **Quiz Average** | | | 100% average=  20/20 | | 80% average=  16/20 | | | | 70 percent average=14/20 | | 50% average=  10/20 | | **/20** | |
| **Names:** | |  | | | |  | | **Class:** | |  | | | | |
|  | |  | | | |  | |  | |  | | | | |
| **Topic:** | |  | | | |  | | **Date:** | |  | | | | |
| **Seminar Mark** | | | **/80** | | | **Final Mark:** | | | | | **/100** | |
| **Quiz Average** | | | **/20** | | |