

Engaged Learning Project Draft Template

Title of Project: Report Card of the Middle East

Subject(s): Humanities/Social Studies, Language Arts

Grade Level(s): 7th

Abstract:

The students will take on the role of investors using online resources to determine which Middle Eastern nations is the best for foreign investment by issuing that a nation a grade. The teacher will direct the students to their blog and the students will begin by opening the instruction link. After watching a brief video about the role of Moody' and credit scores the students will begin researching the factors that are determined for a good investments such as; oil reserve, GDP, poverty, education, political stability. The students would share with other classrooms and work collaboratively with international schools from the Middle East. The school will reach out to other international community associations in the area and bring in speakers to share about the Middle East. The students will collect and collaborate their data using Microsoft OneNote and choose from a choice of presentation utilities. The teacher will be present to guide the students and answer any questions. The students will collect their data and constantly track the nation's data throughout the school year, using the events that occur throughout that nation to determine their investment potential. As the data is collected the students will update their information and create both a short term and long-term investment report.

Learner Description/Context:

The learner will take the role of a researcher for the investment company Moody's Analytics and present a detailed report about the investment opportunities of the Middle Eastern nations of Iran, Iraq, Israel and Saudi Arabia. The students will issue each nation a credit reports that addresses many of factors associated with a nation's economic and political stability. The students will begin by viewing a news broadcasts and reading a newspaper article showing the importance of credit reports. As the students research the different investment opportunities they will collaborate with local investors. The investors will skype into the class and if possible will come in person and help guide the students as they create their final product.

Time Frame: *How long will this learning experience take to complete and how much class time will be dedicated to the learning experience during this time.*

The students will be given seven days to complete the assignment.

Day 1 – Introduction articles and video presentation / Skype in local investor

Day 2 – Bring in participating members of the community to talk about the Middle East

Day 3 – Research in computer lab / collaborate using OneNote

Day 4 – Research in computer lab / collaborate using OneNote

Day 5 – Research in computer lab / collaborate using OneNote and prepare presentation

Day 6 – Research in computer lab / use OneNote to prepare presentation / Collaborate with investor

Day 7 – Finish Presentation

LONG Term - The students will constantly update their research throughout the year.

Standards Assessed:

SS7CG4 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.

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- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).

a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

SS7E5 The student will analyze different economic systems.

- a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
- b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).
- d. Explain why international trade requires a system for exchanging currencies between nations.

SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Explain the role of oil in these countries' economies.
- d. Describe the role of entrepreneur

Technology:

ISTE NETS-S 1: Creativity and innovation. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

ISTE NETS-S 2: Communication and collaboration. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

ISTE NETS-S 3: Research and information fluency. Students apply digital tools to gather, evaluate, and use information.

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ISTE NETS-S 4: Critical Thinking Problem and Decision making. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

ISTE NETS-S 5: Digital citizenship. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Learner Objectives:

The learners will be able research, create and present the political and economic conditions that exist within the countries of the Middle East.

The students will be able to use technology to collaborate with other students, community members and professional both locally and globally.

Students will create a greater understanding of how current events are linked to the global economy.

The "hook" or Introduction:

The students will begin the lesson by watching a video on the current credit rating of the United States and discuss how credit scores impact the world. The class will be told that they have been given an assignment, a local investment firm has hired them to create an investment portfolio and determine the credit scores of key nations in the Middle East. The students will then be introduced to local investors that will explain how global finances work. Community members who represent the Middle East will be present to discuss life in the Middle East.

Process:

The students will take the role of investment researchers studying the Middle East and reporting the investment potentials of countries such as; Iran, Iraq, Israel, Saudi Arabia and Turkey. The students will work collaboratively to collect information about these nations to determine the investment potential of each nation and offer a credit score. The students will use tools such as Word, PowerPoint, Skype, Publisher, Internet, Sway and OneNote. Students will work with other investors, representatives from the community and international schools in the Middle East to create a broad understanding of the opportunities the Middle East has to offer. Once all of the information is collected the students will present the information with their classmates. The students will constantly track the information collected about their country and continue to add other countries from other regions as they update their investment portfolio. The students will make updates on their country and show how current events impact the finances.

Product:

The students will have choice of presentation applications for the final product of the investment portfolio. The students can produce their presentation using a pamphlet, Sway, PowerPoint, news report, investment section of a newspaper etc. Technology will be integrated by the use of OneNote, Sway, PowerPoint, Publisher, Skype etc. The product will be accessed using the Microsoft Office Suite.

Technology Use:

Computers: The students will need access to a computer cart or computer lab to perform research, create presentation, track data and collaborate with others.

Microsoft Skype: Skype will be used to allow students to collaborate with investors and international schools.

PowerPoint: The students will use PowerPoint to create presentation about the research collected in class.

Sway: Use Sway to present information collected in class.

OneNote: The students will use OneNote to collect and share research information collected both in class and at home. The research can be shared with students in and out of the classroom.

Publisher: Publisher will be used to display collected information in an investment portfolio.

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Reference and Supported Material:

Moody's Downgrades UK Credit Rating To AA1. (2013, February 24). Retrieved November 10, 2015.

Cia.gov. (n.d.). Retrieved November 10, 2015. <https://www.cia.gov/library/publications/the-world-factbook/>

World Databank. (n.d.). Retrieved November 10, 2015. <http://databank.worldbank.org/data/download/GDP.pdf>

The Worlds Most Political Stable Countires. (n.d.). Retrieved November 10, 2015. <http://www.expatinvesting.org/the-worlds-most-politically-stable-countries-and-most-politically-unstable-countries/>