

Brunswick School Department
Service Learning
Economic Systems Locally and Globally

Essential Understandings	▪ Active participation in community based service activities extends learning beyond the classroom and into the local community. ▪ Healthy communities depend upon budgets, revenues, and expenses. ▪ Financial literacy is important for individuals as well as community leaders.
Essential Questions	▪ What are the roots of each major economic system? ▪ What are the pros and cons of each major economic system? ▪ What is one's relationship to capitalism (consumerism/financial literacy)? ▪ What is one's career path? How does one's career path fit into current trends? ▪ How does government balance being green, creating safety nets, etc. while being productive? ▪ What are the major differences between Democrats and Republicans?
Essential Knowledge	▪ Capitalism, socialism, and communism all have historical roots. ▪ Philosophy drives budget decisions. ▪ Career paths can be investigated at the local level by networking. ▪ Citizens help create and influence budgets.
Vocabulary	▪ <u>Terms:</u> - o capitalism, socialism, communism, Democrat, Republican, fiscal, budget, deficit, surplus, credit, interest, debit, credit score, revenue, expense, subsidy, GNP, GDP, globalization, tariff, inflation, tax, IRA, bond, stock, Tif
Essential Skills	▪ Identify patterns, trends, and relationships that apply to solutions. ▪ See opportunities, find resources, and seek results. ▪ Describe the pros and cons of capitalism, socialism, and communism. ▪ Compare and contrast the philosophical beliefs of Democratic Party and the Republican Party. ▪ Identify patterns, trends and relationships that apply to solutions. ▪ See opportunities, find resources, and seek results. ▪ Display global awareness and economic and civil literacy.

Related Maine Learning Results	<u>Social Studies</u> A. Applications of Social Studies Processes, Knowledge, and Skills A2. Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussions, and ethical reasoning skills. a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. A3. Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution. C. Economics C2. Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities. b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse. c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and various world cultures.
Sample Lessons And Activities	▪ Weekly discussions and class participation ▪ Notes from guest speakers and lectures kept in a journal ▪ Class wide project ▪ Written reflections
Sample Classroom Assessment Methods	▪ Student designed service learning project, final poster, press release, and action plan

Sample Resources	▪ <u>Publications:</u> - o Smith, Adam. <i>Wealth of Nations</i>. - o Friedman, Thomas. <i>Hot, Flat, and Crowded: Why We Need a Green Revolution and How it Can Renew America</i>. ▪ <u>Other Resources:</u> - o Everfi.org – Financial literacy web-based tutorial - o Guest speakers from • Brunswick Local Redevelopment Authority (BLRA) • Brunswick’s Downtown Association (BDA) - o Atlantic Regional Federal Credit Union
------------------------------------	---