

FUND RAISING FOR FCCLA

Performance Standard (15B/15C).J

Each student is in charge of determining a fund raising project for Family, Career and Community Leaders of America (FCCLA) and must examine his or her interest in buying one of the items (demand) and his or her willingness to sell one of the items (supply) accordingly:

- *Knowledge:* identify the key concepts in supply and demand determinants.
- *Reasoning:* analyze the given determinants, and make a logical recommendation for prices.
- *Communication:* write a well organized, well focused and well detailed recommendation; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand that scarcity necessitates choices by consumers (15B) and understand that scarcity necessitates choices by producers (15C)***, provide students with sufficient learning opportunities to develop the following skills:

- Identify the non-price determinants of demand and predict change in demand and market price for a product when any of those determinants change.
- Predict the change in supply of a product and the market price for the product when non-price determinants of supply change.

Current events impact the supply and demand of goods and services. As consumers, we impact business by buying or not buying products produced. Together, supply and demand play an important part in our market economy. Therefore, Family and Consumer Sciences students need to be taught or review the economic concepts of the law of supply and the law of demand. They also need to be taught or review the determinants of supply and demand and how price changes due to changes in those determinants then change supply or demand. This assessment aligns with the Family and Consumer Sciences Education National Standard 2.2.5 (To analyze the interrelationships between the economic system and consumer actions).

2. Have FCCLA members review and discuss the following assessment task and how the rubric will be used to evaluate their work.
3. Provide the students with the “Fund Raising for FCCLA” student task sheet. Each student takes the role of class fundraiser who must make a written recommendation for an item the FCCLA will purchase for resale and try to convince the class that the choice is right.
4. Each student selects what he or she considers the item most other students would buy from the following list of similarly priced items: frozen cookie dough, gourmet suckers, holiday cookies, gourmet chocolate or fruit baskets.
5. Have students use four of the following list of non-price determinants of demand to provide reasons why more students will buy the selected item: income, availability of substitutes, availability of complementary goods, weather or season, styles, tastes, habits and expectations for future. The item and the reasons students will buy it make up the beginning part of the recommendation to the class. The reasons should be identified with the appropriate determinant.
6. The student will suggest an event that would change one of the determinants used. The student would then predict how demand for the product would change and how the price of the item may change if the change in demand were significant and widespread. The reason(s) for each prediction should be explained. This will make up the second part of the recommendation.
7. The student will then take a different look at the selected item. He or she will look at the product from the standpoint of selling it rather than buying it. The following are the non-price determinants of supply: cost of production, number of sellers or producers and expectations for the future. The student will suggest an event that would change one of these determinants. The student would then predict and explain how the willingness of the class to sell the product (supply) would change and how they should change the price of the item as a result. This will make up the third part of the recommendation.

8. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
- *Knowledge*: The identification of the key concepts and facts associated with the supply and demand determinants are accurate and complete.
 - *Reasoning*: The economic reasoning in the recommendation is appropriate and logical.
 - *Communication*: The writing of the recommendation is well organized, well detailed and well focused; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One, 50-minute period to write recommendation

Resources

- Fund Raising for FCCLA task sheet
- Consumer education textbook
- Social Science Rubric

FUND RAISING FOR FCCLA

Student Task Sheet

Using the following directions, write a recommendation for an item the FCCLA chapter will choose to sell as a fundraiser, and try to convince the class that the choice is right. Use a separate sheet of paper to write your recommendation.

1. Select one item you think most other students would buy from the following list of similarly priced items: cookie dough, gourmet suckers, holiday cookies, gourmet chocolate or fruit baskets.
2. Use four of the following list of non-price determinants of demand to provide reasons why more students will buy the selected item: income, availability of substitutes, availability of complementary goods, weather or season, styles, tastes, habits and expectations for the future.

The item you choose and the reasons you think other students will buy this item will make up the beginning part of your recommendation to the class. The reasons should be identified with the appropriate determinant.

3. Next, suggest an event that would change one of the determinants used. Then predict how demand for the product would change. Predict how the price of the item may change if the change in demand is significant and widespread. Explain reasons for each of your predictions. This will make up the second part of the recommendation.
4. Consider your item from a different point of view. Look at your product from the standpoint of selling it rather than buying it. The following are the non-price determinants of supply: cost of production, number of sellers or producers, expectations for the future. Suggest an event that would change one of these determinants. Then predict and explain how the willingness of the class to sell the product (supply) would change and how you should change the price of the item as a result. This will make up the third part of the recommendation.

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- Exceeds standard (total points 11 - 12) Approaches standard (total points 5 - 7)
 Meets standard (total points 8 - 10) Begins standard or absent (total points 1 - 4)

	Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	<ul style="list-style-type: none"> • Key concepts/themes/ issues/ideas are thoroughly identified, defined and described. • Significant facts/ supporting details are included and accurately described. • Has little or no factual inaccuracies. 	<ul style="list-style-type: none"> • Identifies and logically organizes almost all relevant evidence. • Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation is well focused with a well-defined thesis. • Presentation shows substantial evidence of organization. • Presentation shows attention to the details of specific performance conventions.
3	<ul style="list-style-type: none"> • Key concepts/themes/ issues/ideas are identified, defined and described. • Facts/supporting details are included. • May have a major factual inaccuracy, but most information is correct. 	<ul style="list-style-type: none"> • Identifies and organizes most of the relevant evidence. • Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> • Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates a focus and thesis with several narrative gaps. • Presentation demonstrates adequate evidence of organization. • Presentation has mistakes in attention to the details of specific performance conventions.
2	<ul style="list-style-type: none"> • Some key concepts/ themes/issues/ideas are identified, defined and described. • Some facts/supporting details are included. • Has some correct and some incorrect information. 	<ul style="list-style-type: none"> • Identifies some relevant evidence and omits most of the other evidence. • Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. • Reaches incomplete or inaccurate conclusions based on the evidence. 	<ul style="list-style-type: none"> • Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. • The presentation demonstrates an inadequate focus and thesis. • Presentation demonstrates inadequate evidence of organization. • Presentation has insufficient attention to the details of specific performance conventions.
1	<ul style="list-style-type: none"> • Few or no key concepts/ themes/issues/ideas are identified, defined and described. • Few or no facts/supporting details are included. • Information is largely inaccurate, absent or irrelevant. 	<ul style="list-style-type: none"> • Important evidence relevant to the problem is not identified. • Critical thinking skills and habits of mind are absent. • Conclusions are lacking, absent or unclear. 	<ul style="list-style-type: none"> • Expression of almost all ideas in the presentation is unclear. • The presentation demonstrates little focus and lacks a thesis. • Presentation demonstrates little or no evidence of organization. • Presentation has multiple mistakes in attention to the details of specific performance conventions.
Score			