

SOFTWARE FOR HARDWARE
HOW A CHAIN OF EVENTS INFLUENCES BUSINESS PRACTICES

Performance Standard (15A/15B/15C).H

Add real events to a chart displaying a likely chain of events starting with consumer needs for a product accordingly:

- *Knowledge:* identify events that show a chain of events in software development.
- *Reasoning:* analyze the events and explain why they occurred using appropriate economic reasoning.
- *Communication:* complete a chart that is well organized and well detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand economic systems, with an emphasis on the United States (15A), 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:
 - Explain how the price of productive resources in a market economy would influence producer decisions about how, how much and what to produce.
 - Explain why, as the market price of a good or service goes up, the quantity demanded by consumers goes down.
 - Explain why, as the market price of a good or service goes up, the quantity supplied also goes up.Marketing is all around us. Business students need to understand the importance of various types of business enterprises and how marketing activities lead to lower prices and new and improved products. Therefore, business students should be taught the economic concepts of the law of supply and the law of demand and how they relate to production and sales. The events leading to the development of Microsoft Corporation by Bill Gates illustrate these economic concepts. This assessment addresses the Illinois Workplace Skills E1 (Interpreting the Economics of Work/Identify the role of business in the economic system), E4 (Interpreting the Economics of Work/Investigate opportunities and options for business ownership) and H5 (Solving Problems and Critical Thinking/Evaluate options).
2. Have business students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have students use the attached chart, “Software for Hardware: A Chain of Events.”
4. Using sources of information on the history of Microsoft Corporations’ and Bill Gates’ rise in the software industry, students should use the center column of the task sheet to describe events that correspond to the points on the chart.
5. Have students use the column, Economic Reasoning, to explain why the events occurred.
6. 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 events that correspond to the points on the chart is complete and accurate.
 - *Reasoning:* The analysis in the economic reasoning column makes a clear connect with the events and is appropriate, logical and well reasoned.
 - *Communication:* The chart is well organized and well detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work

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

Time Requirements

- One, 50-minute period to make chart

Resources

- Internet resources
- Software for Hardware: A Chain of Events Worksheet
- Social Science Rubric

SOFTWARE FOR HARDWARE: A CHAIN OF EVENTS

CHAIN OF EVENTS	MICROSOFT CORP.	ECONOMIC REASONING
1. The public has a need for small and affordable computers.		
2. A programming language helps generate the sales of personal computers.		
3. Creating user friendly software increases sales.		
4. Entrepreneur determines that the Internet will be used by everyone.		
5. Digital technology emerges.		
6. Wireless technology explodes and changes the public's needs.		

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			