

WHERE WOULD YOU LOCATE A BUSINESS?

Performance Standard 17A.I

Select a business in your community to study. Determine why the owners of the business chose their current location for the business and analyze their decision:

- *Knowledge*: identify and describe key factors that determined business location.
- *Reasoning*: analyze the current location of the business, and explain the advantages and disadvantages of the business location.
- *Communication*: write an essay that is well focused, well organized and well detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to locate, describe and explain places, regions and features on the Earth (17A)***, students should experience sufficient learning opportunities to develop the following skill:
 - Determine approximate locations of places, both local and global, featured in a newspaper or television story.

Businesses have numerous reasons for choosing their locale. There are many advantages and disadvantages to the location of a business which may affect products and services sold. The location of a business may also determine consumer prices and sale events. This assessment addresses Illinois Workplace Skill E4 (Interpreting the Economics of Work/Investigate opportunities and options for business ownership). The assessment also meets the In-Store Retailing Cluster occupation skill standard #3 (Provide Customer Service/Meet customer needs).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. (Optional) Have a local business person make a presentation to the class explaining the locational factors of the business site.
4. Have each student select a business in your community to study by reviewing daily newspapers, listening to advertisements or speaking to community members. Students should indicate the source that triggered their interest in studying the selected business and its location.
5. (Optional) As a class, create possible interview questions.
6. Students should interview and/or research the reasons the business chose its current location.
7. Ask each student to write a brief essay as follows:
 - Explain how and why the business location was selected.
 - Analyze advantages and disadvantages of the location and how the location has an impact upon prices and sales.
8. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
 - *Knowledge*: The key factors that determined the business location are complete and accurate.
 - *Reasoning*: The explanation of advantages and disadvantages of the business location are logical.
 - *Communication*: The essay was well focused, well organized and well detailed; the knowledge and reasoning were communicated completely and effectively.

Examples of Student Work

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

Time Requirements

- One class period (not including time for research)

Resources

- Newspapers and/or other resources
- Resource speakers
- Available technology for writing essay
- Social Science Rubric

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- Exceeds standard (total points 11 - 12)
- Meets standard (total points 8 - 10)

- Approaches standard (total points 5 - 7)
- 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			