

## GOODS AND SERVICES

### Performance Standard (15C/16CUS/16CW).A

Create a collage of Goods and Services of the Past and Present accordingly:

- *Knowledge*: identify pictures of goods and services from the present and past, and select five pictures each from past and present;
- *Reasoning*: categorize pictures into Goods or Services, Past and Present; and
- *Communication*: produce 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 that scarcity necessitates choices by producers (15C), understand the development of economic systems (16CUS), and understand the development of economic systems (16CW)*, students should experience sufficient learning opportunities to develop the following:
  - Identify a choice students have made when buying a good or service.
  - Identify people who produce goods and services in the community
  - Provide examples of goods and services traded in the past.
  - Identify economic choices (e.g., crops to plant, items to trade) made by people in the past and present.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Show examples of goods from newspapers, magazines, and actual items. Students may bring and share examples of goods their families use from home.
4. Show examples of services from newspapers, magazines. Students identify services their families use.
5. Identify people who provide these goods and services in the community.
6. Make a connection of goods and services of the past with current time. (Pilgrims- Native Americans trading)
7. Discuss why specific goods and services were traded in history (Pilgrims needed food, Native Americans needed weapons).
8. Have student title page PAST and PRESENT with subtitles of GOODS and SERVICES. (See sample)
9. Have students cut at least ten pictures from magazines and/or newspapers that represent goods and services of both past and present. Pictures representing GOODS or SERVICES may also be drawn.
10. Have students select five pictures for PAST and five pictures for PRESENT and paste them into the appropriate boxes labeled GOODS and SERVICES.
11. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: selection of five pictures for each of the categories PAST and PRESENT was complete and accurate;
  - *Reasoning*: pictures were correctly categorized as GOODS and SERVICES;
  - *Communication*: chart is well-organized and well-detailed; knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

### Time Requirements

- Two class periods

### Resources

- 11x17 drawing paper divided into four sections
- Teacher sample (chart) provided
- Newspapers and magazines that can be cut up
- Computer generated images
- Paste or glue
- Crayons or markers
- Social Science Rubric

PAST	PRESENT
GOODS	GOODS
SERVICES	SERVICES

Past

"Exceeds"

Goods



Present  
Goods



Services



Services

