

PRODUCERS OF GOODS AND SERVICES

Performance Standard (15A/15C).C

Create a chart and write a statement of the kinds of goods and services offered in the community accordingly:

- *Knowledge*: identify producers of goods and services by examining coupons for goods and services offered in local newspapers, stores, etc.;
- *Reasoning*: categorize the coupons into goods, services or both; determine which companies listed on the coupons produce goods, services, or both; and
- *Communication*: produce a chart and statement 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), and that scarcity necessitates choices by producers (15C)*, students should experience sufficient learning opportunities to develop the following:
 - Identify producers of goods and services in the community; and
 - List examples of producers in the economy and identify what they produce.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Ask each student to collect ten coupons to be used as examples of the kinds of goods and services the community provides. Students may need time to collect coupons provided by local sources (e.g., store coupons, local flyers, and local newspapers) or you may supply coupons for student use.
4. Ask each student to categorize the goods and services as follows:
 - Sort the coupons into three categories labeled goods, services, and goods and services.
 - Draw a three-section chart on construction paper, labeling the sections: goods, services, and goods and services.
 - Write on the chart the type of good, service or both that were offered by the coupon. (Option- Place the coupon on the chart.)
 - Put a title on the chart.
5. Ask each student to write statement about the producers, the kinds of goods, services, or both as reflected by their coupons, ads, or articles.
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 goods and services in the coupons is complete and accurate.
 - *Reasoning*: the producers of the goods and services were correctly inferred; the coupons were sorted correctly and the items entered on the chart were classified correctly; the summary reflected the information on the chart completely and correctly.
 - *Communication*: the chart and the summary were well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work follow

Time Requirements

- Three class periods
- Time prior to the task to bring in coupons and newspapers

Resources

- A supply of newspapers, magazines and coupons
- Phone book for the yellow pages
- 12 x 17 drawing paper
- Scissors
- Markers or crayons
- Ruler
- Social Science Rubric

Goods "Meets"

Services

Goods &
Services

Dominick's
store

Bolingbrook Soccer
Club

Bolingbrook
Glass and Mirror

American
Mattress
Bedding

Dirty Dog Pet
Grooming Spa

All + emp

The Holy Center
Church

Bill Jacobs
Plainfield
OLDS mobile
Chevrolet

State Farm
Insurance

Re/Max Relastate

Bolingbrook offers more Services than
Goods or Goods and Services according to my charts.

"Exceeds"

The Goods and Services Chart

Goods

Services

Goods and Services

T.V.

More

Phone

house

new

50% OFF

bat boy

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Goods are things that you can buy. Services are things you need that people do for you. A good could be a DVD video system. A service is a restaurant.