



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CTAE PROGRAM AREA

PATHWAY: Marketing & Management

COURSE: Entrepreneurship: Building a Business

UNIT 4.3: Identifying Goods and Services



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

4-5 days (traditional schedule) or 2-3 days (block schedule)

Author:

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Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

- **MKT- EN-4 Compile a business plan worksheet.**
 - e. Identify goods and/or services to be sold.
 - f. Locate resources for goods and/or services.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

Students will gain an understanding of the difference in goods and services. They will not only be able to identify the goods and/or services to be sold for a given business, but also locate resources to do so.

Essential Questions:

- What is a good?
- What is a service?
- What is the difference between goods and services?
- How do you identify the goods and services to be sold for a business?
- Where can you locate resources of goods and services?

Knowledge from this Unit:

- Definitions of goods and services.
- Difference between goods and services.
- How to locate resources for goods and services.

Skills from this Unit:

- Students will be able to determine the goods and services that a business should provide.
- Students will be able to locate resources of where to find goods and/or services.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

- Goods and Services Activity
- Kids, Kitchens, and Kittens
- Goods and Services Quiz

Assessment(s) Description/Directions:

Students should complete activities by following directions.

Attachments for Assessment(s):

- Kids, Kitchens, and Kittens Word document
- Goods and Services Activity Word document
- Goods and Services Quiz Word document



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
 - MKT- EN-4 Compile a business plan worksheet.
 - e. Identify goods and/or services to be sold.
 - f. Locate resources for goods and/or services.
2. Review Essential Questions.
 - What is a good?
 - What is a service?
 - What is the difference between goods and services?
 - Where can you locate resources of goods and services?
3. Identify and review the unit vocabulary.
 - Good: articles of trade; wares; merchandise
 - Service: the performance of any duties or work for another; helpful or professional activity
 - Producer: a person who creates economic value, or produces goods and services
4. Warm-Up Activity

Have students brainstorm the difference between a good and a service. Ask for volunteers to give examples of each. Next, give examples of businesses and ask students to determine whether the business provides a good, service, or both.
5. Instruction

Teacher should provide instruction on terms and standards.
6. Learning Activities
 - Goods and Services Activity – Students will explain the difference in goods and services and explore this by looking at a real business.
 - Kids, Kitchens, and Kittens – this activity can take approximately 60-90 minutes
Students will determine the mix of products and services for several types of businesses and explore factors that influence the choice of products a business makes.
 - Online review quizzes – These are for differentiating between goods and services, though most are geared toward younger students.
 - www.econedlink.org/lessons/index.php?lesson=642&page=teacher
 - www.econedlink.org/lessons/popup.php?lesson_number=642&&flash_name=dragndrop_5.swf
 - www.econedlink.org/lessons/popup.php?lesson_number=642&&flash_name=multiple_choice.swf

- Assessment
Goods and Services Quiz

Attachments for Learning Experiences: Please list.

- Kids, Kitchens, and Kittens Word document
- Goods and Services Activity Word document
- Goods and Services Quiz Word document

Notes & Reflections:

You will need to gauge the length of time for the Kids, Kitchens, and Kittens activity based on your students. It can range from 60-90 minutes. You can change the 3 businesses to suit your community as well.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

- <http://www.econedlink.org/lessons/index.php?lesson=642&page=teacher>
- <http://www.mcwdn.org/ECONOMICS/GoodsServicesQuiz.html>
- www.econedlink.org/lessons/popup.php?lesson_number=642&&flash_name=dragndrop_5.swf
- www.econedlink.org/lessons/popup.php?lesson_number=642&&flash_name=multiple_choice.swf

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

- Computers
- Internet

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input checked="" type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		