Unit 2: Manufacturing and Transportation of Goods

Content Area: **Gifted and Talented**
Course(s): **Gifted and Talented**
Time Period: **Week 10**
Length: **10 Weeks**
Status: **Published**

Unit Overview

Having explored the organization and types of stores, students will begin to explore the products within stores more thoroughly during this unit. Students will develop an understanding of the differences between goods and services and the different types of jobs/careers that each entails. Students will learn the different steps in the production of several sample items to help them develop an understanding of resources, manufacturing, and transportation. Finally, the production process will be linked to the prices of the good.

Standards

SOC.K-4.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.K-4.6.1.4.C.4	Describe how supply and demand influence price and output of products.
SOC.K-4.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.K-4.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.K-4.6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
SOC.K-4.6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.K-4.6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
WORK.K-4.9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
WORK.K-4.9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.
WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
WORK.K-4.9.1.4.F.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.

Essential Questions

- How are goods and services alike and different?
- Why do products cost what they do?
- How do products transition from resources to finished items that are available in a store?

Application of Knowledge and Skills...

Students will know that...

- Goods are products/items that are usually purchased in stores.
- Prices are determined partly by the cost of resources, the labor involved in manufacturing, and the transportation of the goods.
- Products go through a long process of development, production, and transportation before they arrive at a store.
- Services are work done for others for which a price is paid.
- Stores are usually the last stop for goods.
- There are many ways of transporting products to their final destination, including different types of trucks, railroads, airplanes, and ships.

Students will be able to...

- Deconstruct the elements of a product to determine the resources it took to create it.
- Define key economic terms, including resources, goods, services, products, and prices.
- Differentiate between goods and services.
- Organize the steps in the production and sale of a good.

Assessments

- Price is Right Pricing Game Summative: Personal Project Working in small groups, students price products based on production costs, including the resources, manufacturing costs, and transportation. After the group has come up with pricing for several products, the class can use this pricing in a higher/lower "Price is Right" game format.
- Brainstorm Pre-Assess Diagnostic: Self Assessment Why does an iPhone cost more than a cookie?
- Goods and Services Differentiation Activity Formative: Other visual assessments Students categorize various pictures into the appropriate category to assess knowledge of the difference between goods and services.
- Steps of Production Formative: Other visual assessments Students arrange the steps of production in chronological order from idea to finished product in a store.

- The Best Transportation Formative: Other oral assessments Provide students with a list of different products and situations. For example, shipping cars from New Jersey to California or shipping toothpicks from Vermont to England. Students select the most appropriate transportation and explain their choice.

Activities

- Brainstorm ideas about the difference in price among different types of goods.
- Categorize various jobs by having the class determine whether they involve a product or a service.
- Introduce different types of transportation and have students brainstorm various goods that would be shipped on each.
- Use simple baking or cooking recipes to introduce the concept of goods constructed from different resources.
- Provide complex examples of resources and have students brainstorm the products that could be created.
- Trace a food product from farm/field to table.

Activities to Differentiate Instruction

- Use mixed-ability groups with students that possess various talents.
- Include graphic organizers to sort ideas and concepts visually.
- Vary complexity of examples and tasks.

Integrated/Cross-Disciplinary Instruction

- Math: concept of pricing and addition.
- Social Studies: using maps and types of transportation used in various geographical locations.

Resources

- Interactive practice lesson on goods versus services:
  http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=dragndrop3.swf&lid=642

Interactive practice for goods versus services