

WHAT DO CURRENT EVENTS REALLY COST???

Performance Standard 15B.I

Write a 50 – 100 word essay about a significant current event that may have an impact on the price of a particular consumer item accordingly:

- *Knowledge*: identify and describe key elements of an article, magazine and/or recent local or national radio/TV news program that would lead the reader to speculate that the price of a consumer item might increase or decrease.
- *Reasoning*: analyze the current events described in the article to explain and predict their economic effects on the prices for the item and the logical sequence of events that are likely to change the prices.
- *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 understand that scarcity necessitates choices by consumers (15B)***, students should experience sufficient learning opportunities to develop the following skills:
 - Analyze the potential impact of current events on the price of consumer goods or services (e.g., new environmental regulations for automobiles; hurricanes and floods in agricultural areas).
 - Describe realistic future scenarios of changes in prices of goods and services on consumers.Family and Consumer Sciences (FCS) classes often reference the production and cost of many goods and services. As we learn more about particular goods and services, it is evident that prices often fluctuate. This fluctuation is often key in understanding the importance and availability of goods and services to the consumer. Frequently, significant events that have impacted the cost/availability of goods and services are correlated with text materials in order for students to more clearly connect price fluctuations to daily consumer decisions.
Note: Students are taught how prices are determined in a market economy and how events can impact the willingness to buy and/or the willingness to sell a particular item, thereby leading to a change in price of that item. This assessment aligns with the National Standards for Family and Consumer Sciences Education – Consumer and Family Resources 2.1 (Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation and transportation) and the Illinois Workplace Skill E1 (Interpreting the Economics of Work/Identify the role of business in the economic system).
2. Have FCS students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have each student review daily newspapers or magazines and/or discuss recent local and national radio/TV news programs to select a significant current event that could have an impact on the price of a particular item. Students should cut out the article and underline the portions of the article (or list the points from radio/TV news) that triggered their speculation that a price change was forthcoming. This activity may be done for homework.
4. Ask each student to write a brief essay as follows:
 - a. Explain how and why the current events could lead to higher or lower prices for a particular item.
 - b. Describe a future scenario (i.e., how things might change) of price changes and resulting effects on consumers. The scenario should include a logical sequence of events with appropriate economic reasoning.
5. (Optional) Have each student present his/her analysis and future scenario (3 – 5 minutes) to the rest of the class.
6. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
 - *Knowledge*: The description of the key elements of the article or magazine and/or discussion of recent local and national radio/TV news program that would lead the reader to speculate that the price of a consumer item might increase or decrease was complete and accurate.
 - *Reasoning*: The explanation and prediction of the logical sequence of events that are likely to change the prices and the likely economic effects on consumers were thorough and well reasoned.
 - *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 and optional presentation time)

Resources

- Newspapers
- Magazines
- Local and national radio/TV news programs
- Scissors
- Social Science Rubric

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- Exceeds standard (total points 11 - 12) Approaches standard (total points 5 - 7)
 Meets standard (total points 8 - 10) 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			