**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday, \_\_January 13, 2025\_\_\_\_\_\_\_through Friday, January 17, 2025\_\_\_\_\_\_\_\_\_\_\_\_

**EDUCATOR’S NAME:** \_\_\_\_\_\_Mrs. Poston\_\_\_\_\_\_\_ **SUBJECT: Economics**

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Structure and routine****Unit:****Chapter:****Page Number(s):** (It is suggested that you use your curriculum map.) | **Unit 1****Rules and regulations****Chapter 1****What is Economics?** | SameRules and regulationsWhat is Economics | **Section 2** **What is Opportunity Cost?****Rules and regulations** | SameRules and regulations | **Same****Rules and regulations** |
| **TN Standard(s):**Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | Scarcity and Economic ReasoningE.2Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services E.01 Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs. |
| **Objective (s):**What specifically should students be able to do at the end of the lesson? The objective is standards-based.Write the objective in student friendly terms. For example, I can multiply binomials.This is should also be on your Whiteboard Protocol. What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem…**I CAN….** | I can explain why every decision involves trade offs I can summarize the concept of opportunity costsI can describe how people make decisions by thinking at the margin | I can explain why every decision involves trade offs | I can summarize the concept of opportunity costs | I can describe how people make decisions by thinking at the margin | I can describe how people make decisions by thinking at the margin |

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| **Possible Misconception (s):**What misconception(s) are you anticipating during this lesson? |  |  |  |  |  |
| **Literacy-Based DO NOW:** This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | The students will think of a recent decision that they made and what things the had to give up as a result of that decision | TSW explain the term trade off in their own words | TSW compare and contrast a trade-off/ opportunity cost | TSW describe what the term “guns or butter” refers to | TSW create a T-chart explaining the difference between marginal cost and marginal benefit |
| **Agenda for the Day**Simple outline of lesson segments or activities that is time stamped.Teacher/class should take 2 minutes or less to review.  | * Do Now *(4 minutes)*
* Discuss rules and regulations
* Review Learning Objective *( 2 minutes)*
* Introduce section Opportunity cost
* Define Key terms

 *( 18minutes)** Create concept map on Opportunity cost 15*( minutes)*
* Discuss Concept Map *( 5minutes)*
* Closure
* Exit ticket
* KWL chart (What you KNOW, What you WANT to know, & What you LEARNED 4*( minutes)*
 | * Discuss rules and regulations
* Do Now 4min
* Review Learning
* Objective 2*( minutes)*
* Review/recap last lesson
* Read Section
* Discuss
* Answer Questions
* Closure
* EXIT Ticket 321

WRITE IN COMPLETE SENTENCES | * Discuss rules an regulations
* Do Now
* Review Learning
* Objective 2*( minutes)*
* Review/recap last lesson
* Read Section
* Discuss
* Answer Questions
* Closure
* EXIT Ticket Give Me 5

(5 key points gained from lesson)WRITE IN COMPLETE SENTENCES | * Discuss rules and regulations
* DO NOW
* Review Learning
* Objective 2*( minutes)*
* Review/recap last lesson
* Read Section
* Discuss/Think/Pair/Share
* Answer Questions
* Closure
* EXIT Ticket Explain why every choice involves an opportunity cost?

WRITE IN COMPLETE SENTENCES | * Discuss rules and regulations
* DO NOW
* Review Learning
* Objective 2*( minutes)*
* Review/recap last lesson
* Read Section
* Discuss/Think/Pair/Share
* Answer Questions
* Closure
* EXIT Ticket Explain why every choice involves an opportunity cost?

WRITE IN COMPLETE SENTENCES |
| **Beginning of Lesson****I Do** | * **Recap last lesson**
* **Review goals/objectives**
* **Read Essential Question**
* **Introduce new lesson**
* **Discuss**
 | * **Recap last lesson**
* **Review goals/objectives**
* **Read Essential Question**
* **Introduce new lesson**
* **Discuss**
 | * **Recap last lesson**
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* **Introduce new lesson**
* **Discuss**
 |
| **Middle of the lesson**We Do | **Section Readings****Group discussion****Class debates** | **Section Readings****Group discussion****Class debates** | **Section Readings****Group discussion****Class debates** | **Section Readings****Group discussion****Class debates** | **Section Readings****Group discussion****Class debates** |
| **End of the lesson**You Do | **Create graphic organizers****Answer Checkpoint questions****Complete picture view of sections****Answer and discuss questions** | **Create graphic organizers****Answer Checkpoint questions****Complete picture view of sections****Answer and discuss questions** | **Create graphic organizers****Answer Checkpoint questions****Complete picture view of sections****Answer and discuss questions** | **Create graphic organizers****Answer Checkpoint questions****Complete picture view of sections****Answer and discuss questions** | **Create graphic organizers****Answer Checkpoint questions****Complete picture view of sections****Answer and discuss questions** |
| **(05 MINUTES MAX)****Literacy Based closing activity:**Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **Students will write down what they have learned Today.** | **Students will write down what they have learned Today.** | **Students will write down what they have learned Today.** | **Students will write down what they have learned Today.** | **Students will write down what they have learned Today.** |
| **SPED Modification (s):**What modifications are being made to accommodate the students receiving special services? | **Use differentiated instruction, by giving students choices.** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** |
| **ESL Modification (s):**What modifications are being made to accommodate the students receiving special services? | **Give students a word bank, or more time to complete their assignments** | **Give students a word bank, or more time to complete their assignments** | **Give students a word bank, or more time to complete their assignments** | **Give students a word bank, or more time to complete their assignments** | **Give students a word bank, or more time to complete their assignments** |
| **Assessment (s):**How will you know that students have reached the objective? Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.  | **Discussions, and writing assessment****Checkpoint Questions****Quizzes****Tests** | **Discussions, and writing assessment****Checkpoint questions**QuizzesTests | **Discussions, and writing assessment**Checkpoint questionsQuizzesTests | **Discussions, and writing assessment**Checkpoint questionsQuizzesTests | **Discussions, and writing assessment**Checkpoint questionsQuizzesTests |
| **Corrective Activity (s):** What will I do if the student doesn’t understand the lesson? | **Peer tutoring****One on one time****Extra time** | **Peer tutoring****One on one time****Extra time** | **Peer tutoring****One on one time****Extra time** | **Peer tutoring****One on one time****Extra time** | **Peer tutoring****One on one time****Extra time** |
| **Extension/Enrichment Activity (s):** What will I do with students who understand quicker than others?  | **Extra readings****Extra videos** | **Extra readings****Extra videos** | **Extra readings****Extra videos** | **Extra readings****Extra videos** | **Extra readings****Extra videos** |
| **Technology Integration:**How will the students use technology to help them master the objective. | **Watch a short video****EconLowDown.org** | **Watch a short video** **EconLOWDOWN.org** | **Watch a short video** **Econlowdown.Org** | **Watch a short video** **EconLowDown.org** | **Watch a short video****EconLowDown.org** |

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| **IN THE FOLLOWING PAGES:** **ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED** |
| **ALL SCIENCE (S):** What is your **resource plan for each of the 5 Es** of inquiry-based science instruction?1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate
 | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** |
| **ALL SCIENCE (S):** ***(Multiple opportunities to engage in science, Makes since of science content)*** What is yourplan to incorporate technology while incorporating the 5E instructional model?**SUGGESTED OPPORTUNITIES FOR TECHNOLOGY**Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.* Interactivity: [Studying Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0d2c2dda-1e27-3879-af7b-35942d8d43cc/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Prokaryotes and Eukaryotes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/77129596-546b-3cc5-8998-c3aec8db13d8/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=1e9138e4-a67f-3312-995c-363936df6385&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F1e9138e4-a67f-3312-995c-363936df6385%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Multicellular Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/8e2572b3-d454-3db6-a15c-f7214d50bf67/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=686cf2be-5198-3075-83bc-0b0ac682df89&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F686cf2be-5198-3075-83bc-0b0ac682df89%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactive Video: [Characteristics of Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/869ed23e-54af-3f4e-91d9-8469a3b0e226/18/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Nearpod Video: [Viruses Flocabulary](https://nearpod.com/library/preview/viruses-L67321075)
* Nearpod Video: [Characteristics of Life](https://nearpod.com/t/science/9th/characteristics-of-life-L81287919) with the Amoeba Sisters or

YouTube Video: [Characteristics of Life](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s) with the Amoeba SistersNearpod Video: [Viruses](https://nearpod.com/library/preview/lesson-L81287945) with the Amoeba Sisters or YouTube Video: [Viruses](https://www.youtube.com/watch?v=8FqlTslU22s) with the Amoeba Sisters |  |  |  |  |  |
| **ALL MATH (S):**What **manipulatives** might be integrated into the lesson? What did you learn from using the manipulatives **in advance** of using them in class with students? |  |  |  |  |  |
| **ALGEBRA I:** What **practice problems** are you planning to use for the **Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?**TEACHER PLANS:** Components of thetextbook’s Instructional Design |  |  |  |  |  |
| **GEOMETRY:** What **activities/practice** problems are you planning to use for **Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |
| **ALGEBRA II:** What **practice problems** are you planning to use for the **Launch, Explore & Develop, and Reflect & Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |

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| **ALL ELA (S):** What text(s) will be used for each phase of gradual release of responsibility? **TEACHER PLANS:** Phases of gradual release.Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why? |  |  |  |  |  |
| **ALL ELA (S):** High-Quality Texts: **Core Action 1**Focus each lesson on a high-quality text (or multiple texts).Text-Specific Questions:**Core Action 2**Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. |  |  |  |  |  |