A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Monday\_February 17th\_\_\_\_\_through Friday February 21st \_\_\_\_\_\_

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

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Unit 1**  **Chapter 4**  **Demand**  **Section 1 Understanding Demand**  **Section 2**  **Shifts in the Demand Curve**  **Section 3 Elasticity of Demand**  **Pages 84-107** | **Unit 1**  **Chapter 4**  **Demand**  **Section 1 Understanding Demand**  **Section 2**  **Shifts in the Demand Curve**  **Section 3 Elasticity of Demand**  **Pages 84-107** | **Unit 1**  **Chapter 4**  **Demand**  **Section 1 Understanding Demand**  **Section 2**  **Shifts in the Demand Curve**  **Section 3 Elasticity of Demand**  **Pages 84-107** | **Unit 1**  **Chapter 4**  **Demand**  **Section 1 Understanding Demand**  **Section 2**  **Shifts in the Demand Curve**  **Section 3 Elasticity of Demand**  **Pages 84-107** | **Unit 1**  **Chapter 4**  **Demand**  **Section 1 Understanding Demand**  **Section 2**  **Shifts in the Demand Curve**  **Section 3 Elasticity of Demand**  **Pages 84-107** |
| **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. | E. 10 Identify factors that cause changes in market supply and demand  E. 12 Define market equilibrium, and eplain how supply and demand guide prices towards equilibrium to avoid surpluses or shortages  E. 14 Describe causes of shortages and surpluses  E. 15 Analyze effects of shortages and surpluses on supply and demand | | | | |
| **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   1. **Explain** the law of demand. 2. **Describe** how the substitution effect and the income effect influence decisions. 3. **Create** a demand schedule for an individual and a market. 4. **Interpret** a demand graph using demand schedules with 75% mastery | I CAN   1. **Explain** the law of demand. 2. **Describe** how the substitution effect and the income effect influence decisions. 3. **Create** a demand schedule for an individual and a market. 4. **Interpret** a demand graph using demand schedules with 75% mastery | I CAN   1. **Explain** the difference between a change in quantity demanded and a shift in the demand curve. 2. **Identify** the factors that create changes in demand and that can cause a shift in the demand curve. 3. **Give an example** of how a change in demand for one good can affect demand for a related good with 75% mastery | I CAN   1. **Explain** the difference between a change in quantity demanded and a shift in the demand curve. 2. **Identify** the factors that create changes in demand and that can cause a shift in the demand curve. 3. **Give an example** of how a change in demand for one good can affect demand for a related good. | I CAN   1. **Explain** how to calculate elasticity of demand. 2. **Identify** factors that effect elasticity. 3. **Explain** how firms use elasticity and revenue to make decisions with 75% mastery |

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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. | TSW write question, all answer choices, answer question and justify answer  A music store holds a half-price sale on all CDs. During the sale, people buy more CDs than usual. What does this event show?   1. Inelasticity of demand 2. The substitution effect 3. The law of demand 4. A demand schedule | TSW write question, all answer choices, answer question and justify answer  What stays the same when you change an individual demand schedule into a market demand schedule for the same product?  A. price of the product  b. demand curve  c. number of consumers  d. quantity demanded | TSW write question, all answer choices, answer question and justify answer  Which of the following describes both the substitution effect and the income effect?   1. Changes in income due to job changes 2. Effects on producers of goods 3. Factors that influence what people buy 4. Market changes that affect producton | TSW write question, all answer choices, answer question and justify answer  A list of the quantity of a good that a person will buy at different prices   1. Demand schedule 2. Complements 3. Total revenue 4. Demand curve | TSW write question, all answer choices, answer question and justify answer  All the money a company earns by selling goods or service is called   1. Income effect 2. Substitutes 3. Inelastic 4. Total revenue |
| **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)* * Review Learning Objective *( 2 minutes)* * Introduce Chapter Key terms   *( 5minutes)*   * Create a chart on How does the law of demand affect the quantity demanded?15 *minutes)* * Discuss Graphic organizer on *( 5minutes)* * *Tsw complete a module on Law of demand* * Closure * Exit ticket * KWL chart (What you KNOW, What you WANT to know, & What you LEARNED 4*( minutes)* | * Do Now 4min * Review Learning * Objective 2*( minutes)* * Review/recap last lesson   Present Lecture Notes  TSW take notes  Answer Checkpoint Questions   * Discuss * Take picture view of section * Closure * EXIT Ticket 321   WRITE IN COMPLETE SENTENCES | * Do Now * Review Learning * Objective 2*( minutes)* * Review/recap last lesson * Read and discuss Infographics * Discuss * Answer Questions * Closure * EXIT Ticket Give Me 5   (5 key points gained from lesson)  WRITE IN COMPLETE SENTENCES | * Do Now * Review Learning * Objective 2*( minutes)* * Review/recap last lesson * Read and discuss Infographics * Discuss * Answer Questions * Closure * EXIT Ticket Give Me 5   (5 key points gained from lesson)  WRITE IN COMPLETE SENTENCES | * DO NOW * Review Learning * Objective 2*( minutes)* * Review/recap last lesson   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** * **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** * **Review goals/objectives** * **Read Essential Question** * **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.**  **-321**  **3 things learned**  **2 new words understood**  **1 question about the lesson** | **-Students will write down what they have learned Today.**  KWL chart  TSW write what the KNOW  What they WANT to KNOW  What the want to LEARN | **Students will write down what they have learned Today.**  **Give me 5**  **5 key points gained from lesson**  **TSW write in complete sentences** | **Student will complete thumbs up/thumbs down exit ticket slip provided by teacher** | **TSW complete the star rating exit ticket provided by teacher** |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Use differentiated instruction, by giving students choices.**  **Extra time**  **Take home assignments** | **Use differentiated instruction, by giving students choices Extra time**  **Take home assignments** | **Use differentiated instruction, by giving students choices**  **Extra time**  **Take home assignments** | **Use differentiated instruction, by giving students choices Extra time**  **Take home assignments** | **Use differentiated instruction, by giving students choices**  **Extra time**  **Take home assignments** |
| **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**  Quizzes  Tests | **Discussions, and writing assessment**  Checkpoint questions  Quizzes  Tests | **Discussions, and writing assessment**  Checkpoint questions  Quizzes  Tests | **Discussions, and writing assessment**  Checkpoint questions  Quizzes  Tests |
| **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**  **Listen to section audio**  **Econlowdown.org**  **Watch video on law of demand**  **Complete module** | **Watch a short video**  Listen to section audio | **Watch a short video about**  Listen to section audio | **Watch a short video about**  Play Kahoot! | **Watch a short video**  **Play Kahoot!** |