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\_March 24th\_through Friday March 28th \_\_\_\_\_\_

**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 6**  **Prices**  **Section 1 Combining Supply & Demand**  **Section 2 Changes in Market Equilibrium**  **Section 3 The Role of Prices**  **Pages 132-157** | **Unit 1**  **Chapter 6**  **Prices**  **Section 1 Combining Supply & Demand**  **Section 2 Changes in Market Equilibrium**  **Section 3 The Role of Prices**  **Pages 132-157** | **Unit 1**  **Chapter 6**  **Prices**  **Section 1 Combining Supply & Demand**  **Section 2 Changes in Market Equilibrium**  **Section 3 The Role of Prices**  **Pages 132-157** | **Unit 1**  **Chapter 6**  **Prices**  **Section 1 Combining Supply & Demand**  **Section 2 Changes in Market Equilibrium**  **Section 3 The Role of Prices**  **Pages 132-157** | **Unit 1**  **Chapter 6**  **Prices**  **Section 1 Combining Supply & Demand**  **Section 2 Changes in Market Equilibrium**  **Section 3 The Role of Prices**  **Pages 132-157** |
| **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. 26Demonstrate how firms with market power can determine price and output.  E. 09 Define supply and demand, provide relevant examples, and consider ceteris paribus(i.e. all things being equal)  E. 10 Identify factors that cause changes in market supply and demand  E. 11 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as prices fluctuate  E. 12 Define market equilibrium, and explain 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  *\*Explain how supply and demand create equilibrium in the marketplace with 75% mastery*  *\*Describe what happens to prices when equilibrium is disturbed with 75% mastery*  *\*Identify two ways that the government steps in to control prices with 75% mastery*  *\*Analyze the impact of price ceilings and price floors on a free market with 75% mastery* | I CAn  *\*\*Explain how supply and demand create equilibrium in the marketplace with 75% mastery*  *\*Describe what happens to prices when equilibrium is disturbed with 75% mastery*  *\*Identify two ways that the government steps in to control prices with 75% mastery* | I CAN  *\*Explain why a free market naturally tends to move toward equilibrium with 75% mastery*  *\*Analyze How a market reacts toan increase or decrease in supply with 75 % mastery*  *\* Analyze how a market reacts to an increase or decrease in demand with 75%* | I CAN  *\**  *\*Explain why a free market naturally tends to move toward equilibrium with 75% mastery*  *\*Analyze How a market reacts toan increase or decrease in supply with 75 % mastery*  *\* Analyze how a market reacts to an increase or decrease in demand with 75%* | I CAN  *\*Identify the many roles that prices play in a free market with 75 % mastery*  *\* List the advantages of a pricebased system with 75% mastery*  *Explain how a price-based system leads to a wider choice of goods and more efficient use of resources with 75% mastery*  *\*Describe the relationship between prices and profit incentive with 75% master* |

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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  When there is a shortage of a good, what happens to the price?  A. It remains unchanged  b. It increases  c. A price ceiling is imposed.  d. It decreases | TSW write question, all answer choices, answer question and justify answer  What is the government’s goal in buying excess crops or other agricultural products?  a. to raise minimum wage  b. to keep prices from going down  c. to set legal price ceilings  d. to lower prices | TSW write question, all answer choices, answer question and justify answer  . What happens when a market is in disequilibrium and prices are flexible?  a. Market forces push toward equilibrium.  b. Sellers waste their resources.  c. Excess demand is created.  d. Unsold perishable goods are thrown out | TSW write question, all answer choices, answer question and justify answer  Why does a government place price ceilings, such as rent control, on some “essential” goods?  a. to prevent inflation during boom times  b. to keep business people from making large profits  c. to keep the goods from becoming too expensive  d. to reduce demand for these good | TSW write question, all answer choices, answer question and justify answer  What happens to the price of a good when there is excess demand?  a. The price stays the same.  c. The government sets the price.  b. The price goes up.  d. The price goes down. |
| **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   *( 18minutes)*   * TW explain why the supply curve changes   15 *minutes)*   * Discuss Graphic organizer * Create KIMS chart on vocabulary *( 5minutes)* * 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 * Play Kahoot * Closure * EXIT Ticket 321   WRITE IN COMPLETE SENTENCES | * Do Now * Review Learning * Objective 2*( minutes)* * Review/recap last lesson * Complete Econlowdown module on * 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**  **Complete EconLOWDOWN modules** | **Watch a short video**  Listen to section audio  Econlowdow.org | **Watch a short video about**  Listen to section audio  EconLowdown.org | **Watch a short video about**  Play Kahoot!  EconLowdown.org | **Watch a short video**  **Play Kahoot!**  Econlowdown.org |