**2025-2026 Weekly Lesson Planning Document**

Template for courses NOT provided a lesson plan by the district

Week of Monday, \_\_10/06/25\_\_\_\_\_\_\_\_through Friday, \_10/10/2025\_\_\_\_\_\_\_

**EDUCATOR’S NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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** |
| **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 demandE. 12 Define market equilibrium, and explain how supply and demand guide prices towards equilibrium to avoid surpluses or shortagesE. 14 Describe causes of shortages and surplusesE. 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 CAN1. **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 explain all vocabulary with 75% mastery | I CAN1. **Explain** the law of demand.
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| **Possible Misconception (s):**What misconception(s) are you anticipating during this lesson? | Not enough time | Not enough time | Not enough time |
| **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 answerA 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 answerWhat stays the same when you change an individual demand schedule into a market demand schedule for the same product? A. price of the productb. demand curvec. number of consumersd. quantity demandedTSW 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

Market changes that affect producton | TSW write question, all answer choices, answer question and justify answerA list of the quantity of a good that a person will buy at different prices1. Demand schedule
2. Complements
3. Total revenue

Demand curveTSW write question, all answer choices, answer question and justify answerAll the money a company earns by selling goods or service is called1. Income effect
2. Substitutes
3. Inelastic

Total revenue | <https://scstn.powerschool.com/teachers/index.html> |
| **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)** Create a chart on How does the law of demand affect the quantity demanded?15 *minutes)*
* Discuss Graphic organizer on *( 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 NotesTSW take notesAnswer 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 |
| **Beginning of Lesson****I Do****Science:** Engage & Explore | * **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** |
| **End of the lesson**You Do  | **Create graphic organizers****Answer Checkpoint questions****Complete picture view of sections****Answer and discuss questions** | * **Create Vocabulary flipbooks**
* **Create graphic organizers**
* **Answer Checkpoint questions**
* **Complete picture view of sections**
* **Answer and discuss questions**
 | * **Research 2 careers**
* **Create graphic organizers**
* **Answer Checkpoint questions**
* **Complete picture view of sections**
* **Answer and discuss questions**
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| **(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.**TSW Create KWL chart (What you KNOW, What you WANT to know, & What you LEARNED 8*( minutes)**Write in complete sentences* | **Students will write down what they have learned Today.**POST-IT as you goStudents will write on a POST IT 1 idea for a new activity for the classAnd 1 point that stood out from the lessonWRITE IN COMPLETE SENTENCES |
| **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** | Follow IEP planFollow 504 planUse differentiated instructionOne on one timePeer tutoring | Follow IEP planFollow 504 planUse differentiated instructionOne on one timePeer tutoring |
| **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****Use google trnslate** | Follow IEP planFollow 504 planAllow phone usage for google translateUse differentiated instructionOne on one timePeer tutoring | Follow IEP planFollow 504 planAllow phone usage for google translateUse differentiated instructionOne on one timePeer tutoring |
| **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 assessments****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** |
| **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** |
| **Technology Integration:**How will the students use technology to help them master the objective. | Use computer to research entrepreneurs/inventorsExtra assignments in ECONLOWDOWN.ORG**Watch a short video****Listen to section audio** | Use computer to research entrepreneurs/inventorsExtra assignments in ECONLOWDOWN.ORG**Watch a short video****Listen to section audio** | Use computer to research entrepreneurs/inventorsExtra assignments in ECONLOWDOWN.ORG**Watch a short video****Listen to section audio** |