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

Tuesday\_Nov.12th\_through Friday November 15th \_\_\_\_\_\_

**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.) | **Holiday** | **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….** | *HOLIDAY!!!* | 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 to an increase or decrease in supply with 75 % mastery*  *\* Analyze how the 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. | HOLIDAY | TSW Create a T-Chart on supply and demand  Explaining what the terms mean and key factors that describe each word | 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. | Holiday | * Do Now 6min * Objective 2*( minutes)* * Review/recap last lesson2m   Present price activity  TW present lesson using Video(Econlowdow/Equlibrium) 6m  TSW take notes  TSW Answer Checkpoint Questions   * Discuss   CW create graph on equli   * Play Kahoot * Closure * EXIT Ticket 321 KWL chart (What you KNOW, What you WANT to know, & What you LEARNED 4*( minutes)*   WRITE IN COMPLETE SENTENCES | * Do Now * Objective 2 m * Review Learning * Review/recap last lesson * Present lecture notes * Tsw write notes * Complete Econlowdown module on prices * 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   Test  WRITE IN COMPLETE SENTENCES |
| **Beginning of Lesson**  **I Do** |  | * **Recap last lesson** * **Review goals/objectives** * **Read Essential Question** * **Introduce new lesson on equilibrium/prices/minimum wages** * **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 |  | **Watch video Equilibrium**  **Check for understanding**  **1-7**  **Section Readings/The Minimum Wage Vision**  **Read/highlight/annotate**  **Group discussion**  **On questions 1-3** | **Section Readings**  **Group discussion**  **Class debates** | **Section Readings**  **Group discussion**  **Class debates** | **Section Readings**  **Group discussion**  **Class debates** |
| **End of the lesson**  You Do |  | **Answer Checkpoint questions**  **Answer and discuss questions**  Create supply and demand graph | **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. |  | **-Exit ticket**  **3-2-1**  **3 facts gained from lessons**  **2 new words from lesson**  **1 question about lesson**  **TSW write in complete sentences** | **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, videos, audios, reading**  **by giving students choices**  **Extra time**  **Take home assignments** | **Use differentiated instruction, videos, audios, readings**  **by giving students choices**  **Extra time**  **Take home assignments** | **Use differentiated instruction, videos, audios, reading**  **by giving students choices Extra time**  **Take home assignments**  **homework** | **Use differentiated instruction,videos, audios, reading**  **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** |
| **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 |
| **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** |
| **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** |
| **Technology Integration:**  How will the students use technology to help them master the objective. |  | **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 |