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 3/31st\_through Friday 4/4th\_\_\_\_\_\_

**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 8**  **Business Organizations**  **Section 1 Sole Proprietorships**  **Section 2 Partnership and Franchises**  **Section 3 Corporations, Mergers, and Multinationals**  **Section 4 Nonprofit Organizations**  **Pages 190-213** | **Unit 1**  **Chapter 8**  **Business Organizations**  **Section 1 Sole Proprietorships**  **Section 2 Partnership and Franchises**  **Section 3 Corporations, Mergers, and Multinationals**  **Section 4 Nonprofit Organizations**  **Pages 190-213** | **Unit 1**  **Chapter 8**  **Business Organizations**  **Section 1 Sole Proprietorships**  **Section 2 Partnership and Franchises**  **Section 3 Corporations, Mergers, and Multinationals**  **Section 4 Nonprofit Organizations**  **Pages 190-213** | **Unit 1**  **Chapter 8**  **Business Organizations**  **Section 1 Sole Proprietorships**  **Section 2 Partnership and Franchises**  **Section 3 Corporations, Mergers, and Multinationals**  **Section 4 Nonprofit Organizations**  **Pages 190-213** | **Unit 1**  **Chapter 8**  **Business Organizations**  **Section 1 Sole Proprietorships**  **Section 2 Partnership and Franchises**  **Section 3 Corporations, Mergers, and Multinationals**  **Section 4 Nonprofit Organizations**  **Pages 190-213** |
| **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. 16 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.  E. 17 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.  E. 18 Define stock, and describe the connections between capital, stock markets, banks, and the economy.  E. 19 Analyze the various ways and reasons that firms grow either through reinvestment of financial capital or through horizontal, vertical, and conglomerate mergers. | | | | |
| **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 the characteristics of sole proprietorships with 75% mastery  Analyze the advantages of a sole proprietorship with 75% mastery  Analyze the disadvantages of a sole proprietorship with 75 % mastery | I CAn  Explain the characteristics of sole proprietorships with 75% mastery  Analyze the advantages of a sole proprietorship with 75% mastery  Analyze the disadvantages of a sole proprietorship with 75 % mastery | I CAN  *Compare and contrast different types of partnerships with 75% mastery*  *Analyze the advantages of partnerships with 75% mastery*  *Explain how a business franchise operates with 75%* | I CAN  *Compare and contrast corporate combinations with 75% mastery*  *Explain the characteristics of corporations with 75% mastery*  *Describe the role of multinational corporations with 75% mastery* | I CAN  Identify the different types of cooperative organizations with 75% mastery  Understand the purpose of nonprofit organizations, including professional and business organizations 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 Create a T-Chart on partnerships and cooperations  Explaining what the terms mean and key factors that describe each word | TSW write question, all answer choices, answer question and justify answer  . | TSW write question, all answer choices, answer question and justify answer | TSW write question, all answer choices, answer question and justify answer |
| **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 * 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 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   * 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 business organizations** * **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** | **Watch video**  **Check for understanding**  **1-7**  **Section Readings/**  **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 | **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. | **Students will write down what they have learned Today.**  **Give me 5**  **5 key points gained from lesson**  **TSW write in complete sentences** | **-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 |