**2025-2026 Weekly Lesson Planning Document**

Template for courses NOT provided a lesson plan by the district

Week of Monday, \_\_09/22/2025\_\_\_\_\_\_\_\_through Friday, \_09/26/2025\_\_\_\_\_\_\_

**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 3****American Free Enterprise****Section 1 Benefits of Free Enterprise****Section 2 Promoting Growth and Stability****Section 3 Providing Public Goods****Section 4 Providing a Safety Net****Pages 48-75** | Unit 1**Chapter 3****American Free Enterprise****Section 1 Benefits of Free Enterprise****Section 2 Promoting Growth and Stability****Section 3 Providing Public Goods****Section 4 Providing a Safety Net****Pages 48-75** | Unit 1**Chapter 3****American Free Enterprise****Section 1 Benefits of Free Enterprise****Section 2 Promoting Growth and Stability****Section 3 Providing Public Goods****Section 4 Providing a Safety Net****Pages 48-75** |
| **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.35 Define fiscal and monetary policy and explain how the government uses these in its efforts to influence the economy. E. 32 Analyze economic costs and benefits of government policies (e.g., Social Security, Medicare, earned income credits, military expenditures, and public education) E.38 Analyze how governments intend to incentivize entrepreneurs through policies (e.g., tax, regulatory, education, research support policies, patents, and copyrights) |
| **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 CanIdentify all vocabulary with 75% mastery | I CAN■ Describe the basic principles of the American free enterprise system. ■ Describe the role of the consumer in the American economy. ■ Identify how the Constitution protects free enterprise. ■ Explain why the government may get involved in the marketplace 75% mastery | I CAN■ Describe the basic principles of the American free enterprise system. ■ Describe the role of the consumer in the American economy. ■ Identify how the Constitution protects free enterprise.■ Explain why the government may get involved in the marketplace with 75% mastery |

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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. | ReviewList and explain a 4 types of economiesTSW use their own words | TSW write question, all answer choices, answer question and justify answerWhat is profit Motive?1. Exchange of goods
2. Money that a business makes
3. Opportunity for success

D. Incentive to make moneyTSW write question, all answer choices, answer question and justify answerWhat is one way the Constitution protects the free enterprise system?1. It prevents the govt from making contracts
2. It spells out the rights of consumers
3. It recognizes privet property rights

It establishes the principle of voluntary exchange | TSW write question, all answer choices, answer question and justify answerWhat is one way the Constitution protects the free enterprise system?1. It prevents the govt from making contracts
2. It spells out the rights of consumers
3. It recognizes privet property rights

D. It establishes the principle of voluntary exchangeTSW write question, all answer choices, answer question and justify answerWhat is considered a negative effect of government regulation?1. It is expensive for businesses to follow all the rules
2. It does not protect the well-being of the public
3. It protects consumers but harms the environment

It allows businesses to sell unsafe products |
| **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 3

American Free EterpriseKey terms *( 18minutes)** Create a chart on What are the benefits of Free Enterprise15 *minutes)*
* Discuss Graphic organizer on Free enterprise *( 5minutes)*
* Closure
* Exit ticket

KWL chart (What you KNOW, What you WANT to know, & What you learned | * Do Now 4min
* Review Learning
* Objective 4*( minutes)*
* Review/recap last lesson
* Group Reading 20 min
* Answer 1st two questions together 5min
* Tw explain and discuss visual glossary 5min
* TSw turn and talk(free enterprise examples)2min
* Class will read and complete guided reading notes 35min

TSW take notesAnswer Checkpoint Questions 10 min* Discuss
* Closure Turn and talk 2min
* EXIT Ticket 321 8min

WRITE IN COMPLETE SENTENCES | * Do Now
* Review Learning
* Objective 2*( minutes)*
* Review/recap last lesson
* Read and discuss Infographics 10min
* Discuss
* Answer Questions
* Group Reading 20 min
* Answer 1st two questions together 5min
* Tw explain and discuss chart skills 5min
* Class will read and complete guided reading notes 35min
* Closure Turn and talk 2min
* 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**
 |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate |  | **Section Readings****Group discussion****Class debates** | **Section Readings****Group discussion****Class debates** |
| **End of the lesson**You Do  **Science:** Evaluate |  | * **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.**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? |  | 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? |  | 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 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** |
| **Extension/Enrichment Activity (s):** What will I do with students who understand quicker than others?  |  | **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 | Use computer to research entrepreneurs/inventorsExtra assignments in ECONLOWDOWN.ORG |