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

Week of Monday January 27th\_\_\_\_\_\_\_\_through Friday January 31st\_\_\_\_\_\_

**EDUCATOR’S NAME:** \_\_\_\_\_\_Mrs. Poston\_\_\_\_\_\_\_ **SUBJECT: Economics**

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Structure and routine**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Unit 1**  **Chapter 2s3**  **Economic Systems**  **Centrally Planned Economies** | Unit 1  Chapter 2s3  **Economic Systems**  Centrally Planned Economies | Unit 1  Chapter 2s4  Economic Systems  Mixed Economies | Unit 1  Chapter 2s4  Economic Systems  Mixed Economies | **Unit 1**  **Chapter 2s 1,2,3&4**  **Economic Systems** |
| **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. | Scarcity and Economic Reasoning  E.07  Compare and contrast the theoretical principles of capitalism, socialism, and communism, as expressed through theorists such as Adam Smith and Karl Marx  E.05  Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom? | | | | |
| **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 describe how a centrally planned economy is organized  I can distinguish between socialism and communism  I can analyze the use of central planning in the Soviet Union and China  I can identify the disadvantages of a centrally planned economy | I can describe how a centrally planned economy is organized  I can distinguish between socialism and communism  I can analyze the use of central planning in the Soviet Union and China  I can identify the disadvantages of a centrally planned economy | I can explain the rise of mixed economic systems  I can interpret a circular flow model of a mixed economy  I can compare the mixed economies of various nations along a continuum between centrally planned and free market systems  I can describe the role of free enterprise in the US economy | I can explain the rise of mixed economic systems  I can interpret a circular flow model of a mixed economy  I can compare the mixed economies of various nations along a continuum between centrally planned and free market systems  I can describe the role of free enterprise in the US economy | All objectives from Monday – Thursday |

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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 explain what they think the term centrally planned economies means | TSW describe the type of economy we live in America | TSW define the terms socialism and communism in their own words | TSW create a venn diagram with the terms socialism and communism tell the differences and the things in common | TSW study for quiz  Play kahoot! |
| **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 2   Economic Systems   * Define Key terms   *( 18minutes)*   * Create a chart on What are the characteristics of a centrally planned economy15*( minutes)* * Discuss Concept Map *( 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   * Read Section 3 * Answer 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 | * DO NOW * Review Learning * Objective 2*( minutes)* * Review/recap last lesson * Discuss/Think/Pair/Share * Answer Questions * Closure * EXIT Ticket   POST-IT as you go  Students will write on a POST IT 1 idea for a new activity for the class  And 1 point that stood out from the 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.** | **Students will write down what they have learned Today.** | **Students will write down what they have learned Today.** | **Students will write down what they have learned Today.** | **Students will write down what they have learned Today.** |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Use differentiated instruction, by giving students choices.** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** |
| **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**  **EconLowDown.org** | **Watch a short video**  Listen to section audio  Econlowdown.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 |

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| **IN THE FOLLOWING PAGES:**  **ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED** | | | | | |
| **ALL SCIENCE (S):**  What is your **resource plan for each of the 5 Es** of inquiry-based science instruction?   1. Engage 2. Explore 3. Explain 4. Elaborate 5. Evaluate | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** |
| **ALL SCIENCE (S):**  ***(Multiple opportunities to engage in science, Makes since of science content)***  What is yourplan to incorporate technology while incorporating the 5E instructional model?  **SUGGESTED OPPORTUNITIES FOR TECHNOLOGY**  Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.   * Interactivity: [Studying Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0d2c2dda-1e27-3879-af7b-35942d8d43cc/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Interactivity: [Prokaryotes and Eukaryotes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/77129596-546b-3cc5-8998-c3aec8db13d8/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=1e9138e4-a67f-3312-995c-363936df6385&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F1e9138e4-a67f-3312-995c-363936df6385%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Interactivity: [Multicellular Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/8e2572b3-d454-3db6-a15c-f7214d50bf67/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=686cf2be-5198-3075-83bc-0b0ac682df89&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F686cf2be-5198-3075-83bc-0b0ac682df89%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Interactive Video: [Characteristics of Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/869ed23e-54af-3f4e-91d9-8469a3b0e226/18/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Nearpod Video: [Viruses Flocabulary](https://nearpod.com/library/preview/viruses-L67321075) * Nearpod Video: [Characteristics of Life](https://nearpod.com/t/science/9th/characteristics-of-life-L81287919) with the Amoeba Sisters or   YouTube Video: [Characteristics of Life](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s) with the Amoeba Sisters  Nearpod Video: [Viruses](https://nearpod.com/library/preview/lesson-L81287945) with the Amoeba Sisters or YouTube Video: [Viruses](https://www.youtube.com/watch?v=8FqlTslU22s) with the Amoeba Sisters |  |  |  |  |  |
| **ALL MATH (S):**  What **manipulatives** might be integrated into the lesson? What did you learn from using the manipulatives **in advance** of using them in class with students? |  |  |  |  |  |
| **ALGEBRA I:**  What **practice problems** are you planning to use for the **Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?  **TEACHER PLANS:**  Components of the  textbook’s Instructional Design |  |  |  |  |  |
| **GEOMETRY:**  What **activities/practice** problems are you planning to use for **Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?  **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |
| **ALGEBRA II:**  What **practice problems** are you planning to use for the **Launch, Explore & Develop, and Reflect & Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?  **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |

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| **ALL ELA (S):**  What text(s) will be used for each phase of gradual release of responsibility?  **TEACHER PLANS:** Phases of gradual release.  Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why? |  |  |  |  |  |
| **ALL ELA (S):**  High-Quality Texts:  **Core Action 1**  Focus each lesson on a high-quality text (or multiple texts).  Text-Specific Questions:  **Core Action 2**  Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. |  |  |  |  |  |