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\_February 3rd\_\_\_\_through Friday February 7th\_\_\_\_\_

**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 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** | 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 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 | 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 | 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 | 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? |  |  |  |  |  |
| **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 answer  What is profit Motive?   1. Exchange of goods 2. Money that a business makes 3. Opportunity for success 4. Incentive to make money | TSW write question, all answer choices, answer question and justify answer  What 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 4. It establishes the principle of voluntary exchange | TSW write question, all answer choices, answer question and justify answer  What 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 answer  What 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 4. It allows businesses to sell unsafe products | TSW write question, all answer choices, answer question and justify answer  Everyone has the same rights under?   1. Private property laws 2. Public disclosure laws 3. Public interest 4. Legal equality |
| **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 Eterprise  Key terms  *( 18minutes)*   * Create a chart on What are the benefits of Free Enterprise15 *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 Notes  TSW take notes  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 * 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   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.**  **-321**  **3 things learned**  **2 new words understood**  **1 question about the lesson** | **-Students will write down what they have learned Today.**  KWL chart  TSW write what the KNOW  What they WANT to KNOW  What the want to LEARN | **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, by giving students choices.**  **Extra time**  **Take home assignments** | **Use differentiated instruction, by giving students choices Extra time**  **Take home assignments** | **Use differentiated instruction, by giving students choices**  **Extra time**  **Take home assignments** | **Use differentiated instruction, by giving students choices Extra time**  **Take home assignments** | **Use differentiated instruction, 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** | **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** | **Watch a short video**  Listen to section audio  econlowdown | **Watch a short video about**  Listen to section audio  Econlowdown | **Watch a short video about**  Play Kahoot!  Econlowdown | **Watch a short video**  **Play Kahoot!**  econlowdown |