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\_March 17th\_through Friday 21st \_\_\_\_\_\_

**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 5**  **Supply**  **Section 1 Understanding Supply**  **Section 2**  **Costs of Production**  **Section 3 Changes in Supply**  **Pages 108-128** | **Unit 1**  **Chapter 5**  **Supply**  **Section 1 Understanding Supply**  **Section 2**  **Costs of Production**  **Section 3 Changes in Supply**  **Pages 108-128** | **Unit 1**  **Chapter 5**  **Supply**  **Section 1 Understanding Supply**  **Section 2**  **Costs of Production**  **Section 3 Changes in Supply**  **Pages 108-128** | **Unit 1**  **Chapter 5**  **Supply**  **Section 1 Understanding Supply**  **Section 2**  **Costs of Production**  **Section 3 Changes in Supply**  **Pages 108-128** | **Unit 1**  **Chapter 5**  **Supply**  **Section 1 Understanding Supply**  **Section 2**  **Costs of Production**  **Section 3 Changes in Supply**  **Pages 108-128** |
| **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. 10 Identify factors that cause changes in market supply and demand  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 s urpluses 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….** | I CAN  \**Explain the law of supply with 75% mastery*  *\*Interpret a supply schedule and a supply graph with 75% mastery*  *\*Examine the relationship between elasticity of supply and time with 75% mastery* | I CAn  *\*Explain how farms decide how much labor to hire in order to produce a certain level of output with75% mastery*  *\*Analyze the production costs of a firm with 75% mastery*  *\*Explain how a firm chooses to set output with 75% mastery*  *\*Identify the factors that a firm must consider before shutting down an* *unprofitable business with 75% mastery* | I CAN  *Explain how farms decide how much labor to hire in order to produce a certain level of output with75% mastery*  *\*Analyze the production costs of a firm with 75% mastery*  *\*Explain how a firm chooses to set output with 75% mastery*  *\*Identify the factors that a firm must consider before shutting down an unprofitable business with 75% mastery* | I CAN  *\*Explain how factors such as input costs create changes in supply with 75% mastery*  *\*Identify three ways that the government can influence the supply of goods with 75% mastery*  *\*Analyze other factors that affect supply with 75% mastery*  *\*Explain how firms can choose a location to produce goods with 75% mastery* | I CAN  *\*Explain how factors such as input costs create changes in supply with 75% mastery*  *\*Identify three ways that the government can influence the supply of goods with 75% mastery*  *\*Analyze other factors that affect supply with 75% mastery*  *\*Explain how firms can choose a location to produce goods 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  For which of the following goods is supply likely to be inelastic in the short term whether prices rise or fall?  a. cargo ships  b. haircuts c.newspapers  d. staples | TSW write question, all answer choices, answer question and justify answer  When the price of a product goes down, what happens?  a. Existing producers expand, and new producers enter the market.  b. Some producers produce less, and others drop out of the market.  c. Existing firms continue their usual output but earn less.  d. New firms enter the market as older ones drop out. | TSW write question, all answer choices, answer question and justify answer    When the price of a product goes down, what happens to producers  a.Existing producers expand.  **b.**Some produce less, and others leave the market.  **c.**Existing firms continue their usual output.  **d.**New firms enter the market. | TSW write question, all answer choices, answer question and justify answer  A supply schedule is characterized by which of the following?  a. It shows the quantity supplied at only one price.  b. It shows the factors that could influence supply.  c. It is sensitive to changes in the costs of labor and parts.  d. It lists supply for a specific good | TSW write question, all answer choices, answer question and justify answer  Which of these best describes the supply curve a. It always falls from left to right.  c. It rises if supply is elastic. b. It always rises from left to right.  d. It falls if supply decreases |
| **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 Key terms   *( 18minutes)*   * Create a bubble graph explaining how the law of supply affects the quantity supplied 15 *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 * Complete Econlowdown module on Supply * 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**  **Complete EconLOWDOWN modules** | **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 |