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 6, 2025\_\_\_\_\_\_\_through Friday, January 10, 2025\_\_\_\_\_\_\_\_\_\_\_\_

**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**  **Rules and regulations**  **Chapter 1**  **What is Economics?** | Same  Rules and regulations | **Section 2**  **What is Opportunity Cost?**  **Rules and regulations** | Same  Rules and regulations | **Same**  **Rules and regulations** |
| **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.2  Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services | | | | |
| **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 why every decision involves trade offs  I can summarize the concept of opportunity costs  I can describe how people make decisions by thinking at the margin | I can explain why every decision involves trade offs | I can summarize the concept of opportunity costs | I can describe how people make decisions by thinking at the margin | I can describe how people make decisions by thinking at the margin |

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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. | The students will think of a recent decision that they made and what things the had to give up as a result of that decision | TSW explain the term trade off in their own words | TSW compare and contrast a trade-off/ opportunity cost | TSW describe what the term “guns or butter” refers to | TSW create a T-chart explaining the difference between marginal cost and marginal benefit |
| **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)* * Discuss rules and regulations * Review Learning Objective *( 2 minutes)* * Introduce section Opportunity cost * Define Key terms   *( 18minutes)*   * Create concept map on Opportunity cost 15*( minutes)* * Discuss Concept Map *( 5minutes)* * Closure * Exit ticket * KWL chart (What you KNOW, What you WANT to know, & What you LEARNED 4*( minutes)* | * Discuss rules and regulations * Do Now 4min * Review Learning * Objective 2*( minutes)* * Review/recap last lesson * Read Section * Discuss * Answer Questions * Closure * EXIT Ticket 321   WRITE IN COMPLETE SENTENCES | * Discuss rules an regulations * Do Now * Review Learning * Objective 2*( minutes)* * Review/recap last lesson * Read Section * Discuss * Answer Questions * Closure * EXIT Ticket Give Me 5   (5 key points gained from lesson)  WRITE IN COMPLETE SENTENCES | * Discuss rules and regulations * DO NOW * Review Learning * Objective 2*( minutes)* * Review/recap last lesson * Read Section * Discuss/Think/Pair/Share * Answer Questions * Closure * EXIT Ticket Explain why every choice involves an opportunity cost?   WRITE IN COMPLETE SENTENCES | * Discuss rules and regulations * DO NOW * Review Learning * Objective 2*( minutes)* * Review/recap last lesson * Read Section * Discuss/Think/Pair/Share * Answer Questions * Closure * EXIT Ticket Explain why every choice involves an opportunity cost?   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** | **Watch a short video** | **Watch a short video about** | **Watch a short video about** | **Watch a short video** |

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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. |  |  |  |  |  |