Lesson Plan Template

Grade: 11	**Subject:** Economics
Materials: Arts and Crafts Materials, notebooks	**Technology Needed:** Computers

Instructional Strategies:	Guided Practices and Concrete Application:
Instructional Strategies: 🍎 Direct instruction 🍎 **Peer teaching/collaboration/ cooperative learning** 🍎 Guided practice 🍎 Visuals/Graphic organizers 🍎 Socratic Seminar 🍎 **PBL** 🍎 Learning Centers 🍎 Discussion/Debate 🍎 Lecture 🍎 Modeling 🍎 **Technology integration** 🍎 Other (list)	**Guided Practices and Concrete Application:** 🍎 Large group activity 🍎 **Hands-on** 🍎 Independent activity 🍎 **Technology integration** 🍎 **Pairing/collaboration** 🍎 Imitation/Repeat/Mimic 🍎 Simulations/Scenarios 🍎 Other (list) Explain:

Standard(s)	Differentiation

Standard(s)
E.6_12.1: Analyze the concept of scarcity when making economic decisions.
 	
E.6_12.3: Analyze how supply and demand impact the allocation of goods and services.
	Differentiation
	    Below Proficiency:
	    Students are below proficiency will be given some extra resources that they can use for their research. They also still have the choice in presenting in whichever way they find appealing.
	    Above Proficiency:
	    Students who are above proficiency have the freedom to dive as deep as they want into their economic research and present in the way that aligns with their learning preferences.
	    Approaching/Emerging Proficiency:
	    Emerging proficiency students are simply tasked with completing the group assignment thoroughly in whatever creative way they choose.
	    Modalities/Learning Preferences:
	    Students are basing their research off of their learning preferences. If they lean on the side of being a visual learner, they can watch a movie or video that explains or has elements of supply and demand. If they are auditory learners, they could listen to a podcast or attend a speech taking about the topic. If they are prefer logistical learning, they can research websites or journals.

Objective(s) The learner will work in groups of their choice and research scarcity and supply and demand within economics in a way that is appealing to them. The students will choose a way to present their findings to the class, according to which way they find most appealing. **Bloom's Taxonomy Cognitive Level:** Analyze, apply, and create	

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be given the choice to pick their groups in order to work with people who have similar learning preferences or styles. Students will get into their groups when I have finished explaining the activity.	**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)** The students are expected to work well with each other in their groups and spend the class periods that they are given to be productive. The students will get in their groups each class period to work on their project and will keep an activity log that they will turn in to me after each work day.

Minutes	Procedures
10	**Set-up/Prep:** I will have a rubric and instruction sheet already placed on the student's desks before they enter the classroom. I will also have a few demonstrations of ways that the students can present their projects.
20	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** To open the class period, I will have the students take a small pre-test on supply and demand, which will be graded based off of completion. I will then have the students watch a crash course video on supply and demand because it will be informative and engaging.

Lesson Plan Template

10	**Explain: (concepts, procedures, vocabulary, etc.)** I will show the students a few examples of ways that they can do their research and present it. I will explain to my students what my expectations are for them during the class period as well as go through the rubric with them to clarify what I am looking for. I will also allow them to choose their groups and explain to them the activity logs that they will need to hand in.
n/a	**Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** I will ask the students thought provoking questions that will allow for them to relate the activity to their personal lives or other real world aspects. During their work time, I will also ask the students why they chose the research and presentation styles that they chose.
n/a	**Review (wrap up and transition to next activity):** The students will fill out their activity logs and turn them in at the end of the class period.

Formative Assessment: (linked to objectives)
  Progress monitoring throughout lesson- clarifying questions, check-
  in strategies, etc.
The activity log will serve as a Formative assessment throughout the group project. I will also walk around the room and ask questions during the work time in order to gauge how the students are doing.
 	
  Consideration for Back-up Plan:
If students are not staying on track or turning in the activity logs, I will ask them to write me a paper on what they have accomplished so far in their work.
	Summative Assessment (linked back to objectives)
	  End of lesson:
	The summative assessment will be the final presentation that the students will do in front of the rest of the class showing what they learned.
	
	  If applicable- overall unit, chapter, concept, etc.:
	n/a

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
In this lesson plan, I want it to lean heavily on the inclusion side. This means that it allows for students with all types of learning levels to partake. Some accommodations that I have decided to include within the research project for some kids that might struggle with the research are source guides, providing them with a list of different sources or ways in which they can do their research. This group project also allows for student collaboration, which should allow for some students who do better in the content area to help those who struggle. In the textbook, it says, "Computers have the capacity to enliven and enrich social studies instruction through brilliant color representations and graphics, as well as timely website information." (Beal and Bolick, p. 171). Knowing this, I am also allowing students to have some free rein in their research on their computers to make the activity more engaging and informational.