**Teacher Name : Leslie Baloga Subject : Economics Start Date(s): January 27 , 2020 Grade Level (s): 12th Grade**

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|  **Building : DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will be able to identify what economics is  | 3 | * Students will listen to a brief Power point presentation and then work on the following:
* Students will be broken into 5 groups.
* Within each group, students will be assigned to one of the following:
* Land
* Labor
* Physical Capital
* Human Capital
* Entrepreneurs
* Students will be asked to produce a poster that will define each one of the terms before. Your poster should include: the definition, a min. of three examples, and at least one illustration. Students will then present their posters to the class with a brief, informal presentation.
 | WGSG | Power PointComputerTextbook | Formative- posterSummative- Student Self - Assessment- |
| 2 | Students will analyze what opportunity cost is and how it relates to economics.  | 3 | Students will listen to a brief Power point presentation and then work on the following:* Using the Decision Making Grid that you already composed, create a new Decision Making at the Margin grid using the example on page 11.
* What are some of the other options you can explore other than the all or nothing approach?
* Be prepared to share with the class
 | WGSG | Power PointComputerTextbook | Formative- propaganda Summative- Student Self - Assessment- |
| 3 | Students will analyze the production possibilities curve and how it relates to Economics.  | 3 | Students will listen to a brief Power point presentation and then work on the following:* Answer the questions on page 18 and be able to go over the answers in class.
* 1. How is underutilization depicted on a production possibilities frontier?
* 2. How does a production possibilities curve illustrate how efficient an economy is?
* 3. How does a production possibilities curve illustrate opportunity cost?
* 4. Turn to the charts showing the number of farms and the average size of farms on page 535. If the number of farms had decreased since 1950, does this mean that the production possibilities for farm output has also decreased? Why or why not?
* 5. How would you illustrate the impact of each of the following events on a production possibilities curve for factory goods and farm goods?
* A. the computer is invented
* B. 1 million farm workers remain unemployed for six months
* C. a drought
 | WGSG | Power PointComputerTextbook | Formative- questions Summative- Student Self - Assessment- |
| 4 | Students will take their chapter quiz and then be assigned a debate topic to research  | 3 | Students will take their chapter quiz and then be assigned a debate topic to research | WGSG | Power PointComputerTextbook | Formative- debate topicSummative- quizStudent Self - Assessment- |
| 5 | Students will analyze the different economics systems the world has.  | 3 |  Students will listen to a brief Power point presentation and then work on the following:* Research the following:
* Traditional Economies
* Market Economies
* Command Economies
* Mixed Economies
* Create a graphic organizer that compares and contrast the four different markets and be able to share with the class.
 | WgSG | Power PointComputerTextbook | Formative- graphic organizer Summative- Student Self - Assessment- |
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