

Week 13 Market Structures & Government intervention and expenditures		Tchakerian Economics lesson plans		Dates: 10-24 Monday to 10-28 Friday 10016	
Days	<p><b>Indiana USH Standards</b></p> <p><b>Theme &amp; Interdisciplinary Teaching</b></p> <p>Day's activities &amp; Essential question of the day</p>	<p><b>Day's vocabulary</b></p> <p>Re-teach</p> <p><b>Big Idea</b></p> <p>Objective=Goal</p>	<p><b>Class procedures</b></p> <p><b>Educational methods</b></p> <p><b>Reflection question:</b></p>	Materials	<p><b>Evaluation:</b> Checking for comprehension</p> <p><b>Assessment:</b> Grade&gt;Formal or Informal</p> <p><b>Homework:</b> Reinforcement &amp; practice</p>
Monday 10-24-16	<p><b>E.3.3 Compare and contrast the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition; explain how various amounts of competition affect price and quantity.</b></p> <p><b>Interdisciplinary Teaching: Government, Art</b></p> <p><b>Theme:</b> Market Structures</p> <p><b>Warm up: Essential:</b></p> <p>What would be an example of a company purchasing a competitor for competitive advantage?</p> <p><b>Concept Activities</b></p> <p>TW: Review Warm up question &amp; review rules &amp; procedures</p> <p>TW: Show CNN video report on ATT&amp;T</p> <p>TW: Facilitate debate based on the video</p> <p>SW: Discussion Market Structures</p> <p>SW: Pair and share project</p>	<p><b>Vocabulary</b></p> <p>Marginal cost, Marginal Revenue, Externalities</p> <p><b>Re-teach</b></p> <p>Rules and procedures</p> <p>Differences in Market structures</p> <p><b>Big Idea</b></p> <p>Market Structures</p> <p><b>Objective</b></p> <p>Demonstrate you understand market structures by completing today's activity.</p>	<p><b>Class procedures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will complete their daily work.</li> <li><input type="checkbox"/> Re-teach rules and procedures. Provide examples of classroom rules.</li> <li><input type="checkbox"/> Garner discussion about various markets.</li> <li><input type="checkbox"/> Students should be able to identify and provide pros and cons of market structures.</li> <li><input type="checkbox"/> Show short video clip over the purchase of Time Warner by ATT&amp;T.</li> <li><input type="checkbox"/> Lead short debate of government's role regarding the purchase. How is it good for society? Pros &amp; Cons</li> <li><input type="checkbox"/> Provide the worksheet to students and go over the directions.</li> <li><input type="checkbox"/> Choose pairs so lower learners are paired with higher learners.</li> <li><input type="checkbox"/> Assist students with the assignment.</li> <li><input type="checkbox"/> Students will have to locate specific companies that meet the 4 market structures. Cut out their pictures from magazines or from online. Students will have to share their findings tomorrow.</li> </ul> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>▫ Cues and advanced organizers.</li> <li>▫ Cooperative learning.</li> <li>▫ Nonlinguistic representation</li> </ul> <p><b>Reflection question:</b></p> <p>Did today's activity help you better understand the market structures?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> Textbook</li> <li><input type="checkbox"/> Pen/pencil</li> <li><input type="checkbox"/> Smartboard</li> <li><input type="checkbox"/> Magazines</li> <li><input type="checkbox"/> Glue</li> <li><input type="checkbox"/> Worksheet</li> <li><input type="checkbox"/> CNN video clip on ATT&amp;T purchase of Time Warner</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Did students participate in discussion and debate?</li> <li><input type="checkbox"/> Do students understand the directions?</li> <li><input type="checkbox"/> Are lower learners able to complete the activity?</li> </ul> <p><b>Informal assessment:</b></p> <p>Students working in pairs by seeing what they accomplished.</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Make sure you have read chapter 7</li> <li>• Test covering chapter 7 is Thursday goal is 80%</li> <li>• Be prepared to present your market structures tomorrow</li> <li>• All daily work is due on Friday</li> <li>• Word wall cards are due on Friday</li> </ul>
<b>Student Issues/Referrals:</b>			<p><b>Notes:</b></p> <p><b>All classes students did an excellent job participating and discussion the role of government. It was more difficult to facilitate debate. In the future I will focus on government programs that students are familiar with, or more personal, such as student loans.</b></p> <p><b>Information in lesson plan not covered:</b></p>		

Tuesday 10-25-16	<p><b>E.3.3 Compare and contrast the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition; explain how various amounts of competition affect price and quantity.</b></p> <p><b>Interdisciplinary Teaching: Lang. Arts, Government, Speech</b></p> <p><b>Theme:</b> Market Structures</p> <p><b>Warm up: Essential:</b> What would be an example of pure competition? Why is it so difficult to find?</p> <p><b>Concept Activities</b> SW: Complete daily work TW: Facilitate discussion regarding the warm up SW: Finish their activity-10 minutes SW: Share their results on markets activity with the class</p>	<p><b>Vocabulary</b> From the day's activity</p> <p><b>Re-teach</b> Rules &amp; Procedures Market structures Presenting information to the class.</p> <p><b>Big Idea</b> Market structures</p> <p><b>Objective</b> Complete today's activities in order to demonstrate you understand the basic characteristics of the four market structures.</p>	<p><b>Class procedures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will complete their daily work.</li> <li><input type="checkbox"/> Reteach rules and its effects on career readiness.</li> <li><input type="checkbox"/> Review the warm up question</li> <li><input type="checkbox"/> Explain expectations for sharing information in the class.</li> <li><input type="checkbox"/> Give students 10 minutes to finish market structures activity and prepare to share their findings.</li> <li><input type="checkbox"/> Students will share their findings. Compare and contrast with other students findings and ensure students are explaining why their specific company is an example of that market structure.</li> <li><input type="checkbox"/> Hand out study guides- if time left students will work individually.</li> </ul> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cues and advanced organizers.</li> <li><input type="checkbox"/> Cooperative learning.</li> <li><input type="checkbox"/> Nonlinguistic representation</li> </ul> <p><b>Reflection question:</b> Did student's examples help you better understand market structures?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> Textbook</li> <li><input type="checkbox"/> Pen/pencil</li> <li><input type="checkbox"/> Smartboard</li> <li><input type="checkbox"/> Magazines</li> <li><input type="checkbox"/> Worksheet</li> <li><input type="checkbox"/> Study guide chapter 7</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Walk around room and observe students working in pairs.</li> <li><input type="checkbox"/> Do students understand directions for sharing?</li> <li><input type="checkbox"/> Are students working?</li> <li><input type="checkbox"/> Who did a great job sharing and who did not? Why?</li> </ul> <p><b>Formal assessment:</b> Pair and share activity 50 pts</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Make sure you have read chapter 7</li> <li>• Study guide chapter 7 is due Thursday</li> <li>• Test covering chapter 7 is Thursday goal is 80%</li> <li>• All daily work is due on Friday</li> <li>• Word wall cards are due on Friday</li> </ul>
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<p><b>Student Issues/Referrals:</b></p>	<p><b>Notes:</b> <b>Excellent lesson. Students did a great job in the pair/share activity. I will do more in the future.</b></p> <p><b>Information in lesson plan not covered:</b></p>
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Wednesday 10-26-16	<p><b>E.3.3 Compare and contrast the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition; explain how various amounts of competition affect price and quantity.</b></p> <p><b>Interdisciplinary Teaching: Lang. Arts &amp; Speech</b></p> <p><b>Theme:</b> Market Structures</p> <p><b>Warm up: Essential Question</b> List the different Monopolies?</p> <p><b>Concept Activities</b> SW: Complete daily work SW: Play Test Review Jeopardy SW: Work on study guide</p>	<p><b>Vocabulary</b> From the day's activity</p> <p><b>Re-teach</b> Play review game</p> <p><b>Big Idea</b> Market Structures</p> <p><b>Objective</b> Analyze today's answers in order to be prepared for tomorrow's test. The goal is 80%!</p>	<p><b>Class procedures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will complete their daily work.</li> <li><input type="checkbox"/> Break students into 4 groups based on ability.</li> <li><input type="checkbox"/> Re-teach the rules for the game before playing.</li> <li><input type="checkbox"/> Rules- students must use individual white boards to write answers. First group with the sign up gets to go.</li> <li><input type="checkbox"/> Students cannot use notes, phone or book.</li> <li><input type="checkbox"/> Students are playing for points and prizes.</li> <li><input type="checkbox"/> Students will finish their study guide if they have not done so.</li> </ul> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cues and advanced organizers.</li> <li><input type="checkbox"/> Kinesthetic learning</li> </ul> <p><b>Reflection question:</b> Did the game help you prepare? If not why?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> Textbook</li> <li><input type="checkbox"/> Pen/pencil</li> <li><input type="checkbox"/> Smartboard</li> <li><input type="checkbox"/> PowerPoint</li> <li><input type="checkbox"/> Study guide chapter 7</li> </ul>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do students understand the questions on the study guide?</li> <li><input type="checkbox"/> Are students working?</li> <li><input type="checkbox"/> What sections are students struggling with?</li> </ul> <p><b>Formal assessment:</b> Study guide chapter 7</p> <p><b>Homework:</b> Read chapter 7 Study for your midterm exam it is this Friday I will help you with your study guide for the midterm any day this week!</p>
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<b>Student Issues/Referrals:</b>		<b>Notes:</b> Some students struggled on some of the questions on the study guide. Most of the students who struggled did not read the chapter beforehand.		
<b>Information in lesson plan not covered:</b>		<b>Information in lesson plan not covered:</b>		
Thursday 10-27-16	<p><b>E.3.3 &amp; E.3.4</b> <b>Interdisciplinary Teaching: Lang. Arts &amp; Government, Math</b></p> <p><b>Theme: Market structures</b></p> <p><b>Warm up: Essential Question</b> Describe government's role in regulating the various markets.</p> <p><b>Concept Activities</b> SW: Warm up SW: Turn in their study guide chapter 7 SW: Test chapter 7</p>	<p><b>Vocabulary</b> From the day's work.</p> <p><b>Re-teach</b> Test eidetic and procedures</p> <p><b>Big Idea</b> Market structures</p> <p><b>Objective:</b> Score 80% on your test.</p>	<p><b>Class procedures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will complete their daily work.</li> <li><input type="checkbox"/> Review eidetic and test procedures.</li> <li><input type="checkbox"/> Go over best way to test.</li> <li><input type="checkbox"/> Students will have to turn in their study guides chapter 7.</li> <li><input type="checkbox"/> Hand out the answer sheets</li> <li><input type="checkbox"/> Make sure students fill in their student ID</li> <li><input type="checkbox"/> Hand out test- If they finish early allow them to work on their word wall cards or daily work.</li> </ul> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Testing for content knowledge</li> <li><input type="checkbox"/> Testing for comprehension</li> </ul> <p><b>Reflection question:</b> Describe the level of difficulty of the test.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> Textbook</li> <li><input type="checkbox"/> Pen/pencil</li> <li><input type="checkbox"/> Test chapter 7</li> <li><input type="checkbox"/> Answer sheets</li> <li><input type="checkbox"/> Study guide chapter 7</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Walk around the room and observe students testing.</li> <li><input type="checkbox"/> Are students getting stuck on particular questions?</li> </ul> <p><b>Formal assessment:</b> Test chapter 7 Market Structures 35 points</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Word wall cards are due tomorrow</li> <li>• Word wall cards are due on Friday</li> </ul>
	<b>Student Issues/Referrals:</b>		<b>Notes:</b>	
<b>Information in lesson plan not covered:</b>		<b>Information in lesson plan not covered:</b>		
Friday 10-28-16	<p><b>E.4.4 Describe major revenue and expenditure categories and their respective proportions of state and federal budgets.</b></p> <p><b>Interdisciplinary Teaching: Language Arts, government, math</b></p> <p><b>Theme: Budgets</b></p> <p><b>Warm up: Essential Question</b> What it most important to include in a personal budget</p> <p><b>Concept Activities</b> SW: Daily work TW: Discuss the components of a budget SW: Create a personal budget and government budget SW: Turn in their word wall cards, Daily work and budget activity before they leave.</p>	<p><b>Vocabulary</b> From the day's activities.</p> <p><b>Re-teach</b> Budgets</p> <p><b>Big Idea</b> Government Budget</p> <p><b>Objective</b> Be able to identify how a personal budget is similar and different from governmental budgets.</p>	<p><b>Class procedures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will complete their daily work.</li> <li><input type="checkbox"/> Review components of a budget through PowerPoint on the smartboard</li> <li><input type="checkbox"/> Garner discussion on individual budgets and government budgets.</li> <li><input type="checkbox"/> Provide students with 2 budget templates.</li> <li><input type="checkbox"/> Students will complete the budgets.</li> <li><input type="checkbox"/> Turn in all of the work that is due.</li> </ul> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cues and advanced organizers.</li> <li><input type="checkbox"/> Comparing and contrasting.</li> </ul> <p><b>Reflection question:</b> Should the government always stick to their budget? Explain your answer.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper</li> <li><input type="checkbox"/> Textbook</li> <li><input type="checkbox"/> Pen/pencil</li> <li><input type="checkbox"/> Budget templates</li> <li><input type="checkbox"/> PowerPoint</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Walk around the room and observe student's completing their budgets.</li> <li><input type="checkbox"/> Are students getting stuck on particular questions?</li> </ul> <p><b>Formal assessment:</b> Daily work Word Wall cards Budget activity</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Start reading chapter 8</li> <li>• Bring your textbook Monday</li> </ul>
	<b>Student Issues/Referrals:</b>		<b>Notes:</b>	
<b>Information in lesson plan not covered:</b>		<b>Information in lesson plan not covered:</b>		

**Bloom's Taxonomy:**

**Level 4 Analysis:** Providing examples for the market structures and explaining their choice.

**Level 2 Comprehension:** Testing content knowledge of the market structures.

**Level 3 Application:** Study guide on market structures based on prior knowledge and utilizing the textbook.

**ECA Target Skills:** Vocabulary comprehension and financial literacy.

**Student Goals:** Students meeting their individual smart goals and winning the class competition.

**My Smart Goal:** 60% passing on the final exam.

**Marzano:** Identifying similarities and differences, Cooperative learning, Advanced organizers, Reinforcing effort and providing recognition.

**Data Assessment:** Percentage grade on chapter 7 test. Tracking overall class grades for the class competitions and student's individual smart goals.

**Student Accommodations:** Pair lower learners with higher learners with pair and share. Modify test and study guide through context clues page numbers, distractors and vocabulary to ability level.

**Differentiated Instruction activities:** Higher learners taking lead in pair and share, Study guide without any modifications, test without any context clues or distractors.

## Unwrapping Economic Standards:

**E.3.3 Compare and contrast** the basic characteristics of the **four market structures: monopoly, oligopoly, monopolistic competition, and pure competition; explain** how various amounts of competition affect price and quantity.

**E.4.4 Describe major revenue and expenditure categories** and their respective proportions of **state and federal budgets.**

### IEPs

#### 2<sup>nd</sup> period

- Jordan
- Torreon
- Vicente
- Jason
- Tanner

#### IEPs 5<sup>th</sup> period

- Samantha
- David
- Noah
- Collin

#### IEPs 7<sup>th</sup> period

- Ronesha
- Landri
- Michelle