

Lesson Plan Model¹

Lesson Title/#: Inspiration From Scratch: Economics

Grade Level: 5th Grade**Learning Central Focus**

Central Focus What is the central focus for the content in the learning segment?	The central focus for this content is to learn how unemployment, inflation, and price stability affected the economy during the revolutionary period.
Content Standard What standard(s) are most relevant to the learning goals?	“E.6.5.4 Discuss effects of unemployment, inflation, and price stability on the economy of the United States through the Revolutionary period.” – Arkansas Social Studies Standards
Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?	The students will learn about unemployment during the revolutionary period and see how it affects the economy. The same will be learned for inflation and price stability during this time period. Once students have the knowledge of how it affected the economy back then, we can compare inflation and unemployment rates for now. Learning from the past will affect the future. The students will use critical thinking skills to create a logical estimate of how our inflation prices affect us now and in the near future.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary	Students must have previous knowledge about the Revolutionary period in America. They must also understand what inflation, unemployment, and price stability mean from a previous lesson. These students have successfully passed the benchmark test from the Economics section last quarter and have a base knowledge about inflation, unemployment, and price stability. They also have learned about the Revolutionary period in American since first grade and have a decent grasp on the circumstances that caused it.

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the “Making Good Choices” resource for subject specific components.

to support the learning of the skills and concepts for this lesson?	
<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	

Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch</p> <p>_____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>This launch will be a short one, starting with a bell ringer that has them attempt to write their own definition for Inflation, unemployment, and price stability. Time: 5 minutes.</p>
<p>Instruction</p> <p>_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior academic learning</p>	<p>The Instruction will take up the majority of the lesson, ranging from 40-45 minutes. I will briefly explain the time period and why the new government became concerned about the prices across the colonies. Then I will detail the inflation that occurred and how it affected the unemployment rates. I will test for understanding by asking a series of true/false questions. Finally, I will discuss how the government became involved with price stability and open the class discussion for whether this was a good idea or not. Judging from their answers, we might spend another class period covering these three things more in detail.</p> <p>Using Inspiration to show how everything is connected would be a good tool for visual learners who might not understand the direct correlation between inflation and price raises.</p>

<p>and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	
<p>Structured Practice and Application _____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p> <p>How will you determine if students are meeting</p>	<p>10-15 minutes. The class discussion is a large part of this practice. Allowing the students to dictate their opinions on inflation shows me if they are understanding the content or if they misunderstood some of the affects.</p>

the intended learning objectives?	
<p>Closure _____ Minutes</p> <p>How will you end the lesson?</p>	<p>In closing, I will hand out the homework that asks them to do a price check for certain foods and necessities. During the next class period, we will discuss how inflation affects these prices. 5 minutes.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Groups of students with similar needs:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What</p>	<p>We will not have the opportunity to work in groups but will participate in large-group discussion. If too many students want to share, then we will break into smaller groups for more detailed conversation.</p>

criteria will you use when forming groups?	
<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>If the students do not have a solid understanding of the basic economic principles, the first class will be a crash-course on what the terms mean. If the students do not have a firm understanding of the time-period, the first class will remind them what they have learned. The first lesson will be a test for understanding and can be easily adjusted.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>The teacher needs the completed inspiration chart, certain unemployment charts, and potentially quick youtube videos used to refresh the student's memories.</p> <p>The students need the completed bell ringer and the completed homework.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
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What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	
What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

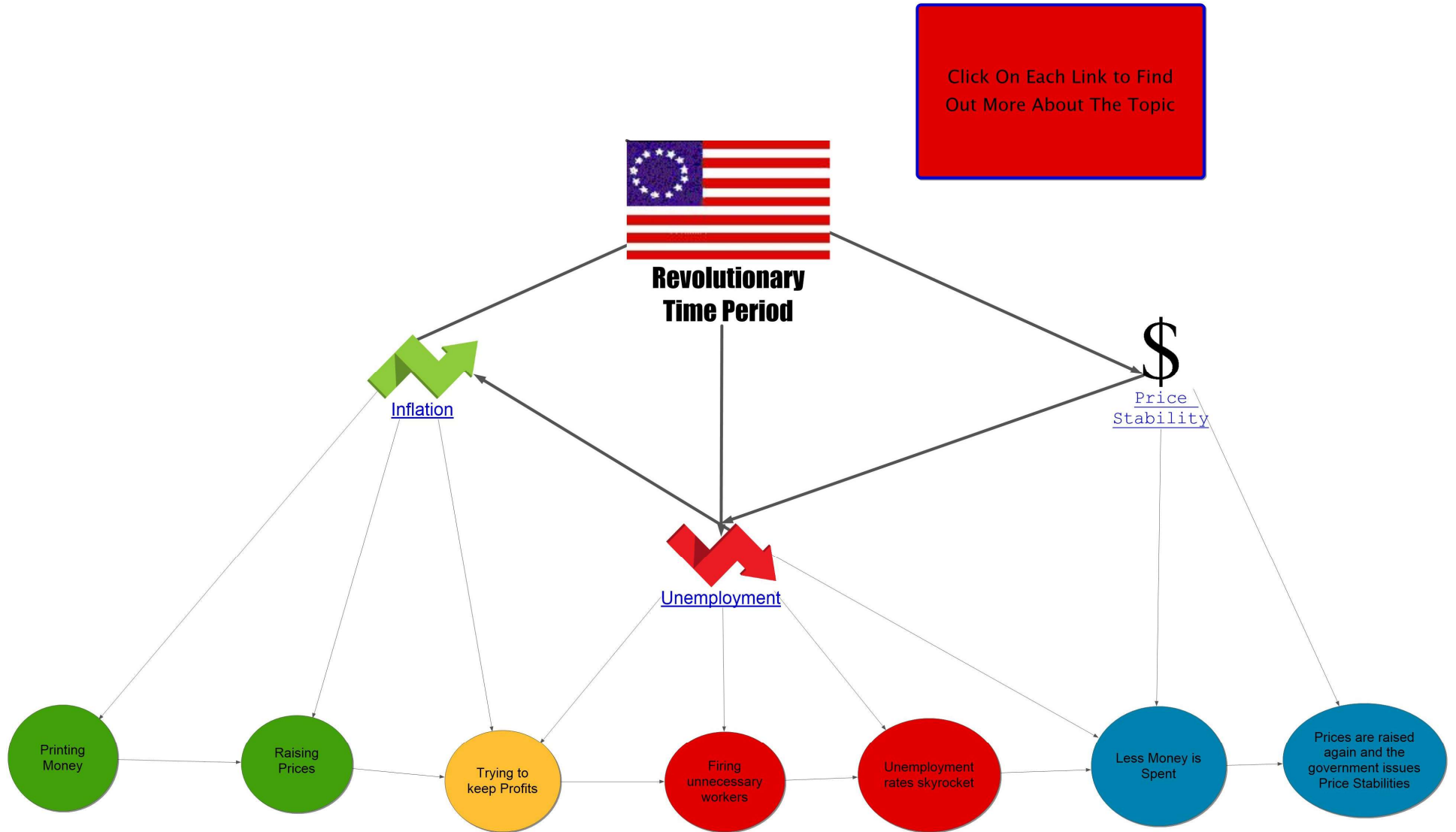
Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has be taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of students what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:



Attach each assessment and associated evaluation criteria/rubric.