

# SUMMER SCHOOL TEACHER GUIDE



## Economics

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## Summer School Teacher Guide

The Summer High School Program will be 20 days for full credit and 10 days for semester half ( $\frac{1}{2}$  credit). First Semester will be days 1-10 and Second Semester will be days 11-20. Breakdown of days will have the following per semester half ( $\frac{1}{2}$ ) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

**Classroom Schedule** – Time below is an approximate breakdown of time.

- Attendance in PowerSchool – 5 minutes
- Lesson Introduction (I Do) – 5 minutes
- Lesson Activities (We Do) – 60 minutes.
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- Teacher Lesson Review – 5 minutes
- Independent Work – Student Lesson Review\*/Post-test (They Do) – 40 minutes
- `
- **Total Time: 2 hours 10 minutes**

**\*Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.

**Graded Work** – The Posttest will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

## Summer School Lesson Plan

Subject/Grade: Economics

Day: 1

Topic/Lesson Title & Grade Results #: Lesson 1 - Economic Concepts and Principles

Objective(s): Students will

- **Lesson A**
  - Understand the problems of scarcity and production.
  - Discuss the basics of economics.
  - Discuss different resources in economics.
- **Lesson B**
  - Distinguish three different approaches to economics.
  - Identify three types of economies.
  - Students can explain production possibilities curves and their uses.
- **Lesson C**
  - Identifying the four types of economic systems.
  - Understanding the differences between the types of economic systems.
  - Answering the three questions posed by any economic system.

Guiding Question(s):

- **Lesson A**
  - What is Economics?
  - Why do consumers make choices that involve opportunity costs and tradeoffs?
  - How do consumers and producers confront the condition of scarcity?
  - What are resources?
  - Why are resources necessary for the production of goods and services?
- **Lesson B**
  - What are the 3 basic economic questions?
  - What are the modern economic systems?
  - How do they seek to answer the three basic economic questions?
  - What is a production possibilities curve?
  - How can a production possibilities curve explain choice, scarcity, opportunity costs, tradeoffs, unemployment, productivity, and growth?
- **Lesson C**
  - What are the 3 basic economic questions?
  - What are the modern economic systems?
  - How do they seek to answer the three basic economic questions?
  - How are capitalism, socialism, and communism similar?
  - How are they different?
  - How effective are capitalism, socialism, and communism?
  - What are the major ideas of Adam Smith and Karl Marx?

TN Curriculum Standard(s):

- **Lesson A**
  - E.01 Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.

- E.02 Define land, labor, capital, and entrepreneurship, and explain why they are necessary for the production of goods and services.
- **Lesson B**
  - E.06 Use a production possibilities curve to explain the concepts of: Choice • Growth • Opportunity cost • Productivity • Scarcity • Tradeoffs • Unemployment
  - E.05 Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom?
- **Lesson C**
  - E.03 Explain reasons for voluntary exchange, including positive and negative incentives.
  - E.05 Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom?
  - E.07 Compare and contrast the theoretical principles of capitalism, socialism, and communism, as expressed through theorists such as Adam Smith and Karl Marx.
  - E.08 Identify and explain the following broad goals of economic policy: Efficiency • Equity • Freedom • Full employment • Growth • Price stability • Security

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results  
**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms: Lesson A:** Slide 9 Define and discuss the meaning of the vocabulary words from the Lesson 1 Lesson A

1. Economics: All activity in a nation that affects production, distribution and consumption of goods and services.
2. Factors of Production: The basic building blocks of an economy.
3. Hypothesis: An assumption involving two or more variables that must be tested to determine if it is valid.
4. Macroeconomics: The study of the economy as a whole.
5. Microeconomics: The study of parts of the economy.
6. Opportunity cost: The number or amount of other products that must be given up or sacrificed to produce a unit on another product.
7. Production possibilities curve an illustration showing the maximum combination of two goods or services that can be produced.
8. Scarcity: A condition identified by a limited supply of a resource.
9. Tradeoffs: Sacrificing one good or service to produce another.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do): 15 minutes**

- **Lesson A**
  - Objectives Slide 1
  - Vocabulary Slide 9
  - Introduction Slide 2
- **Lesson B**
  - Objectives Slide 1
  - Vocabulary Slide 9
  - Introduction Slide 2
    - What is Economics Video

- **Lesson C**
  - Slide 1: Objectives
  - Slide 14: Vocabulary
  - Slide 2: Introduction
  - Slide 3: Types of Economic Systems

**Lesson A Activities (We Do): 15 minutes** - As a whole group, complete the Practice Activities. Discuss.

- **Lesson A: Slides/Pages:**
  - Slide 3: Tradeoffs/Opportunity/Production Possibilities Curve
    - Discussion: Given an example of a tradeoff you have made recently. (EX: Traded off free time/work hours for summer school class(es))
  - Slide 4: Connected with a Trade Off is an Opportunity Cost
    - Discussion: Looking at the definition of Opportunity Cost rewrite the definition in your own terms.
  - Slide 5: Production Possibilities Curve
    - Teacher will define the PPC and explain the government tradeoff example of Guns VS Butter/Military Spending vs Consumer Spending
  - Slide 6 What Do Economists Do?
    - Macroeconomics Video

**Key Vocabulary/Terms: Lesson B:** Slide 9 Define and discuss the meaning of the vocabulary words from the Lesson 1 Lesson B:

1. Barter: Trade goods for goods, no money is exchanged.
2. Capital resources: Property and money needed to produce goods and services.
3. Command economy: An economy controlled by a government.
4. Human resources: People who produce goods and services.
5. Market economy: An economy controlled by consumers.
6. Mercantilism: An economy that is controlled by government regulations.
7. Natural resources: Resources found in nature.
8. Profit: The amount of money that is left after expenses and costs are paid.
9. Traditional economy: An economy based on customs and habits of a society.

**Lesson B Activities (We Do): 15 minutes**

As a whole group, complete the Practice Activities. Discuss.

- **Lesson B: Slides/Pages:**
  - Slide 3: Resources
    - Discussion: List examples not given of each resource.
  - Slide 4: Cost and Benefits
    - Discussion: Consumer Goals vs Producer Goals – Why are these goals different?
  - Slide 5: Types of Economies
    - Which economic type best matches the United States?
  - Slide 6, Louisiana's economic history - Barter Video
    - Discussion: What issues would Bartering lead to in today's economy?

**Supplemental/Optional Classroom Initiatives:**

A Dollar's Worth: Inflation Is Real

**Key Vocabulary/Terms Lesson C:** Define and discuss the meaning of the vocabulary words from the Lesson 2 Slide 14 Vocabulary Review.

1. Circular flow of economic activity: An illustration of income flowing continuously from business to consumers.
2. Command economy: The government controls the factors of production, making all decisions about their use.
3. Free enterprise: Serves the interests of consumers and businesses.
4. Market economy: Individuals own the factors of production, freely interacting with other buyers and sellers.
5. Mixed economy: System that has characteristics of the command and market economies.
6. Traditional system: An economic system based on customs and beliefs of a society

### **Lesson Activities C /Supplemental (We Do) – 15 minutes**

As a whole group, complete the Practice Activities. Discuss.

- Slide 4: Command Economy Video
  - Discussion: What are the disadvantages of a command economy?
- Slide 5: Market Economy Video
  - Discussion: What are the advantages of a market economy?
- Slide 6: The Circular Flow of Economic Activities
  - Discussion: How are the Business sector and Consumer sector depended on each other?
- Slide 7: Mixed Economy Video
  - Discussion: What are the advantages and disadvantages of a mixed economy?
- Slide 8: The Goals of the Nation – The Goals of Free Enterprise
  - Discussion: How does the U. S. meet the goals of free enterprise?

### **Supplemental/Optional Classroom Initiatives:**

Grade Results Video: How can Monetary Policy Affect the Economy?

I care why? Students explain relevancy of the concept to their life or how they might use concepts.

**Break 10 minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review: 10 minutes - Have students review the slides and their notes to prepare for the Posttest.**

#### **Lesson A**

- Slide 7 Drop and Drag Vocabulary review
- Slide 8 Lesson Review - Summarize the lesson with the lesson review in Grade Results. For this lesson, the Grade Results lesson view lists the general concepts taught in the lesson. Teacher will have to expand on each bullet point.

#### **Lesson B**

- Slide 7 Drop and Drag Vocabulary review
- Slide 8 Lesson Review - Summarize the lesson with the lesson review in Grade Results. For this lesson, the Grade Results lesson view lists the general concepts taught in the lesson. Teacher will have to expand on each bullet point.

#### **Lesson C**

- Slide 12: Drop and Drag Vocabulary Review
- Slide 13: Lesson Review - Summarize the lesson with the lesson review in Grade Results. This lesson's review detailed on the different systems. Teacher will have to expand on the last two bullet points.

**Independent Work – Posttest (They Do): 40 Minutes**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Explain that students will work independently to determine problems of scarcity and production.

**Closing/Wrap Up/Notes Review: 5 minutes**

What is unclear?

- Q & A with students
  - What did you learn?
  - What surprised you?
  - What is unclear?
  - I care why? Students explain relevancy of the concept to their life or how they might use concepts.



## Summer School Lesson Plan

**Subject/Grade:** Economics

**Day:** 2

**Topic/Lesson Title & Grade Results #:** Lesson 2 – Demand and Supply

### **Objective(s): Students will**

- Explain the concept of market supply and demand.
- Interpret graphic illustrations of supply and demand.
- Identify complimentary and substitute goods as well as their place in the market.
- Understand the concept of elasticity.
- Understand the concept of diminishing returns.

### **Guiding Question(s):**

- What is demand?
- What is a demand curve?
- What can cause a shift in a demand curve?
- What is demand elasticity?
- What is supply?
- What is the law of supply?
- What is a supply curve?
- What can cause a shift in a supply curve?
- What is supply elasticity?
- What is market equilibrium?
- How do supply and demand interact with one another to determine price?

### **TN Curriculum Standard(s):**

- E.09 Define supply and demand, provide relevant examples, and consider ceteris paribus (i.e., all things being equal).
- E.10 Identify factors that cause changes in market supply and demand.
- E.11 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as prices fluctuate
- E.12 Define market equilibrium, and explain how supply and demand guide prices towards equilibrium to avoid surpluses or shortages.
- E.13 Describe how supply and demand determine equilibrium price, and graph examples on a curve.
- E.14 Describe causes of shortages and surpluses.
- E.15 Analyze effects of shortages and surpluses on supply and demand.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results  
**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:** Define and discuss the meaning of the vocabulary words from the Lesson 3 Slide 16 Vocabulary Review.

1. Complimentary goods: A good that usually is consumed along with another good.

2. Demand: The total of all goods and services sought by consumers for purchase.
3. Diminishing returns: The output stays the same or is reduced when inputs are increased.
4. Elasticity: The measurement of how demand changes in relation to price.
5. Equilibrium price: The price that is equal to the quantity supplied and quantity demanded in the market.
6. Price ceiling: Price is higher than market price usually set by the government.
7. Price floor: Price is lower than the market price.
8. Quantity demanded: The total of goods and services wanted by consumers.
9. Quantity supplied: The total of goods and services available for purchase.
10. Substitute goods: A good that is available for purchase or sale if the first choice is not available to the consumer.
11. Supply: The total of all goods and services available for purchase in an economy.

### **Attendance in PowerSchool – 5 minutes**

### **Lesson Introduction (I Do) – 5 minutes**

Tell students that they will be exploring demand and supply. Teacher will explain demand and supply.

- Slides 1: Objectives
  - Introduction to Supply and Demand video
- Slide 16: Vocabulary
- Slide 2: Introduction

### **Lesson Activities/Supplemental (We Do) – 60 minutes**

As a whole group, complete the Practice Activities. Discuss.

- Slide 3 Demand Curve Video
  - Discussion: Define Demand. Why is a demand curve downward sloping?
- Slide 4: What Would Cause a Shift of the Demand Curve?
  - Discussion: Give examples of each factor that would cause the Demand curve to shift.
- Slide 5: Complimentary Goods
  - Discussion: Give examples of complimentary goods.
- Slide 6: Elasticity of Good and Services
  - Discussion: What is elasticity? What determines the elasticity of a good?
- Slide 7: Supply Curve Video
  - Discussion: Define Supply. Why is the supply curve upward sloping?
- Slide 8: What Influences the Supply Side?
  - Discussion: What are factors that shift the supply curve?
- Slide 9 Activity –Supply - Did you know
  - Discussion: Students viewpoints of question provided.
- Slide 10 Equilibrium Price
  - Discussion: What is the equilibrium price?
- Slide 11 Activity: Equilibrium - Did you know
  - Discussion: Students viewpoints of question provided.
- **Break 10 minutes** (*Site Administrator will work with teachers on breaks*)

### **Supplemental: Additional Teacher Resources/Optional Classroom Initiatives:**

1. Grade Results Video: Supply

2. Grade Results Video: Demand
3. Grade Results Video: Equilibrium
4. Grade Results Supply and Demand Activity

**Lesson Review: 5 minutes - Have students review the slides and their notes to prepare for the Posttest.**

- Slide 12 Drop and Drag Vocabulary Review
- Slide 15 Lesson Review Summarize the lesson with the lesson review in Grade Results.

**Independent Work – Posttest (They Do): 40 minutes**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Explain that students will work independently to analyze supply and demand.

**Closing/Wrap Up/Notes Review: 5 minutes**

- Q & A with students
  - What did you learn?
  - What surprised you?
  - What is unclear?
  - I care why? Students explain relevancy of the concept to their life or how they might use concepts.

## Summer School Lesson Plan

**Subject/Grade:** Economics

**Day:** 3

**Topic/Lesson Title & Grade Results #:** Lesson 3 – Business Organizations

### **Objective(s): Students will**

- Compare the four forms of business: sole proprietorship, partnership, corporation and franchise.
- Explain the characteristics of corporations
- Understand the importance of advertising and inventory to a business
- Explain the characteristics of sole proprietorships
- Compare and contrast different types of partnerships.

### **Guiding Question(s):**

- What are the different types of business organizations?

### **TN Curriculum Standard(s):**

- E.16 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.
- E.24 Explain ways that firms engage in price and non-price competition.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:** Slide 18 Vocabulary Review Define and discuss the meaning of the vocabulary words from the Lesson 4

1. Articles of Incorporation: Legal documents filed with the state describing the purpose of the business and other information.
2. Board of Directors: The governing body of a corporation.
3. Common stock: A share of a corporation with privileges given to the owners to vote in the annual meetings of the corporation.
4. Corporation: A legal person under the law which may incur debt, pay taxes, enter into legal contracts, be sued and sue others.
5. Dividend: Payment of a portion of the profit of a corporation.
6. Entrepreneur: An individual with a particular idea or skill that assumes the risk to start a new business.
7. Franchise: A business owner sells the rights to use the business name to others.
8. Inventory: Raw materials needed to make a product. Inventory is also goods on hand to be sold.
9. Joint venture: This is a form of partnership that is formed for a specific purpose or project.
10. Limited partners: Individuals who contribute to the partnership but do not have decision making authority and do not have liability for the debt.
11. Limited Partnership: All partners are not equal, one partner, the general partner, assumes responsibility for all management and debt.
12. Over-the-counter: Sales of stock through individual brokerages that hold shares of stock.
13. Partnership: A legal form of business when two or more individuals decide to operate a business together.

14. Preferred stock: Share of a corporation which does not allow the owner to vote in the annual meetings of the corporation. Relinquishing the right to vote enables owners to receive dividends first.
15. Sole Proprietorship: A business that is owned by one individual.
16. Stock: Shares of a corporation owned by businesses and individuals.
17. Unlimited Liability: The personal assets of an individual as well as any business assets may be taken to pay the debts of a sole proprietorship business.

### **Attendance in PowerSchool – 5 minutes**

### **Lesson Introduction (I Do) – 5 minutes**

Tell students that they will be exploring business organizations/types. Teacher will explain the characteristics of each type. Advantages and disadvantages of each.

- Slide 1: Objectives
- Slide 18: Vocabulary Review
- Slide 2: Entrepreneur
- Slide 4: Advertising, Inventory, and Wages

### **Lesson Activities/Supplemental (We Do) –60 minutes**

As a whole group, complete the Practice Activities. Discuss.

- Slide 5: Sole Proprietorships -Reading
- Slide 6: Advantages and Disadvantages of a Sole Proprietorship
  - Discussion: List business that are sole proprietorship.
  - What is the greatest advantage of a sole proprietorship?
- Slide 7: Partnership - Reading
- Slide 8: Advantages and Disadvantages of Partnership
  - Discussion: What business activities should be outlined in the Partnership Agreement?
- Slide 9: Corporations - Reading
- Slide 10: Advantages and Disadvantages of Corporations
  - Discussion: Is the double taxation of corporate earnings fair? Why or why not?
- Slide 12: Franchises - Reading
- Slide 13: Advantages and Disadvantages of Franchises.
  - Discussion: How do franchises help in supporting business operations?

### **Supplemental/Optional Classroom Initiatives:**

- Grade Results Video: Circular Flow

### **Lesson Review: 5 minutes - Have students review the slides and their notes to prepare for the Posttest.**

- Slide 16 Vocabulary Drag and Drop
- Slide 17 Lesson Review Summarize the lesson with the lesson review in Grade Results. Teacher will have to expand the review this lesson's review only list the general topics discussed in the lesson.

### **Break – 10 Minutes** *(Site Administrator will work with teachers on breaks)*

### **Independent Work – Posttest (They Do): 40 minutes**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete

student activities as part of their class assignments. Explain that students will work independently to define the major business organizations/types.

**Closing/Wrap Up/Notes Review: 5 minutes**

- Q & A with students
  - What did you learn?
  - What surprised you?
  - What is unclear?
  - I care why? Students explain relevancy of the concept to their life or how they might use concepts.

## Summer School Lesson Plan

**Subject/Grade:** Economics

**Day:** 4

**Topic/Lesson Title & Grade Results #:** Lesson 4 – Competition and Monopolies

### **Objective(s): Students will**

- Explain different market structures.
- Define corporations.
- Describe monopolies.
- Discuss monopolistic competition.
- Discuss oligopolies.
- Describe federal laws that protect both consumers and the economy.

### **Guiding Question(s):**

- What are markets?
- What are the defining characteristics of different market structures?
- How does competition among many sellers' lower costs and prices and encourage producers to produce more?
- How do firms engage in price and non-price competition?

### **TN Curriculum Standard(s):**

- E.21 Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition.
- E.22 Explain how competition impacts pricing and production in market structures.
- E.23 Identify laws and regulations adopted in the U.S. to promote competition among firms.
- E.24 Explain ways that firms engage in price and non-price competition.
- E.25 Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies (such as utilities).

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:** Slide 25 Vocabulary Review Define and discuss the meaning of the vocabulary words from the Lesson 5.

1. Anti-trust legislation: Laws enacted to protect consumers by prohibiting collusion in industries.
2. Barriers to entry: Obstacles for any potential supplier for a good or service to enter a market.
3. Collusion: An illegal act by suppliers of a good or service to divide the market and control prices.
4. Conglomerate: A corporation that acquires four or more unrelated businesses.
5. Corporation: A business that is a legal "person".
6. Diversification: Maintaining a healthy profit by spreading the risk of one business having a decline in profits with other businesses that may have increases in profits.
7. Economic efficiency: All inputs into a good or service are used in the most advantageous way to provide more to society.
8. Economies of scale: Businesses that can produce the most for the least cost, usually due to the capital investment necessary to produce the good or service.
9. Elastic: A change in price leading to a major change in either supply or demand of a good or service.

10. Geographic monopoly: A business that does not have competition due to its remote location.
11. Government monopoly: The government controls the operations of the business.
12. Horizontal merger: Two corporations in the same industry combine.
13. Inelastic: A change in price does not affect the overall quantity demanded by the consumer.
14. Interlocking directorates: A practice where the same individuals held seats on the Board of Directors for several companies in the same industry.
15. Market Economy: An economy that is characterized as having many buyers and sellers where no one can control price.
16. Market Equilibrium: The price where the supply demanded is equal to the quantity demanded demonstrated as the intersection of the supply and demand curve.
17. Merger: When companies in the same industry combine legally to create one larger company.
18. Monopolistic competition: Large numbers of sellers offer similar products. Each seller has some control over price.
19. Monopoly: One supplier of a product or service, controlling price with many barriers to enter the market for any other potential supplier.
20. Natural monopoly: A monopoly deemed to be most efficient, usually sanctioned by the government.
21. Oligopoly: An industry with few suppliers who can exercise some control over price.
22. Perfect or Pure competition: Many buyers and sellers in a market where no one can influence price.
23. Price discrimination: Selling the same product to different groups or individuals for different prices.
24. Product differentiation: Products that are actually very similar are perceived by the buyer to have some differences.
25. Technological monopoly: An innovation that is protected by a patent which gives the patent holder exclusive rights to use, sell or rent the innovation for a period of 20 years.
26. Vertical merger: A corporation acquires a company that is in its supply chain.

### **Attendance in PowerSchool – 5 minutes**

### **Lesson Introduction (I Do): 5 minutes**

Explain to the students that they will be exploring basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition. Teacher will explain the characteristics of each market and the levels of competition in each.

- Slide 1: Objectives
- Slide 25: Vocabulary Review
- Slide 2: Introduction
- Slide 3: Market Structure

### **Lesson Activities/Supplemental (We Do) – 60 minutes**

As a whole group, complete the Practice Activities. Discuss.

- Slide 4: Perfectly Competitive Markets -Reading
- Slide 5: Monopoly, Oligopoly, and Monopolistic Competition - Reading
- Slide 6: Monopolies/ Video – The Monopoly
  - Discussion: What is a local monopoly?
  - Why do you think that monopoly exist?
- Slide 7: Geographical Monopoly - Reading
- Slide 8: Technological Monopoly - Reading
- Slide 9: Government Monopoly - Reading
- Slide 10: Oligopoly - Reading
- Slide 11: Oligopoly- Examples
  - Discussion: What are some of the barriers to entry a company may face with an oligopoly market?
- Slide 12: Monopolistic Competition



- Discussion: Given examples of Monopolistic Competition
- Slide 13: The Prize/Video –What is an Antitrust Law? Why is it important?
- Slides 14 and 15: The Clayton Act - Reading
- Slide 16: Article – The SEC - Reading
- Slide 17: Reading an Article – Madoff
  - Discussion: What did Madoff do and why was it illegal?
  - Do you think Madoff’s actions were unethical?

Slide 18: Federal Regulatory Agencies/Video- Federal Regulatory Agencies

**Supplemental/Optional Classroom Initiatives:**

- Econ Low Down: Page One Economics

**Lesson Review: 5 minutes - Have students review the slides and their notes to prepare for the Posttest.**

- Slide 22 Vocabulary Drag and Drop
- Slide 23 Crossword Activity
- Slide 24 Lesson Review and summary the lesson with the lesson review in Grade Results.

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Independent Work – Posttest (They Do): 40 minutes**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Explain that students will work independently to define the market structures and antitrust laws.

**Closing/Wrap Up/Notes Review: 5 minutes**

- Q & A with students
  - What did you learn?
  - What surprised you?
  - What is unclear?
  - I care why? Students explain relevancy of the concept to their life or how they might use concepts.

## Summer School Lesson Plan

Subject/Grade: Economics

Day: 5

Topic/Lesson Title & Grade Results #: Lesson 5: The American Labor Force

### Objective(s): Students will

- Discuss the different ways to categorize labor.
- Explain the rise of unions.
- Discuss how unions work.
- Discuss legislation protecting the US worker.

### Guiding Question(s):

- How do we define labor and workers in a free market?
- What roles do R&D, equipment and technology, and training of workers have in increasing productivity?
- What factors influence the earnings of workers?
- What is the role and impact of economic institutions such as labor unions, multi-nationals, and NPOs within market economies?

### TN Curriculum Standard(s):

- E.20 Summarize the role and historical impact of economic institutions (such as labor unions, multi-nationals, and non-profit organizations) within market economies
- E.27 Explore the roles that research and development, equipment and technology, and the training of workers have in increasing productivity.
- E.28 Describe potential factors that influence the earnings of workers

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results  
**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

1. Agency shop: Workers do not have to join the union but must pay union dues.
2. Arbitration: A neutral third party will force a compromise in a dispute. Arbitration is usually binding.
3. Blacklisted: Individuals are denied employment due to their political views.
4. Blue collar workers: Factory workers, craft workers and non-farm laborers.
5. Boycott: The public refuses to buy a product to place pressure on the company.
6. Civilian labor force: All individuals, sixteen and older who are either employed or actively seeking employment.
7. Closed shop: Management must hire only union workers.
8. Collective bargaining: Discussions over pay, working conditions and benefits are negotiated for all workers or a particular class of workers.
9. Cost-of-living adjustment (COLA): An additional wage increase if overall prices rise.
10. Craft union: Union of workers with a particular craft.
11. Industrial unions: All workers in an industry, regardless of skill level or job performed are members of the union.
12. Injunction: A legal constraint forcing one party to stop what they are doing.
13. Lockout: Management closes the business.
14. Market failure: When the buyer and seller do not know what price the other is willing to pay or sell.
15. Mediation: A neutral third party assists to reach an agreement between two other parties.

16. Minimum wage laws: The lowest legal wage that may be paid by an employer.
17. Outsourcing: Sending jobs outside of the country.
18. Professional workers: Workers with college and advanced degrees.
19. Right-to-work laws: Laws allowing workers to work without joining the union.
20. Scabs: Strike breakers who work as replacements for union workers.
21. Semi-skilled workers: Workers with some training.
22. Service workers: Workers who provide some service directly to the consumer.
23. Skilled workers: Workers with special skills or craft.
24. Strikebreakers: Individuals hired when workers strike.
25. Union shop: Workers agree to join the union after a specified time period.
26. Unskilled workers: Workers with no training.
27. Wages: The price of labor.
28. White collar workers: Workers with education and training with little physical labor.
29. Yellow dog contracts: Agreements that force workers to promise not to join a union

### **Attendance in PowerSchool – 5 minutes**

### **Lesson Introduction (I Do): 5 minutes**

Explain to the students that they will be exploring basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition. Teacher will explain the characteristics of each market and the levels of competition in each.

- Slide 1: Objectives
- Slide 19: Vocabulary Review
- Slide 2: Introduction
- Slide 3: Labor Force

### **Lesson Activities/Supplemental (We Do) – 55 minutes**

As a whole group, complete the Practice Activities. Discuss.

- Slide 4: Labor Force – Reading
  - Discussion: What were the major labor issues of the industrial revolution?
- Slide 8: Major Labor Strikes
  - Discussion: What led to many of the labor strikes?
  - How does the fight for \$15 minimal wage compare to the labor of the past?
- Slide 9 & 10: Labor Force –Reading
  - Discussion: What defines a Union as an industrial unions or craft unions?
- Slide 12: Union Contract Issues
  - Discussion: Do you see Labor Unions making a comeback in the United States? Why or why not?

### **Supplemental/Optional Classroom Initiatives:**

- Grade Results Video: Labor Market Data
- Grade Results Video: Labor Market Data and Measurement

### **Lesson Review: 5 minutes - Have students review the slides and their notes to prepare for the Posttest.**

- Slide 16 Vocabulary Drag and Drop
- Slide 18 Lesson Review Summarize the lesson with the lesson review in Grade Results.

### **Break – 10 Minutes** *(Site Administrator will work with teachers on breaks)*

**Independent Work – Posttest (They Do): 40 minutes**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Explain that students will work independently to define the market structures and antitrust laws.

**Closing/Wrap Up/Notes Review: 10 minutes**

- Q & A with students
  - What did you learn?
  - What surprised you?
  - What is unclear?
  - I care why? Students explain relevancy of the concept to their life or how they might use concepts.

## Summer School Lesson Plan

Subject/Grade: Economics

Day: 6

Topic/Lesson Title & Grade Results #: Lesson 6: Measuring the Economy's Performance

### Objective(s): Students will

- Discuss the concepts of how the economy is measured.
- Describe the factors that comprise the economy.
- Discuss economic indicators.

### Guiding Question(s):

- What are GDP, Economic Growth, Unemployment, and Inflation, and how are they calculated?
- What causes inflation?
- What is the impact of inflation?
- What is the CPI and how does it help to measure an economy?
- What causes business fluctuations?

### TN Curriculum Standard(s):

- E.39 Define Gross Domestic Product, economic growth, unemployment, and inflation, and explain how they are calculated
- E.41 Identify the different causes of inflation, and analyze inflation's impact.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:** Slide 24 Vocabulary Review Define and discuss the meaning of the vocabulary words from the Lesson 7.

1. Aggregate demand: The sum of all goods and services in the economy at a point in time.
2. Aggregate supply: The domestic output of all producers.
3. Business cycles: The irregular increase and decrease in the economy.
4. Coincident indicators: Economic indicators that change at the same time as change occurs in overall business activity.
5. Consumer sector: The goods and services purchased by consumers.
6. Deflation: The purchasing power of the dollar increases as prices fall.
7. Depreciation: Value of an item decreases over time due to wear and tear, obsolescence or change in fashion.
8. Disposable personal income: The income left after all taxes are paid.
9. Economic indicators: Things that are used to predict what will happen in the economy.
10. Equilibrium price level: The point at which aggregate supply equals aggregate demand.
11. Government sector: Purchases by the federal, state and local governments.
12. Gross domestic product (GDP): The value of all final goods and services produced in the U.S. in one year.
13. Indirect business taxes (IBT): Sales taxes and licensing fees.
14. Inflation: A decline in the purchasing power of the dollar as prices rise.
15. Investment sector: The purchases made by businesses including business inventory.
16. Lagging indicators: Indicators that lag behind business activity.
17. National income (NI): The total income of every sector of the economy.

18. National income accounting: The measurement of the amount of goods and services produced to gauge the health of the economy.
19. Net domestic product (NDP): GDP less depreciation.
20. Net exports: Difference between the goods and services imported and exported.
21. Personal income: The total income before taxes earned by an individual.
22. Price deflator: The removal of inflation when comparing the overall economy year over year.
23. Price levels: Average of all price levels measured by the price index.
24. Recession: The term when GDP does not increase for two successive quarters.
25. Transfer payments: Payments made by the government to help individuals.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) – 5 minutes**

Teacher will introduce the concepts of GDP, inflation, business cycles, Aggregated Supply & Demand, and other major economic indicators.

- Slide 1: Objectives
- Slide 24: Vocabulary Review
- Slide 2: Introduction
- Slide 3: Gross Domestic Product (GDP)

**Lesson Activities/Supplemental (We Do) – 60 minutes**

As a whole group, complete the Practice Activities. Discuss.

- Slide 5: Economic Downturn/ Video – Mongolia’s Economic Downturn
- Slide 6: Personal Income
  - Discussion: What is the difference in personal income and disposable person income?
- Slide 7: Consumer Price Index – Reading
- Slide 8: Federal Bureau of Labor Statistics. Reading
  - Discussion: What is the role of the FBL in CPI and PPI?
- Slide 11: The Aggregated Demand Curve
  - Discussion: What is aggregated demand?
  - How differ for a product demand curve?
- Slide 12: Aggregate Supply
  - Discussion: What is aggregated supply?
  - How differ for a product supply curve?
- Slide 13: Aggregate Demand and Aggregate Supply - Reading
- Slides 14 and 15: Business Cycles Reading/Video – Business Cycles
- Slide 16: What Causes Business Fluctuations?
  - Discussion: List and discuss current factors that are affecting the business cycle?
- Slide 18: Major Economic Indicators
  - Discussion: Looking at the list of economic indicators, how is the US economy performing?

**Supplemental/Optional Classroom Initiatives:**

Econ Low Down: Fiscal Policy

**Lesson Review: 5 minutes - Have students review the slides and their notes to prepare for the Posttest.**

- Slide 22: Vocabulary Drag and Drop Activity
- Slide 23: Lesson Review Summarize the lesson with the lesson review in Grade Results.

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Independent Work – Posttest (They Do): 40 minutes**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Explain that students will work independently to define GDP as a measure of an economy's performance.

**Closing/Wrap Up/Notes Review: 5 minutes**

- Q & A with students
  - What did you learn?
  - What surprised you?
  - What is unclear?
  - I care why? Students explain relevancy of the concept to their life or how they might use concepts.

## Summer School Lesson Plan

**Subject/Grade:** Economics

**Day:** 7

**Topic/Lesson Title & Grade Results #:** Lesson 7: The Federal Reserve System and Monetary Policy

### **Objective(s): Students will**

- Describe how the Federal Reserve system operates.
- Identify the importance of the FDIC.
- How monetary policy impacts the economy.
- How monetary policy impacts interest rates.

### **Guiding Question(s):**

- What are the costs and benefits of government policies?
- What is purpose and function of the Federal Reserve?
- What are fiscal and monetary policy?

### **TN Curriculum Standard(s):**

- E.34 Describe the purpose, role, and function of the Federal Reserve.
- E.35 Define fiscal and monetary policy, and explain how the government uses these in its efforts to influence the economy

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:** Slide 20 Vocabulary Review Define and discuss the meaning of the vocabulary words from the Lesson 8.

1. Monetary policy: Changing the rate of growth of the money supply to affect the cost and availability of credit and loanable funds.
2. Federal Advisory Council (FAC): Twelve members each elected from each Federal Reserve Bank to report on changing business conditions.
3. Federal Open Market Committee (FOMC): Twelve members to determine what should be done to control the money supply.
4. Fractional reserving: System in which only a percentage of money is kept available for customer demand.
5. Velocity of money: Continuing turnover of money that creates more money.
6. Discount rate: The rate of interest charged to member banks by the Federal Reserve to borrow money.
7. Prime rate: The rate of interest charged by banks to its best customers.

**Attendance in PowerSchool – 5 minutes**

**Lesson Introduction (I Do) – 5 minutes**

Teacher will introduce the concept of monetary policy and role of the Federal Reserve in making monetary policy.

- Slide 1: Objectives
- Slide 20: Vocabulary Review
- Slide 2: Introduction/ Video – The Federal Reserve



### **Lesson Activities/Supplemental (We Do) – 60 minutes**

As a whole group, complete the Practice Activities. Discuss.

- Slide 3: Monetary Policy
  - Discussion: What does monetary policy do for the economy?
  - Who is responsible for the U. S. monetary policy?
- Slide 4: The Federal Advisory Council (FAC) - Reading
- Slide 5: The Twelve Districts of the Federal Reserve System
  - Discussion: What district bank serves Memphis, TN?
- Slide 6: Federal Reserve System Headquarters - Reading
- Slide 7: Federal Deposit Insurance Corporation
  - Video: What is the FDIC?
  - Discussion: What is the role of the FDIC?
- Slides 8 & 9: Federal Reserve System - Reading
  - Discussion: What role does the Fed play in check clearing?
  - What is the goal of monetary policy?
- Slide 10: Balancing Monetary Policy – Reading
  - Discussion: What actions are taken in times of inflation and recession?
- Slides 12 & 13: Federal Funds Rate
  - Discussion: How does the selling and buying of securities impact the economy?

### **Supplemental/Optional Classroom Initiatives:**

- Grade Results Audio: Bank on Benjamin

### **Lesson Review: 5 minutes - Have students review the slides and their notes to prepare for the Posttest.**

- Slide 18 Vocabulary Drag and Drop Activity
- Slide 19 Lesson Review Summarize the lesson with the lesson review in Grade Results.

### **Break – 10 Minutes** *(Site Administrator will work with teachers on breaks)*

### **Independent Work – Posttest (They Do): 40 minutes**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Explain that students will work independently to explain the role of the Federal Reserve.

### **Closing/Wrap Up/Notes Review: 5 minutes**

- Q & A with students
  - What did you learn?
  - What surprised you?
  - What is unclear?
  - I care why? Students explain relevancy of the concept to their life or how they might use concepts.

## Summer School Lesson Plan

Subject/Grade: Economics

Day: 8

Topic/Lesson Title & Grade Results #: Lesson 8: Government Spends, Collects, and Owes

### Objective(s): Students will

- Discuss the economic role played by the US government.
- Determine why the US government levies taxes.
- Identify ways the US government levies taxes.
- Describe the process the US government uses to formulate a budget.

### Guiding Question(s):

- What the main sources of revenue for governments?
- How do governments allocate funds?
- Why are deficits, debts, and surpluses accrued by governments?
- How are government budgets like personal budgets, and how are they different?
- What are the different types of taxation?
- How do governments utilize the different types of taxation?

### TN Curriculum Standard(s):

- E.29 Describe the methods of revenue (e.g., taxes and bonds) for governments, and explain ways that they allocate funds.
- E.30 Analyze reasons that government deficits, debts, and surpluses are accrued, and compare and contrast government budgets with personal budgets.
- E.31 Define progressive, proportional and regressive taxation, and discuss how federal, state, and local governments utilize them.
- E.35 Define fiscal and monetary policy, and explain how the government uses these in its efforts to influence the economy
- E.41 Identify the different causes of inflation, and analyze inflation's impact

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:** Slide 16 Define and discuss the meaning of the vocabulary words from the Lesson 9

1. Externalities: By products that affect third parties created as a result of commerce which may be positive or negative.
2. Income redistribution: Process by which individuals' incomes are smoothed out as the government provides relief payments to low-income people.
3. Merit goods: Goods and services that are desired by the public.
4. Progressive taxes: Taxes that increase in a greater proportion as income increases.
5. Proportional taxes: The same percentage of taxation is taken from every income level.
6. Public Assistance: Government programs that pay benefits to people based on need.
7. Public goods: Goods or services provided by the government to its citizens.
8. Public work projects: Government funded projects created to improve or maintain facilities used by the public.
9. Regressive taxes: Taxes are a higher percentage for lower income earners.
10. Social Insurance: Government programs that pay benefits to retired and disabled individuals.

### **Attendance in PowerSchool – 5 minutes**

### **Lesson Introduction (I Do) – 5 minutes**

Teacher will introduce the concept of taxation, federal spending and the budgeting process.

- Slide 1: Objectives
- Slide 16: Vocabulary Review
- Slide 2: Introduction
- Slide 3: Government Laws: Federal Communications Commission

### **Lesson Activities/Supplemental (We Do) – 60 minutes**

As a whole group, complete the Practice Activities. Discuss.

- Slide 4: What are the functions of government in an economy?
  - Discussion: What should the government's function in the economy be?
- Slide 5: U. S. Federal Spending – Reading
  - Discussion: Should the American citizens have more say in what the government spends on?
- Slide 6: Steps in the Budget Process
  - Video – Fiscal Year, “Calendar Fiscal” (Slide 6)
- Slide 7: Balanced Budgets-review the graph on U S deficit or surplus percentage 1901-2006
- Slide 8: Video – National Debt and Budget Deficit
  - 2 Q&A Activity
- Slide 9: Activity – National Debt and Budget Deficit
- Slide 10: Taxes
  - Video – History of the US Income Tax
- Slide 11: Major Taxes
  - Video – Social Security: Just the Facts

### **Supplemental: Additional Teacher Resources/Optional Classroom Initiatives:**

1. Econ Low Down: Government Budgets Activity
2. The Basics of Taxation and Government Spending - A New Frontier: Monetary Policy with Ample Reserves –

### **Lesson Review: 5 minutes - Have students review the slides and their notes to prepare for the Posttest.**

- Slide 14: Vocabulary Drop and Drag
- Slide 15: Lesson Review Summarize the lesson with the lesson review in Grade Results.

### **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

### **Independent Work – Posttest (They Do): 40 minutes**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Explain that students will work independently to explain taxes and government spending.

### **Closing/Wrap Up/Notes Review: 5 minutes**

- Q & A with students
  - What did you learn?

- What surprised you?
- What is unclear?
- I care why? Students explain relevancy of the concept to their life or how they might use concepts.

## Summer School Lesson Plan

Subject/Grade: Economics

Day: 9

Topic/Lesson Title & Grade Results #: Lesson 9 – The American Economy During Times of Trouble

### Objective(s): Students will

- Explain the causes and effects of the Great Depression.
- Describe the major events that occurred during the Great Depression.
- Discuss the health and economic crisis of COVID-19.
- Compare the Great Depression and the COVID-19 pandemic economy.

### Guiding Question(s):

- What caused the Great Depression?
- What is COVID-19?
- How does the government assist during times of economic hardships?

### TN Curriculum Standard(s):

- E.05 Compare and contrast how the various modern economic systems (i.e., market, command, mixed) attempt to answer the following questions: What to produce? How to produce it? To produce it for whom?
- E.07 Compare and contrast the theoretical principles of capitalism, socialism, and communism, as expressed through theorists such as Adam Smith and Karl Marx
- E.18 Define stock, and describe the connections between capital, stock markets, banks, and the economy
- E.20 Summarize the role and historical impact of economic institutions (such as labor unions, multinationals, and nonprofit organizations) within market economies.
- E.35 Define fiscal and monetary policy, and explain how the government uses these in its efforts to influence the economy
- E.42 Explain the role of banks and other financial institutions in the U.S. economy

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:** Slide 16 Define and discuss the meaning of the vocabulary words from the Lesson 10

- **Consumer Price Index (CPI):** Measurement of the goods and services purchased by the average household.
- **COVID-19:** The respiratory disease caused by SARS-CoV-2.
- **Deflation:** The continuous decrease in the prices of goods and services or decrease in the money supply.
- **Great Depression:** The financial and industrial slump of 1929 and subsequent years.
- **Hawley-Smoot Tariff Act:** This act in June 1930 raised the US tariffs to very high levels.
- **Inflation:** Increase in the price of goods and services or decrease in the value of money.
- **New Deal:** Economic measure introduced by FDR in 1933 to counteract the effects of the Great Depression.
- **Recession:** A decrease in economic activity that lasts more than a few months.
- **Pandemic:** An epidemic that occurs over a large geographic area and affects a significant portion of the population.
- **Stock market:** An organization through which shares of stock in companies are bought and sold.

**Attendance in PowerSchool – 5 minutes**

### **Lesson Introduction (I Do) – 5 minutes**

Teacher will introduce the concept of US economy in times of hardship.

- Slide 1: Objectives
- Slide 10: Vocabulary Review
- Slide 2: Inflation: Is it Bad for the Economy?
- Slide 3: Boom and Crash

### **Lesson Activities/Supplemental (We Do) – 60 minutes**

As a whole group, complete the Practice Activities. Discuss.

- Slide 4: The Great Depression - Reading
  - Discussion: What was the Great Depression and when did it occur?
- Slide 5: Causes and Impact of the Great Depression – Reading
  - Sorting Activity
- Slide 6: Major Events of the Great Depression
  - Info Activity & GDP/Inflation numbers during the Great Depression
- Slide 7: Health Crisis to Economic Crisis
  - 2 Videos – 1) Economic Impact of COVID and 2) How COVID affected the US economy
- Slide 8: Comparison of the Great Depression Economy and the COVID pandemic economy

### **Supplemental/Optional Classroom Initiatives:**

- EconLowDown.org - <https://www.econlowdown.org/v3/public/classroom-economist-the-fed-and-the-great-depression>
  - America, the Federal Reserve, & the Great Depression

### **Additional Teacher Resources/Optional Classroom Initiatives:**

3. Grade Results Video: The FED and the Great Depression
4. COVID-19's Effects on the Economy and the Fed's Response: Page One Economics
5. Consumer Spending and the COVID-19 Pandemic: Page One Economics

### **Lesson Review: 5 minutes - Have students review the slides and their notes to prepare for the Posttest.**

- Slide 14: Vocabulary Drop and Drag
- Slide 15: Lesson Review Summarize the lesson with the lesson review in Grade Results.

### **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

### **Independent Work – Posttest (They Do): 40 minutes**

Explain that students will work independently to complete the post-test. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments. Explain that students will work independently to explain taxes and government spending.

### **Closing/Wrap Up/Notes Review: 5 minutes**

- Q & A with students
  - What did you learn?
  - What surprised you?
  - What is unclear?
  - I care why? Students explain relevancy of the concept to their life or how they might use concepts.

## Summer School Lesson Plan

**Subject/Grade:** Economics

**Day:** 10

**Topic/Lesson Title & Grade Results #:** Final Post-Test Review & Post-Test

**Objective(s):**

- Students will review lessons to prepare for final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMs meeting (if applicable)

**Lesson Introduction (I Do):**

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do) – 30-60 minutes

**Lesson Activities and Review (We Do):**

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

**Independent Work – Posttest (They Do):**

Students will review and complete any incomplete/missed/failed coursework.

**Closing/Wrap Up:** Students should utilize any additional time to ensure that all activities and post-tests have been completed with a passing score. Any items that remain should be completed at this time in preparation for the close of the course. Lastly, review all previous post-test to ensure success and mastery of the course final exam. Do your best!