

# Adaptable Lesson Planning Template to Meet the Needs of English Language Learners

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## Reading:

This is often a “bellringer” that students will read, independently. This section will usually last about 5-10 minutes of a traditional 45 minute class period.

## Listening

Students listen to the delivery of content here, usually in the form of a lecture or video in class. This is often the longest section (about 20 minutes of a 45 minute class period). Teachers may find it useful to include vocabulary banks here, or concepts that may be difficult to understand. If a teacher prints this template for students, they can write notes in the “writing” section, or on the back, if more space is needed.

Write the topic here

## Speaking:

Students use this section to follow the “listening” section as shoulder partners, think-pair-share, or “turn and talk” activities. Sentence prompts work well to have students check for understanding and apply the “listening” section to their lives. Depending on the content, I use 10-15 minutes for this section while I move around the room to make corrections, as needed.

## Writing

Teachers can add sentence stems, vocabulary banks, or guided notes in this section to assist with student understanding of the content from the “listening” section. This is also a good place for an “exit ticket.” I collect these pages (either digitally, or printed on paper as a handout) to provide direction and clarification for the next class period. This should take only 5 minutes of a class period.

## Reading:

"Our inclination is to focus on immediate financial trade-offs, but trade-offs can involve other areas of personal or professional well-being as well—in the short and long run.

That's why Caceres-Santamaria challenges us to consider not only explicit alternatives—the choices and costs present at the time of decision-making—but also implicit alternatives, which are “unseen” opportunity costs.

"It's about thinking beyond the present and assessing alternative uses for the money—that is, not being shortsighted," she writes.

What are some other examples of opportunity cost?

A student spends three hours and \$20 at the movies the night before an exam. The opportunity cost is time spent studying and that money to spend on something else.

A farmer chooses to plant wheat; the opportunity cost is planting a different crop, or an alternate use of the resources (land and farm equipment).

A commuter takes the train to work instead of driving. It takes 70 minutes on the train, while driving takes 40 minutes. The opportunity cost is an hour spent elsewhere each day.”

<https://www.stlouisfed.org/open-vault/2020/january/real-life-examples-opportunity-cost>

## Speaking:

Take turns with a shoulder partner.

1. Explain a time when you had to make a difficult decision.
2. Identify the tradeoffs of your decision.
3. Identify the opportunity cost of your decision.

## Listening

Distinguish between a tradeoff and an opportunity cost.

## Tradeoffs & Opportunity Cost

## Writing

Explain, in your own words, what the difference is between a tradeoff and an opportunity cost in Economics. (Explain, using your examples from the “Speaking” assignment, to the left.)

## Reading:

“The black rhinoceros is one of the most endangered species on the planet.... Why do people kill black rhinos? For the same reason they sell drugs or cheat on their taxes. Because they can make a lot of money relative to the risk of getting caught. In many Asian countries, the horn of the black rhino is believed to be a powerful ... fever reducer. It is also used to make ... daggers. As a result, a single rhino horn can fetch \$30,000 on the black market... where per capita income is around \$1000 a year and falling. In other words, the black rhino is worth far more dead than alive to the people of impoverished southern Africa.”

Chapter 2: Incentives Matter, page 30

## Speaking:

With a partner, identify TWO other issues that might be solved with private property, just like what was explained with the rhino.

1. Issue 1:

2. Issue 2:

## Listening

Listen to the reading of Chapter 2: Incentives Matter, pages 30-34. Focus on the following:

1. How would making rhinos private property help the situation?
2. Is there a role for government in animal conservation?
3. How could selling horns actually help the rhinos?

## Chapter 2: Incentives Matter (p 30-34)

## Writing

Explain ONE way that this reading assignment has introduced something to you in a different, or unique, way.

## Reading:

“The black rhinoceros is one of the most endangered species on the planet.... Why do people kill black rhinos? For the same reason they sell drugs or cheat on their taxes. Because they can make a lot of money relative to the risk of getting caught. In many Asian countries, the horn of the black rhino is believed to be a powerful ... fever reducer. It is also used to make ... daggers. As a result, a single rhino horn can fetch \$30,000 on the black market... where per capita income is around \$1000 a year and falling. In other words, the black rhino is worth far more dead than alive to the people of impoverished southern Africa.”

Chapter 2: Incentives Matter, page 30

## Listening

Listen to the lecture burst and take notes on the back side of this page.

## PACED Model

## Speaking:

As a group, you will complete the PACED Model to solve one of the following problems:

1. I'm hungry
2. My car is broken
3. My grades are not very good
4. School bathrooms are not clean

Part 1: Complete the PACED Model for your problem on the back side of this page.

Part 2: Share your PACED Model with the class.

## Writing

Why is this PACED Model useful? How can it help all of us?

## Reading:

“The tailor does not attempt to make his own shoes, but buys them at the shoemaker. The shoemaker does not attempt to make his own clothes, but uses a tailor. The farmer attempts to make neither the one nor the other, but uses those different craftsmen. All of them find it in their best interest to employ their talents in a particular occupation, and to cultivate and bring to perfection whatever talent or genius he may possess... This is the way in which they have some advantage over their neighbors and simply purchase whatever else they have the occasion for.”

- Adam Smith

## Listening

Listen to the lecture and reading about Adam Smith and a market economy. Take notes on the back of this page.

## Speaking:

Meet with your partners to discuss each of the following:

1. What parts of the teaching of Adam Smith do you agree with? Be specific, and explain why.
2. What parts of the teaching of Adam Smith do you NOT agree with? Be specific, and explain why not.

## Market Economy

## Writing

Give an example in your own life where you can see the influence of Adam Smith, today.

## Reading:

“Owing to the use of machinery and to the division of labor, the work of the Proletariat has lost all individual character, and consequently, all charm for the workmen. He becomes a limb of the machine, and it is only the most simple, most monotonous, and most easily acquired knack, that is required of him.”

- Karl Marx

## Listening

Take notes over Karl Marx and command economies on the back of this page. Listen for these key terms:

## Speaking:

Meet with your partners to discuss each of the following:

1. What parts of the teaching of Karl Marx do you agree with? Be specific, and explain why.
2. What parts of the teaching of Karl Marx do you NOT agree with? Be specific, and explain why.

## Command Economy

## Writing

Give an example in your life where you can see the influence of Karl Marx, today.

## Reading:

In economics, it is important to distinguish between a “change in quantity demanded ( $Q_d$ )” and a “change in demand ( $D$ ).” When we have a change in the quantity demanded of a good, we are referring to one demand curve, moving along that curve, based on the price. (Recall the “Law of Demand.”)

When we refer to a “change in demand,” however, we are referring to a shift to the right (increase) or left (decrease) of the entire curve. This is not because of a change in the price of a good, but because of something called “non-price determinants of demand.”

## Listening

Take notes over the lecture on the back of this page. Be sure to focus on the different non-price determinants of demand:

1. Change in consumer income
2. Change in consumer tastes
3. Change in the price of substitutes
4. Change in the price of complements
5. Change in consumer price expectations
6. Change in population

## Speaking:

With your partner, discuss a real-world example of a demand curve shifting to the right (increase). Which non-price determinant of demand was the cause? Explain.

With your partner, discuss a real-world example of a demand curve shifting to the left (decrease). Which non-price determinant of demand was the cause? Explain.

## Non-Price Determinants of Demand

## Writing

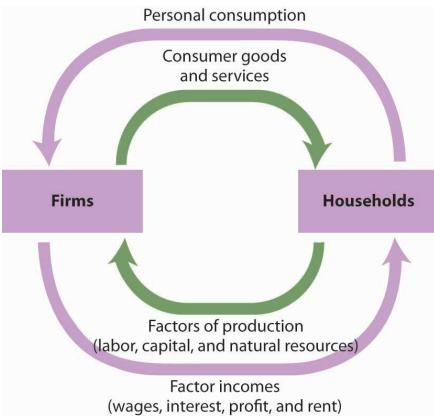
Find a news headline that represents a shift in demand for a product. You can use any example but it must be current, and you need to explain the following:

1. What is the product?
2. Was there an increase or a decrease? (circle one)
3. What was the non-price determinant of demand that caused the increase or decrease?
4. What is your source?

## Reading:

The factors of production are the basis for everything that is produced. There is a relationship between "households" (consumers) and "firms" (businesses).

See the image to the right:



[http://2012books.lardbucket.org/books/macroeconomics-principles-v1.0/section\\_09/3ee5ad4g](http://2012books.lardbucket.org/books/macroeconomics-principles-v1.0/section_09/3ee5ad4g)

## Speaking:

In your groups, review and give examples of each of the following:

1. Land
2. Labor
3. Capital
4. Entrepreneurship

## Listening

Use the back of this page to take notes over the lecture about the Circular Flow Model, as you listen.

## Circular Flow Model

## Writing

Think of a manufactured product and write the name here:

What examples would go in the Factor / Resource Market?

What examples would go in the Product / Goods & Services Market?

## Reading:

Enterprise is defined as the act of creating, innovating, and setting up a business, taking financial risks expecting profits. The enterprise in company form offers a product, a process, or service for sale or hires professionals or individuals, contributing to a community's overall economic development.

Entrepreneurship is known for the high risks involved in launching a startup. The fact is people often suffer failures along their path to success, and some businesses have to close due to a lack of ... demand in the market. That's why entrepreneurship is mostly viewed as something risky...

<https://thesStartupmag.com/essay-on-role-entrepreneurship-economic-development/>

## Listening

Be able to distinguish between each of the following:

Land

Labor

Capital

## Speaking:

Choose an entrepreneur.

Name the factors of production that they might use.

Why do you think those factors of production were used?



## Factors of Production

## Writing

Think about a good or service that is important to you. How do you think an entrepreneur was involved in the creation of that good or service? How would your life be different without it?

Reading:

Listening

Speaking:

Writing

Write the topic here