Ohio 11 Economics – Alternate Sequence

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Ohio
Grade	11 (High)
Subject	Economics – Alternate Sequence
Course category	Social Studies
Standards family	Social Studies
Framework	Ohio's Learning Standards for Social Studies (2019)
Issuing agency	Ohio Department of Education and Workforce
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — How a Market Works

Unit 3: Supply, Demand and Price · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What determines the price of something?
Standards	**Supply, Demand and Price** -> **Economics_and_Financial_Literacy.22, Economics_and_Financial_Literacy.23, Economics_and_Financial_Literacy.24, Economics_and_Financial_Literacy.25** **The Circular Flow Diagram** -> **Economics_and_Financial_Literacy.4, Economics_and_Financial_Literacy.5, Economics_and_Financial_Literacy.6, Economics_and_Financial_Literacy.7** *8 standards this week; full text in the standards table.*
Learning target	“I can explain how supply, demand and price interact and use a circular flow diagram.”
Local dates	______________________________ (enter your school dates)

Measurable objectives

- Students will draw conclusions about how supply, demand, and price interact in a market economy.
- Students will utilize circular flow diagrams to illustrate and explain the operation of the product market, the operation of the factor market, and the flow of money.

Success criteria (student-friendly)

- “I explain the law of demand and the law of supply.”
- “I construct and read a circular flow diagram.”
- “I explain the product market, the factor market and the money flow.”

Academic vocabulary

demand, supply, law of demand, law of supply, product market, factor market, circular flow, households, firms, income, expenditure

Materials and technology

- Notebooks
- Supplied problem sets
- Grid paper
- Diagram templates

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.

Support area	This week's plan
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Student explains the laws and constructs a correct circular flow diagram.

Family communication

Ask your child what a circular flow diagram shows.

Day 41 — The Law of Demand

Week 9, Day 1 · Unit 3 · Standards: Economics_and_Financial_Literacy.22, Economics_and_Financial_Literacy.23, Economics_and_Financial_Literacy.24, Economics_and_Financial_Literacy.25, Economics_and_Financial_Literacy.4, Economics_and_Financial_Literacy.5, Economics_and_Financial_Literacy.6, Economics_and_Financial_Literacy.7

Focus	Buyers.
Learning target	“I can explain how supply, demand and price interact and use a circular flow diagram.”
Vocabulary in use	demand, supply, law of demand, law of supply, product market, factor market, circular flow, households, firms, income, expenditure
Local date	____________________

Learning sequence

Connect: if the price of something doubles, do people buy more or less? Teach: less, other things equal - the LAW OF DEMAND, and 'other things equal' is the essential qualifier, because it isolates the effect of price from everything else. Two reasons: at a higher price people substitute towards alternatives, and their income buys less overall. Plot a demand curve from a supplied schedule. Try: shared plotting from a supplied schedule. Apply: students plot two demand curves and describe the relationship. Reflect: the qualifier is what makes it a law rather than an observation, and Week 11 is about what happens when other things do not stay equal.

Check for understanding

Student states the law of demand with its qualifier and plots a demand curve.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — The Law of Supply

Week 9, Day 2 · Unit 3 · Standards: Economics_and_Financial_Literacy.22, Economics_and_Financial_Literacy.23, Economics_and_Financial_Literacy.24, Economics_and_Financial_Literacy.25, Economics_and_Financial_Literacy.4, Economics_and_Financial_Literacy.5, Economics_and_Financial_Literacy.6, Economics_and_Financial_Literacy.7

Focus	Sellers.
Learning target	“I can explain how supply, demand and price interact and use a circular flow diagram.”
Vocabulary in use	demand, supply, law of demand, law of supply, product market, factor market, circular flow, households, firms, income, expenditure
Local date	____________________

Learning sequence

Connect: if the price doubles, do producers make more or less? Teach: more, other things equal - the LAW OF SUPPLY - because a higher price makes it worth using more costly resources and attracts new entrants. Plot a supply curve on the same axes as the demand curve. Try: shared plotting from a supplied schedule. Apply: students plot two supply curves and describe the relationship. Reflect: the two curves slope opposite ways because buyers and sellers face the same price with opposite interests.

Check for understanding

Student states the law of supply and plots a supply curve.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Two Markets, Not One

Week 9, Day 3 · Unit 3 · Standards: Economics_and_Financial_Literacy.22, Economics_and_Financial_Literacy.23, Economics_and_Financial_Literacy.24, Economics_and_Financial_Literacy.25, Economics_and_Financial_Literacy.4, Economics_and_Financial_Literacy.5, Economics_and_Financial_Literacy.6, Economics_and_Financial_Literacy.7

Focus	The circular flow, first half.
Learning target	“I can explain how supply, demand and price interact and use a circular flow diagram.”
Vocabulary in use	demand, supply, law of demand, law of supply, product market, factor market, circular flow, households, firms, income, expenditure
Local date	____________________

Learning sequence

Connect: the sub-part names the PRODUCT market and the FACTOR market separately. Teach: in the product market, firms sell goods and services and households buy. In the FACTOR market the roles reverse - households sell labour, land and capital, and firms buy them. Recognising that households are sellers in one market and buyers in the other is the whole insight of the diagram. Try: shared identification of which market four supplied transactions belong to. Apply: students classify eight transactions and state who sells in each. Reflect: the same people appear on both sides of the economy, which is why income and spending are connected.

Check for understanding

Student distinguishes the product market from the factor market.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Money Goes the Other Way

Week 9, Day 4 · Unit 3 · Standards: Economics_and_Financial_Literacy.22, Economics_and_Financial_Literacy.23, Economics_and_Financial_Literacy.24, Economics_and_Financial_Literacy.25, Economics_and_Financial_Literacy.4, Economics_and_Financial_Literacy.5, Economics_and_Financial_Literacy.6, Economics_and_Financial_Literacy.7

Focus	The circular flow, second half.
Learning target	“I can explain how supply, demand and price interact and use a circular flow diagram.”
Vocabulary in use	demand, supply, law of demand, law of supply, product market, factor market, circular flow, households, firms, income, expenditure
Local date	____________________

Learning sequence

Connect: the sub-part names the flow of money as a third thing to explain. Teach: goods and factor services flow one way round the diagram and money flows the opposite way - firms' payments for factors are households' INCOME, and households' spending is firms' REVENUE, so one person's expenditure is another's income all the way round. That identity is what makes Unit 7's national measurement possible. Try: shared construction of the full two-directional diagram. Apply: students construct the complete diagram with both flows labelled. Reflect: total spending and total income are the same quantity counted twice, which Week 25 will use.

Check for understanding

Student constructs a complete circular flow diagram with both directions.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Adding Government

Week 9, Day 5 · Unit 3 · Standards: Economics_and_Financial_Literacy.22, Economics_and_Financial_Literacy.23, Economics_and_Financial_Literacy.24, Economics_and_Financial_Literacy.25, Economics_and_Financial_Literacy.4, Economics_and_Financial_Literacy.5, Economics_and_Financial_Literacy.6, Economics_and_Financial_Literacy.7

Focus	Extending the model.
Learning target	“I can explain how supply, demand and price interact and use a circular flow diagram.”
Vocabulary in use	demand, supply, law of demand, law of supply, product market, factor market, circular flow, households, firms, income, expenditure
Local date	____________________

Learning sequence

Connect: the diagram so far has households and firms only. Teach: adding government shows taxes flowing in from both, and spending, transfers and purchases flowing out - which makes visible why Unit 6's material is part of the same system rather than an addition to it. Adding a foreign sector does the same for Unit 9. Try: shared extension of the diagram to include government. Apply: students extend their diagram and trace two supplied policies through it. Reflect: the model's value is that it makes you ask where a flow comes from and where it goes.

Check for understanding

Student extends the circular flow to include government and traces policies.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards for Social Studies (2019). Ohio numbers social studies as sequential Content Statements within each grade or course, under the History, Geography, Government and Economics strands, and refers to them that way ("Grade 1, Content Statement 11"). High school is written as named courses - American History, American Government, Modern World History, World Geography, Economics and Financial Literacy, and Contemporary World Issues. Ohio adopted revised K-8 standards in 2026, but the department states that 2026-2027 is a transition year and that 2027-2028 is the first year of implementation, so this product cites the edition in force for 2026-2027. Scope: Economics and Financial Literacy. Retrieved 2026-07-27 from https://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies