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| A blue and grey logo with claws  Description automatically generated  **2024-2025 Weekly Lesson Planning Document** | Monday | Tuesday | Wednesday | Thursday  Week of Monday, \_\_\_\_12/2\_\_\_through Friday, \_\_\_\_12/6\_\_\_\_ | Friday |
| Lesson Title:  Unit:  Chapter:  Page Number(s):  (It is suggested that you use your curriculum map.) | Decision Making  **(U3C4L1)**  **(p. 139 – 151)** | Decision Making  **(U3C4L1)**  **(p. 139 – 151)** | Decision Making **(U3C4L2)**  **(p. 153 – 161)**  **Pride Appearance**  **(UNIFORM DAY)** | Puncture Supervision  **(The ability to influence and lead with action; drills and movements)** | Activity Carry  **(Specific purpose of practice, test, or skill)** |
| TN Standard(s):  Grade level standard (include standard notation and language).  Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | **READING: INFORMATIONAL TEXT** RI.9-10.1., **WRITING** W.9-10.10., **SPEAKING & LISTENING** SL.9-10.3., **LANGUAGE** L.9-10.1., L.9-10.2., L.9-10.4., L.9-10.6. | **READING: INFORMATIONAL TEXT** RI.9-10.1., **WRITING** W.9-10.10., **SPEAKING & LISTENING** SL.9-10.3., **LANGUAGE** L.9-10.1., L.9-10.2., L.9-10.4., L.9-10.6. | **READING: INFORMATIONAL TEXT** RI.9-10.1., **WRITING** W.9-10.10., **SPEAKING & LISTENING** SL.9-10.3., **LANGUAGE** L.9-10.1., L.9-10.2., L.9-10.4., L.9-10.6. | **READING: INFORMATIONAL TEXT** RI.9-10.1., **WRITING** W.9-10.10., **SPEAKING & LISTENING** SL.9-10.3., **LANGUAGE** L.9-10.1., L.9-10.2., L.9-10.4., L.9-10.6. | **READING: INFORMATIONAL TEXT** RI.9-10.1., **WRITING** W.9-10.10., **SPEAKING & LISTENING** SL.9-10.3., **LANGUAGE** L.9-10.1., L.9-10.2., L.9-10.4., L.9-10.6. |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson?  The objective should be written using the stem…  **I CAN….** | **Understanding Prejudice:** Students will be able to define prejudice and identify its impacts on individuals and communities by analyzing case studies and personal experiences. | **Negotiation Skills:** Students will demonstrate effective negotiation techniques by participating in role-playing exercises. | **Critical Thinking:** Students will evaluate the effectiveness of various strategies for overcoming prejudice and discrimination through group communication and presentations. | **Cultural Awareness:** Students will develop an appreciation for diverse cultures by researching and presenting on the experiences and contributions of marginalized groups in society. | **Conflict Resolution:** Students will apply conflict resolution skills in simulated scenarios, identifying key negotiation strategies; that reflect on outcomes to improve future interactions. |
| **Literacy-Based DO NOW:**  This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | **Reflect on a time when you witnessed an act of prejudice; what was your reaction, and what could you have done differently(?)** | **Discuss the role of media in shaping our perceptions of different cultures and communities.** | **Think about a recent negotiation you participated in; what strategies did you find most effective(?)** | **What role does active listening play in successful negotiations(?)** | **Brainstorm ways to build rapport with someone before entering into a negotiation.** |
| **Agenda for the Day:**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | **Check-In/Attendance**  **Cadet Creed/Leadership**  **Based-Do Now**  **I Do-You Do**  **Drill/Ceremony**  **Activity/Exit Ticket** | **Check-In/Attendance**  **Cadet Creed/Leadership**  **Based-Do Now**  **I Do-You Do**  **Drill/Ceremony**  **Activity/Exit Ticket** | **Check-In/Attendance**  **Cadet Creed/Leadership**  **Based-Do Now**  **I Do-You Do**  **Drill/Ceremony**  **Activity/Exit Ticket** | **Check-In/Attendance**  **Cadet Creed/Leadership**  **Based-Do Now**  **I Do-You Do**  **Drill/Ceremony**  **Activity/Exit Ticket** | **Check-In/Attendance**  **Cadet Creed/Leadership**  **Based-Do Now**  **I Do-You Do**  **Drill/Ceremony**  **Activity/Exit Ticket** |
| **Beginning of Lesson**  **I Do:**  **JROTC:** Engage & Explore | Cadets will prepare materials **(notebook(s), pens, etc.)** and center on today’s objective. | Cadets will prepare materials **(notebook(s), pens, etc.)** and center on today’s objective. | Cadets will prepare materials **(notebook(s), pens, etc.)** and center on today’s objective. | Cadets will prepare materials **(notebook(s), pens, etc.)** and center on today’s objective. | Cadets will prepare materials **(notebook(s), pens, etc.)** and center on today’s objective. |
| **Middle of the lesson:**  We Do  **Science:** Explain and Elaborate | **Cadet Explain:**  Cadets will participate actively, explaining furthermore activities **(and etc.)** | **Cadet Explain:**  Cadets will participate actively, explaining furthermore activities **(and etc.)** | **Define:** Class leaders will provide examination to ensure key points of today’s lesson. | **Stationed:** Apply leadership principles during discussions and**(or)** guide instructions if something is unclear. | **Physical Courage:**  Cadets will express energetically their own success for their strong suit of uniqueness amongst one another. |
| **End of the lesson:**  You Do  **Science:** Evaluate | **Summarize:** Reflect on the week’s lesson and how improvement will better prepare cadets for the next challenge. | **Summarize:** Reflect on the week’s lesson and how improvement will better prepare cadets for the next challenge. | **Summarize:** Reflect on the week’s lesson and how improvement will better prepare cadets for the next challenge. | **Summarize:** Reflect on the week’s lesson and how improvement will better prepare cadets for the next challenge. | **Summarize:** Reflect on the week’s lesson and how improvement will better prepare cadets for the next challenge. |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Extended Time, Peer Tutor, Scaffolding, Preferential Seating. | Extended Time, Peer Tutor, Scaffolding, Preferential Seating. | Extended Time, Peer Tutor, Scaffolding, Preferential Seating. | Extended Time, Peer Tutor, Scaffolding, Preferential Seating. | Extended Time, Peer Tutor, Scaffolding, Preferential Seating. |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Word bank, Extended Time, Peer Tutor, Translation services. | Word bank, Extended Time, Peer Tutor, Translation services. | Word bank, Extended Time, Peer Tutor, Translation services. | Word bank, Extended Time, Peer Tutor, Translation services. | Word bank, Extended Time, Peer Tutor, Translation services. |
| **Exit ticket:**  How will you know that students have reached the objective?  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | **Write on important concept you learned today. How do you plan to apply it in your studies or daily life(?)** | **What is one question you have on behalf of today’s lesson(?)** | **Describe how the topic discussed today connects to your own experiences or the world around you.** | **What is one thing you think could improve the way we learn in this class(?)** | **On a scale of 1 to 5, how well do you understand today’s material(?)** |