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| A blue and grey logo with claws  Description automatically generated**2024-2025 Weekly Lesson Planning Document** | Monday | Tuesday | Wednesday | ThursdayWeek 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(?)** |