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| A blue and grey logo with claws  Description automatically generatedWeek of Monday, October 21, 2024 through Friday October 25, 2024**EDUCATOR’S NAME:** \_SFC Smith/ 1SG Jones **SUBJECT:** \_\_\_\_\_JROTC LET I-IV\_\_ **2024-2025 Weekly Lesson Plan**  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Lesson Title:** **Unit:****Chapter:****Page Number(s):** (It is suggested that you use your curriculum map.) | Leadership Attributes**(U2C1L2)****(p.13-21)** | Leadership Attributes **(U2C1L2)****(p. 13-21)** | Uniform Wear**(Cadets will present their appearance in the uniform)** | Drill And Ceremony**(Commands and movements)** | Endurance Aim**(Disciple of physical and mental toughness)** |
| **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….** | **I CAN:** understand and define key leadership attributes: integrity, empathy, accountability, and resilience.**I CAN:** identify areas of growth where improvement is needed. | **I CAN:** analyze real-life leadership examples: **examples of leaders who display strong leadership attributes and discuss their impact.** | **I CAN:** evaluate the importance of leadership attributes, applying drills to build teamwork and decision making skills. | **I CAN:** communicate effectively ensuring my cadets understand my idea(s) and perspectives.**I CAN:** adapt to change, remaining responsive to new challenges.  | **I CAN:** build and maintain strong relationships, fostering trust, network, and inclusiveness within my teammates.**I CAN:** make tough decisions in high-pressure situations. |
| **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. | When you lead by example, how can your actions effectively influence others **(good or bad)(?)** | When you’re drawing, what is the first thing you do, and how does that relate to leadership**(?)** | Did you know that tying your shoes relate to **“Leadership Attributes”(?)**How is this occurrence relative**(?)** | What is an example**(s)** of the shiner the appearance, the masked of the integrity**(?)** | What can **(“should”)** be public, yet silent, but is as soft as silicon**(?)** |
| **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/AttendanceCadet Creed/LeadershipBased-Do NowI Do-You DoDrill/CeremonyActivity/Exit Ticket | Check-In/AttendanceCadet Creed/LeadershipBased-Do NowI Do-You DoDrill/CeremonyActivity/Exit Ticket | Check-In/AttendanceCadet Creed/LeadershipBased-Do NowI Do-You DoDrill/CeremonyActivity/Exit Ticket | Check-In/AttendanceCadet Creed/LeadershipBased-Do NowI Do-You DoDrill/CeremonyActivity/Exit Ticket | Check-In/AttendanceCadet Creed/LeadershipBased-Do NowI Do-You DoDrill/CeremonyActivity/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  | **Group Decision-Making Exercise:**Amongst each other, discuss a challenging scenario **(e.g., resolving a team conflict).** | **Role-Playing Leadership Art:** One individual cadet acts as a leader in a specific situation **(e.g., leading a team meeting).** | **Active Listening;**Essential leadership attributes to such listening skills and contributing to one’s success or failure. | **Apply Team-Dynamics:**Both giving and receiving commands are such an engage in delegating tasks and problem solving. | **Understanding:**Examine real-nation traits that cadets practice clearly and effectively; maintaining cohesion goals and qualities. |
| **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.  | **Ticket Prompt:**If a stranger handed you a sticky note, in what moment would you think about attributes within leadership**(?)** | **Ticket Prompt:**In your own words what is **(Vision x Communication)(?)****(Athis question is a given formula that relatesrelated to the Attributes ofOf Leadership)** | **Ticket Prompt:**How effectively can we communicate, and what makes our words clear**(?)**What is a lesson from today that you’ve learn that you’ll teach someone else**(?)** | **Ticket Prompt:**What is a movie you can compare to the attributes of leadership**(?)**Describe a movie on today’s lesson, what other title would you give the movie**(?)** | **Ticket Prompt:**Through first impression, should you or can you **“trust”** a stranger**(?)**What is one similarity about attributes and the 4th of July**(?)** |