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| A blue and grey logo with claws  Description automatically generated **2024-2025 Weekly Lesson Plan** Week of Monday, November 4th , 2024 through Friday November 8th , 2024**EDUCATOR’S NAME:** \_SFC Smith/ 1SG Jones **SUBJECT:** \_\_\_\_\_JROTC LET I-IV\_\_ | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Lesson Title:** **Unit:****Chapter:****Page Number(s):** (It is suggested that you use your curriculum map.) | Taking Charge: Leadership Responsibilities**(U2C3L3)****(p. 143-147)** | Taking Charge: Leadership Responsibilities**(U2C3L3)****(p. 143-147)** | Regulation Dress**(Cadets will present in their uniforms)** | Drill And Ceremony**(Practice discipline and encourage teamwork)** | InstructorOpportunities**(Cadets will confine the abilities to expand confidence)** |
| **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. | How does proper drill formation contribute to teamwork and network**(?)** | Can you name a historical drill command that has significance in the military tradition**(?)** | What are common commands used within drill regulations**(?)** | What is **(are)** the primary purpose of drill and ceremony in the military**(?)** | What is a**(n)** minor discussion that promotes military practice**(?)** |
| **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/LeadershipBased-Do NowI Do-You DoDrill/CeremonyActivity/Exit Ticket | Check-**In/Attendance**Cadet Creed/LeadershipBased-Do NowI Do-You DoDrill/CeremonyActivity/Exit Ticket | Check-**In/Attendance**Cadet Creed/LeadershipBased-Do NowI Do-You DoDrill/CeremonyActivity/Exit Ticket | Check-**In/Attendance**Cadet Creed/LeadershipBased-Do NowI Do-You DoDrill/CeremonyActivity/Exit Ticket | Check-**In/Attendance**Cadet 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:****What is one key lesson you learned today about the importance of teamwork(?)** | **Ticket Prompt:****Reflect on one specific drill command you practiced today. How did executing that command develop the structure of the military(?)** | **Ticket Prompt:** **How can the skills developed in JROTC, such as discipline, benefit you outside of the program(?)** | **Ticket Prompt:** **What aspect of JROTC drill and ceremony do you find most challenging(?)** | **Ticket Prompt:** **What is the difference between a vehicle and it’s keys(?) How is this contrasting aspect related to regulating drills(?)** |