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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | * Elements of Leadership * (U2C1L1) * (p.5-11) | * Elements of Leadership * (U2C1L1) * (p.5-11) | * Form Day Wednesdays * (cadets will wear the **JROTC** uniform) | * Drill and Ceremony * (precise movements and procedures) | * Physical Fitness * (upper-body strength) |
| **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. | **I WILL:**  identify the benefits of leadership within different elements. | **I CAN:** distinguish between teamwork and Self-Assessment. | **I CAN:**  compare and contrast the types of leadership elements I execute throughout my everyday life. | **I WILL:**  Demonstrate effective skills, leading by communication and role play. | **I WILL:**  Demonsssssstrate effective skills, leading by communication and role play. |
| **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. | With one word, present how you can embody the ways of being a leader(?) | What is one common mistake about shoes, that is related to JROTC(?) | What is the opposite side of self and tinted-windows(?) | I scream loud when I stomp, I rise not too low before I jump. What am I (?) | How can thunder be a comparison to being a leader (?) |
| **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. | * Do now * Cadet Creed/Ldrship * Each One Teach One * Leader’s Choice * Leadership Activity | * Do now * Cadet Creed/Ldrship * Each One Teach One * Leader’s Choice * Leadership Act | * Do now * Cadet Creed/Ldrship * Each One Teach One * Leader’s Choice * Uniform Wear | * Do now * Cadet Creed/Ldrship * Each One Teach One * Leader’s Choice * Drill/CM | * Do now * Cadet Creed/Ldrship * Each One Teach One * PT |
| **Beginning of Lesson**  I Do:    **JROTC:** Engage & Explore. | * **Share, Pair, Think:**   Have cadets share out colorant aspects that relates to elements of leadership.. | Introduction **(Brainstorm)** a list of leadership activities that you and others in your class have been agreed upon. | Introduction (**Brainstorm**) a list of leadership activities that you and others in your class have been agreed upon. | **Teamwork: Work** as a unit, support each other in everyway. | **Personal Growth:** Use every information as an opportunity to improve. |
| **Middle of the lesson**  We Do    **Science:** Explain and Elaborate. | **(Participate Discussion**)  Cadets will pair and share the elements of leadership. | **(Participate Discussion**)  Cadets will explain the benefits of leadership. | Cadets will read in pairs pages 5-11 and explain the importance and benefits of physical activity. | Cadets will read in pairs pages 5-11 and explain the importance and benefits of physical activity. | Cadets will read in pairs pages 5-11 and explain the importance and benefits of physical activity. |



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| **End of the lesson**  You Do    **Science:** Evaluate. | Junior ROTC cadets will now understand all benefits and importance of physical activity. They will then share said importance and benefits. One importance and or benefit each. | Junior ROTC cadets will now understand all benefits and importance of physical activity. They will then share said importance and benefits. One importance and or benefit each. | Junior ROTC cadets will now understand all benefits and importance of physical activity. They will then share said importance and benefits. One importance and or benefit each. |  |  |
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| **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 |  |  |
| **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 |  |  |
| **Exit ticket:**  How will you know that students have reached the objective?  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, and performance. | * Leadership development is based on the principles that Cadets be “trained to standards”. * What are the components of Leadership   Development(?) | * Leadership development is based on the principles that Cadets be “trained to standards”. * What year were (Born Leaders) proposed(?) | * As a cadet, you will progress throughout your experiences in JROTC. * What are the benefits of some of the progress individuals will undergo(?) | * Although subordinates desire discipline, they expect challenging tasks. * What are some challenges you will drive to give you individual freedom(?) |  |