A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday, 23 SEP 2024 through Friday, 27 SEP 2024

**EDUCATOR’S NAME:** \_SFC Smith/ 1SG Jones\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_JROTC LET I-IV\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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.) | **The JROTC Battalion**  **(U1C1L2)**  **(p.15-44)** | **Rank and Grade**  **(U1C1L2)**  **(p.15-44)** | | **Uniform Wear and History**  **(U1C1L2)**  **(p.15-44)** | **Awards and Decoration**  **(U1C2L2)**  **(p.15-44)** | | **Volleyball**  **U1C5L1** |
| **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., RI.9-10.2., WRITING W.9-10.1., W.9-10.2., W.9-10.4., W.9-10.9.,**  **W.9-10.10., SPEAKING & LISTENING SL.9-10.1., SL.9-10.4., SL.9-10.5., SL.9-10.6., LANGUAGE L.9-10.1., L.9-10.2., L.9-10.4., READING:**  **HISTORY/SOCIAL STUDIES RH.9-10.2., RH.9-10.4., RH.9-10.5.** | | **READING: INFORMATIONAL TEXT RI.9-10.1., RI.9-10.2., WRITING W.9-10.1., W.9-10.2., W.9-10.4., W.9-10.9.,**  **W.9-10.10., SPEAKING & LISTENING SL.9-10.1., SL.9-10.4., SL.9-10.5., SL.9-10.6., LANGUAGE L.9-10.1., L.9-10.2., L.9-10.4., READING:**  **HISTORY/SOCIAL STUDIES RH.9-10.2., RH.9-10.4., RH.9-10.5.** | **READING: INFORMATIONAL TEXT RI.9-10.1., RI.9-10.2., WRITING W.9-10.1., W.9-10.2., W.9-10.4., W.9-10.9.,**  **W.9-10.10., SPEAKING & LISTENING SL.9-10.1., SL.9-10.4., SL.9-10.5., SL.9-10.6., LANGUAGE L.9-10.1., L.9-10.2., L.9-10.4., READING:**  **HISTORY/SOCIAL STUDIES RH.9-10.2., RH.9-10.4., RH.9-10.5.** | | **READING: INFORMATIONAL TEXT RI.9-10.1., RI.9-10.2., WRITING W.9-10.1., W.9-10.2., W.9-10.4., W.9-10.9.,**  **W.9-10.10., SPEAKING & LISTENING SL.9-10.1., SL.9-10.4., SL.9-10.5., SL.9-10.6., LANGUAGE L.9-10.1., L.9-10.2., L.9-10.4., READING:**  **HISTORY/SOCIAL STUDIES RH.9-10.2., RH.9-10.4., RH.9-10.5.** | **Physical Fitness: Demonstrate the ability to assess Team-Building activities to create teamwork, unity and cohesion.** |
| **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:** Explain the organization of JROTC programs Explain the lines of responsibility and authority in JROTC programs Correlate duties and responsibilities with positions in the JROTC battalion | **I Can:** Explain uniform wear and history Explain the purpose of uniform wear, restrictions, and standards Describe the proper care and maintenance of eachpiece of the uniform | | **I can**: Describe Cadet appearance and grooming standards Match Army ranks to their proper titles Identify military rank and grade insignia | **I Can:** Demonstrate placement of uniform awards, insignias, and decorations Classify the components of individual award categories Define award criteria Define key words: Army Combat Uniforms **(ACU),** battalion, bisecting, chevron, citizenship, **Class A** uniforms, **Class B** uniforms, company, enlisted, ferrule, gray beret, insignia, military awards, organizational chart, platoons, responsibility, shoulder marks, sized, squad, standards, subordinate, succession, tarnish, team**(s),** uniform | | **I can properly apply leadership strategies to build a cohesive team.** |

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| **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 the **chain of command** facilitate the operations of a large structured organization? | What does the **different ranks** indicates for the battalion organization? | List **three** professions that you would socialize with wearing a uniform? | How do **ribbons** and **rewards** in JROTC motivate growth, leadership, and a sense of responsibility among cadets? | What are the characteristics of a good 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. | * Attendance * Formation * JROTC Creed/Ldrship * Battalion (**Structure**) * Rank * Check for understanding | * Attendance * Formation * JROTC Creed/Ldrship * Rank * Exercise practice (**what’s my rank game**)   Check for understanding | * Attendance * Formation * JROTC Creed/Ldrship * Uniform wear * Do’s and Don’t * Check for understanding | * Attendance * Formation * JROTC Creed/Ldrship * Awards and ribbons **(earn)**   Check for understanding | * Attendance * Formation * JROTC Creed/Ldrship * Conduct Dodge Ball match. |
| **Beginning of Lesson**  **I Do**  **JROTC:** Engage & Explore | Instructors will Intro Lesson for Traditions of Service Programs  Lesson Objectives:  View Video  Displaying Animation#1 – Self Portraits | How do you manage to be in school uniform while being outside of school?  Why is it important to wear the JROTC uniform?  Why is personal appearance important when wearing the JROTC uniform? | Work with partner to identify and sort cards in a **Think-Pair-Share**.  Use your critical thinking to give base description on wearing the JROTC uniform, ways preventing less damage, caused from improper wear of the uniform. | Divide Cadets in two teams of four (**with different ranking titles**) to describe the preparation of Uniform wear.  What do you believe a uniform can benefit from a person wearing it or the uniform wearing them?  What are your description preferences on a uniform? | PT Formation  Stretching  Dodge Ball Game |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | Cadets will read individually pages **15-44** and explain the importance and benefits of the (**Traditions of Service Programs**) | **Student Explain:** Student will explain the battalion structure of **rank(s)** | Define: Studentswill define key words:  **Army Combat Uniforms (ACU), battalion, bisecting, chevron, citizenship , Class A uniforms, Class B uniforms, company, enlisted, ferrule, gray beret, insignia, military awards, organizational chart, platoons, responsibility, shoulder marks, sized, squad, standards, subordinate, succession, tarnish, team(s), uniform** | **Express:** Cadets will demonstrate rules regarding the wearing of accessories with the JROTC uniform  **(including rank(s).**  Review the ordinary basics of a Traditions of Service Learning. | **Team-Building Game Dodge Ball to build camaraderie. Conduct proper Dodge Ball Match.** |
| **End of the lesson**  You Do  **Science:** Evaluate | **JROTC** cadets will now understand all benefits and importance of **JROTC** based activities. They will then share said importance and benefits. | **Select one the following questions:**  What does appearance (**wearing the uniform)** reflect on you as a cadet?  What puzzles can you intake, that your uniform is always inspection-ready? | **Select one the following questions:**  Just as coke’s appearance, why is it standard that your uniform is neat and polished?  If uniforms were an assessment, would you take it serious? | **How did Traditions of Service Programs help you identify your understanding of rank(s)?**  Share out answers with class: | Cadets will work together and come up with two questions that need clarity on the game of Dodge Ball. |
| **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. | Review key words of the lesson. | Think about the factors that affect job stability and compare and contrast to school attendance. | One sill that you want to work on and one skilled you have already developed. | How well did you know yourself? Write short summary. | How well did you know yourself? Write short summary |