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| A blue and grey logo with claws  Description automatically generated  **2024-2025 Weekly Lesson Planning Document**  **EDUCATOR’S NAME:** \_SFC Smith/ 1SG Jones **SUBJECT:** \_\_\_\_\_JROTC LET I-IV\_\_ | Monday | Tuesday | Wednesday | Thursday  Week of Monday, \_\_\_\_11/18\_\_\_\_through Friday, \_\_\_\_11/22\_\_\_\_ | Friday |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | Health And Fitness  **(U2C6L1)**  **(p. 201 – 209)** | Health And  Fitness  **(U2C6L1)**  **(p. 201 – 209)** | Health And  Fitness  **(U2C6L2)**  **(p. 211 - 219)**  Cadet Presentation **(UNIFORM DAY)** | Formation Exam  **(**Cadets will participate in **‘Knock-Out-Drill’)**  **(CEREMONIAL AND DRILL)** | Physical Fitness  **(method(s) of improvement, management, and logic)** |
| **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. |
| **Essential** | **I CAN:** enhance my cardiovascular fitness by participating in endurance drills, targeting to improve their mile time by at least 10% by the end of the unit. | **I CAN: Master Essential Techniques: cadets will learn the demonstrated techniques on how to properly form a drill.**  **I CAN: execute the art of fitness and drill strength(s).** | **I CAN: Practice Teamwork and Communication:** students will work collaboratively in groups to complete team-based drills, fostering effective communication and team-work skills. | **I CAN: Streamline Challenged Levels: students will articulate different strategies that challenges them to execute fitness activities through core-personal improvement.** | **I CAN:** Foster an environment where interdisciplinary teams collaborate to combine different perspectives and contextual insights in their decision-making processes. |
| **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. | **Analyze three examples of ‘Aerobic Exercise’** | **Analyze three examples of ‘Anaerobic Exercise’** | **Analyze three examples of ‘Cross-Training’** | **Analyze three examples of ‘Metabolism’** | **Analyze three examples of ‘Muscle strength’** |
| **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.)** | **Exhibit:** Cadets will execute key points on today’s lesson, determining levels of styles. | **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. | **What are at least two exercise techniques you learned today that you can apply to improve your performance(?)** | **How did today’s fitness drill challenge you, and what aspect would you like to focus on further(?)** | **On a scale from 9 to 5, how important is it to be physically and mentally challenged(?)** | **DRILL DAY, QUIZ DAY**  **(Let I, II, & III will be challenged among the classroom instructors & leaders)** | **Reflecting on the week’s lesson(s), what is a question that summarizes the exercises and techniques we’ve covered(?)** |