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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, 11/11 through Friday, 11/15 | Friday |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **VETERAN DAY** | Decision Making  **(U2C5L1)**  **(p.181 – 189)** | Decision Making  **(U2C5L2)**  **(p. 191 – 197)**  Cadet Examination **(UNIFORM DAY)** | Formation Practice  **(Ceremonial Drill and Parade)** | Physical Therapy  **(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. |
|  |  | **I CAN: Promote Logic Reasoning:** Integrate logical reasoning techniques into the decision-making process to minimize biases and cognitive distortions.  **I CAN:** Improve analytical skills, resulting in more rational and effective outcomes. | **I CAN: Facilitate Contextual Awareness:** Training individuals to recognize that awareness will **(CAN)** empower decision makers to adapt **(be EXPOSED)** their strategies to various situational demands. | **I CAN: Streamline Decision Processes:** The expansion to create standardized protocols that guide decision-making processes using logical frameworks and contextual rights. | **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. |  | **List five steps you can take to improve your decision-making process.** | **Reflect on a time when teamwork enhanced a decision you were involved in. What made in effective(?)** | **Describe the importance of logical reasoning in the context of formation practice. How does it aid in, achieving goals(?)** | **In your opinion, what role does feedback play in refining decision-making skills(?)** |
| **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** |
| **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. |
| **Middle of the lesson:**  We Do  **Science:** Explain and Elaborate |  | **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. |
| **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. |
| **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. | **Describe a situation from an event where you observed effective decision-making. What made it effective, and how can you implement similar strategies(?)** | **Reflect on today’s decision-making discussion: What was one key takeaway that you will apply to your own decision-making process(?)** | **Identify a wise choice that you’re put up against (situation), currently facing. What options are available to you, and what criteria will you use to evaluate these options(?)** | **Write down your decision-making concepts we covered today, anything you found clear or unclear.** | **Cadet Creed TEST:**  Cadets have a minute to write down as much as they know about the creed, citing leadership as well. |