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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, PreferentialSeating | * 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(?)
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