

## "Lesson Planning for JAG"

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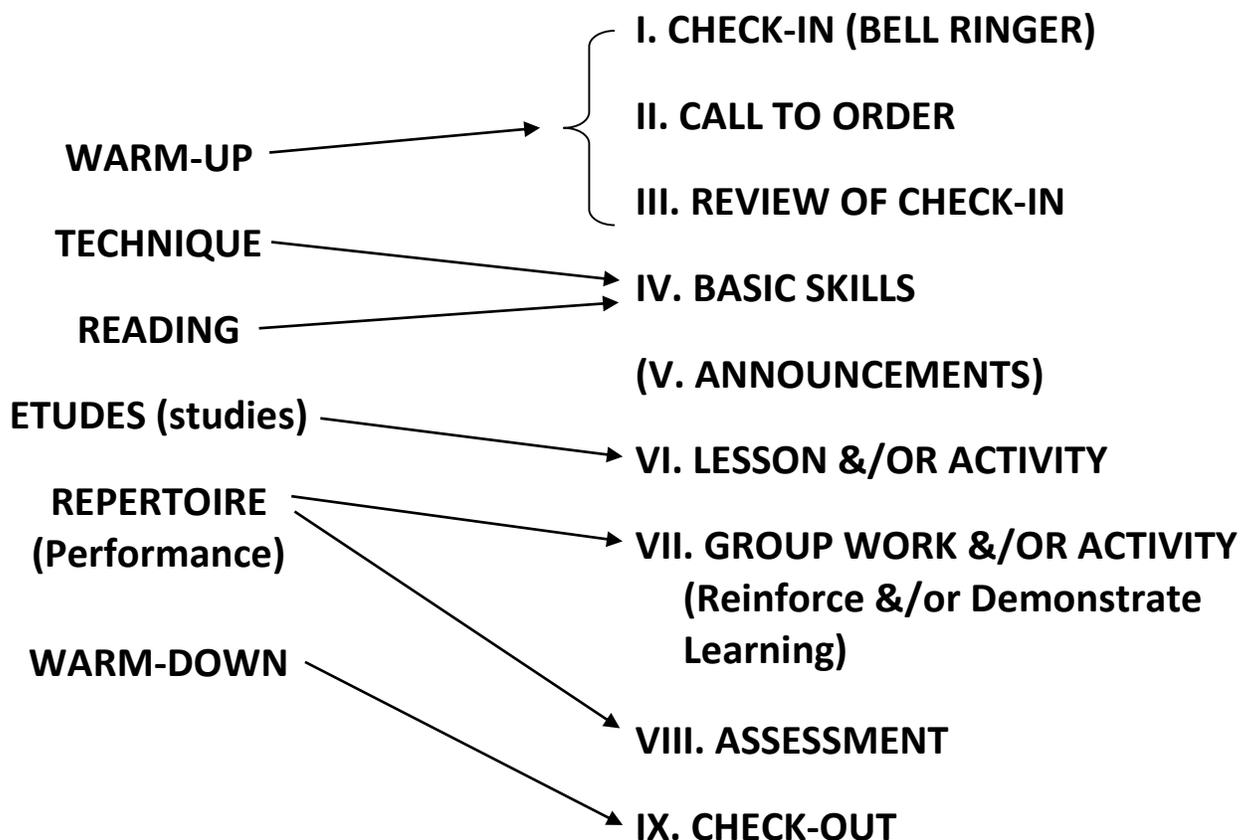
Effective Ideas on Writing Comprehensive Lesson Plans for the JAG Curriculum

### LESSON PLAN CONCEPT

From Music Practice Room to Class Room

#### PRACTICE / REHEARSAL ROUTINE

#### JAG LESSON ROUTINE



## BASIC JAG LESSON OUTLINE

Title

Preparation (What you need to do to be ready for the lesson)

JAG Competency

Objective (Begin with the End in Mind)

Important Questions (Exam Questions)

### I. CHECK-IN (Bell Ringer)

#### 1st note: REFLECTION

- How are you?
- Copy Quote for the day (related to the day's topic)

#### 2nd note: REVIEW (Review of previous material)

- Vocabulary: define/use in a sentence/synonym
- Short answers/multiple choice/blanks
- "Higher Order" question stems
- Write about it: Sentences → Paragraphs → Essays (hand writing)

#### 3rd note: TODAY'S TOPIC

- "Hook"--short story or video related to lesson of the day
- And/or, questions about today's lesson (KWL--What do you Know? What do you Want to know? \*)

### II. CALL TO ORDER--"Chair of the Day" (D.24 Communicate Verbally & E.27 Demonstrate Leadership)

### III. REVIEW OF FIRST NOTES

### IV. BASIC SKILLS (D.BASIC COMPETENCIES)

1. **D.21 Listening:** Words & Quotes of the Day
2. **D.24 Speaking:** guided reading out-loud or comments for the day
3. **D.22 Reading:** related to lesson of the day
4. **D.23 Writing:** Sentences → Paragraphs → Essays (hand writing) G.41 Apply critical thinking skills : HOT (Higher Order Thinking) Questions
5. **D.25 Math**
6. Brain Training exercise: (Critical Thinking—HOT: Higher Order Thinking) (Critical Thinking Wheel: available at <http://www.mentoringminds.com>)

Memory: the ability to recall previously learned information.

Reasoning: the process of forming conclusions, judgments, or inferences from facts or premises.

Concentration: the ability to keep your thoughts centered on one thing.

Planning: the ability to have a plan of action to accomplish a goal.

### V. ANNOUNCEMENTS (Career Association / Class)

### VI. LESSON &/or ACTIVITY

Lecture / Note taking / Thinking Map / PowerPoints / Prezi  
Learning Activity

### VII. GROUP WORK &/OR ACTIVITIES (E.26 Team membership)

- Socratic method: questions to begin or end a lesson
- Pair & Share or group learning
- Sharing Circle

### VIII. ASSESSMENT: of the day's lesson (KWL—\* What did you learn?)

- Vocabulary: define/use in a sentence/synonym
- Short answers/multiple choice/blanks
- "Higher Order" question stems
- Write about it: Sentences → Paragraphs → Essays (hand writing)

### IX. LAST NOTE: CHECK OUT (REFLECTION / FEEDBACK)

- WHAT WAS IT? What was the main point of today's lesson
- RATE IT? How important to your future was today's lesson
- RATE THE TEACHER: What was good or bad?
- How are you feeling now (inspired, thoughtful, happy, sleep, other)?

Name: (print) \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_ # \_\_\_\_\_

Do not write in this space:

Score:

**AGENDA**  
**INSTRUCTOR'S GUIDE**

Title

PREPARATION:

JAG COMPETENCY:

OBJECTIVES:

KEY QUESTIONS:

[Or: (1) What is our goal today? (2) Why is it important? (3) What effect will it have on your life?]

CAREER ASSOCIATION:

Quote for the Board:

I. **CHECK-IN: (4 minutes)** Use complete sentences for all responses in this section. [\(REFLECTION\)](#)

**First ♪:**

(Ask only one or something similar) How are you? How is your day going? Are you taking ownership (responsibility) for your life?

Write the quote on the board in your binder.

**Second ♪:** REVIEW ASSESSMENT [\(REVIEW\)](#)

Ask for comment about previous lesson AND/OR Assessment questions.

- Vocabulary: define/use in a sentence/synonym
- Short answers/multiple choice/blanks
- "Higher Order" question stems
- One or more questions from a previous test
- Write about it: Sentences → Paragraphs → Essays (hand writing)

**Third ♪:** TODAY'S TOPIC [\(FORWARD—TODAY'S TOPIC\)](#)

Ask a question(s) related to today's lesson (Key Questions).

KWL: (Know—Want to know--Learned) briefly explain what you know & what you want to know (should know) about today's topic.

Short video, comment, or story related to today's topic.

II. **CALL TO ORDER:** Chair: (*tap gavel two times*) "This meeting is called to order."

III. **REVIEW OF FIRST NOTES:**

**First ♪:** Chair: "\_\_\_\_\_, please tell us how you are today and read the quote on the board." Student responds.

**Second ♪:** Chair: "\_\_\_\_\_, please share your responses to the second note." Student responds.

**Third ♪:** Chair: "\_\_\_\_\_, please share your responses to the third note." Student responds.

IV. **BASIC SKILLS DEVELOPMENT:** (Listening, Reading, Writing, Speaking & Math)

1. D.21 Listening: Word for the Day and Quote for the Day

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

Chair: "Next on the agenda is Basic Skills Development. We'll start with D.21 Listening. In your binders, please write the following "word(s) for the day" and quote(s) for the day:". . .(read definition & quote)."

**Word(s) for the day:**

- 1) word for the day: definition
- 2) word for the day: definition

**"Quote for the Day: author:**

- 1) quote
- 2) quote

**2. D.22 Reading:**

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[CCSS.ELA-Literacy.RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Chair: "Next on the agenda is Reading. Please read the following reading assignment."

READ THE FOLLOWING:

INSERT SHORT "ARTICLE" ABOUT TODAY'S TOPIC

**3. D.23 Writing:**

[College and Career Readiness Anchor Writing Power Standard . . .W10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purpose, and audiences.

[CCSS.ELA-Literacy.W.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

WRITE ABOUT IT: (Using complete sentences, write about the reading assignment above.)

Sentences → Paragraphs → Essays (hand writing)

**4. D.24 Speaking:**

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Select one of the following: (1) Group recitation, (2) selected reading, or (3) student response

- Chair: "Next on the agenda is Speaking. On the third tap, all rise please and recite with me." (tap gavel, slowly, 3 times)
- Chair: "Next on the agenda is Speaking. \_\_\_\_\_ please rise and read the excerpt for the day."
- Chair: Next on the agenda is Speaking. \_\_\_\_\_ please rise and read your response from the previous section on writing."

Chair: "Thanks you. Please be seated." I'll now turn the floor over to Mr. DuBuisson.

**5. D.25 Math**

Selected problem of the day

**6. Brain Training**

Selected puzzled of the day, memorization drill, "Brain Rules" concepts, other.

- 1) Memory: the ability to recall previously learned information.
- 2) Reasoning: the process of forming conclusions, judgments, or inferences from facts or premises.
- 3) Concentration: the ability to keep your thoughts centered on one thing.
- 4) Planning: the ability to have a plan of action to accomplish a goal.

## V. BUSINESS—ANNOUNCEMENTS

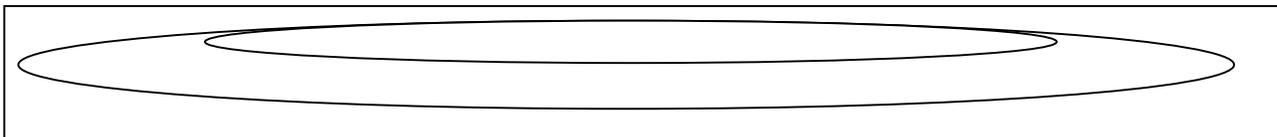
Career Association or Class announcements: TBD

## VI. LESSON

Lesson Topic/Presentation

### Notes:

In the small oval, write the topic. In the larger oval, write notes about the presentation. Outside the large oval, but in the rectangle, note any ideas that you can apply to your life.



Or, establish a guided outline to assist note-taking.

## VII. TEAM WORK &/OR ACTIVITY (E. Competencies)

- Pair-Share
  - Share it: (Select A or B—tell what you learned)
  - Are your notes complete—did you miss something?
  - What were the important points of the lesson?
  - How can you use this information?
  - Who did you share with?
- Sharing Circle
- Socratic Method: question for discovery/discussion

## VIII. ASSESSMENT/REVIEW (REFLECTION / FEEDBACK)

- Vocabulary: define/use in a sentence/synonym
- Short answers/multiple choice/blanks
- INK IT: Write about it: Sentences → Paragraphs → Essays (hand writing)
  - Write down what you learned today
  - Describe how you will use what you learned today.
  - 2 X 2 (Or 1 X 1) list two things you learned and two things you are going to do with it.
  - CRITICAL THINKING (Analysis, Synthesis &/or Evaluate) Higher Order question stems:
    - How would you explain . . . ?
    - How would happen if . . . ?
    - What is your opinion . . . ?

Sample: How can you mold yourself into that person you want to be?

- Sharing Circle:

What do you value the most?

## IX. FINAL ♪: CHECK-OUT

WHAT WAS IT: What was the main point of today's lesson?

RATE IT: How important to your future do you feel today's lesson was?

RATE THE TEACHER: What was good--bad?

How are you feeling now (inspired, thoughtful, happy, sleepy, other)?

## Guest Speaker Presentation

Guest Speakers offer valuable opportunities for students to gain knowledge and insight that helps them formulate plans for their personal careers and life. *Wise men learn from those smarter and more experienced.*

Objectives: Students will . .

- (D.21) . . . **comprehend** verbal communications
- (H.65) . . . **demonstrate** listening skills which will result in gaining a clear understanding of information being conveyed.
- (A. Career Development Competencies) . . . gain information to **generate** a plan for their own career choices including (A.1) areas of their own interest, aptitudes and abilities, (A.2) relating those to appropriate occupations, (A.3) identifying their desired life style related to selected occupations, (A.4) developing a career path, (A.5) selecting a job goal, and (A.6) describing the conditions and specifications of their job goal.
- (B. Job Attainment Competencies) . . . gain information to **formulate** a plan to acquire a job such as (B.7) constructing a resume, (B8) searching for a job, (B9) developing a letter of application, (B10) using the telephone professionally, (B11) completing a job application, (B12) completing an employment test, and (B13) interviewing for a job.
- (C. Job Survival Competencies) . . . gain information they can **adopt** to insure success on the job such as (C.14) appropriate personal appearance, (C.15) meeting employer expectations, (C.16) overcoming problems new employees face, (C.17) demonstrate time management, (C18) following directions, (C.19) getting along with others, (C.20) understanding how to resign correctly.
- (D Basic Competencies) . . . continue to **understand** and **practice** their basic skills of (D.21) listening, (D.22) reading, (D.23) writing, (D.24) speaking, and (D.25) understanding the importance of improving their math skills.
- (E Leadership and Self Development Competencies) . . . gain **insight** into the importance and **application** of (E.26) team membership skills, (E.27) leadership skills, (E.28) public speaking, (E.29) competing with others with a “Win-Win” attitude, (E.30) commitment to an organization.
- (F. Personal Skills) . . . gain information to help them **appraise** and **form** their own sense of (F.31) maturity, (F.32) their personal values, (F.33) making decisions based on their values and goals, (F.34) identifying the process of decision-making, (F.35) assuming responsibility for decisions and actions, (F.36) displaying a positive attitude, and (F.37) developing a healthy self-concept for home, school and work.

Name (print): \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_ Roster # \_\_\_\_\_

Observation grade on Listening Skills: \_\_\_\_\_ Note taking skills: \_\_\_\_\_ Combined Score: \_\_\_\_\_

**Career Association Guest Speaker:** \_\_\_\_\_

*Successful people succeed because they are polite and know how to listen. ~ Anonymous*

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Use this page to take notes about the presentation. You may write on the back if you need more room.  
Pay special attention to information about the speaker's life, career, obstacles overcome, and inspirational comments.

**FINAL ♪: CHECK-OUT**

**Rate how well you think you listened to this presentation: (circle one)**

1. I listened actively. I was able to stay focused and did not allow my mind to drift.
2. I listened fairly well but did find my mind drifting occasionally.
3. I was not able to stay focused during most of the presentation.

What was the most important point you learned from this speaker that you can use in your life?

**Guest Speaker Assignment for day after Presentation**  
**GRADING RUBRIC**

| CATEGORY                               | 4  | 3  | 2   | 1   |
|--|--|--|---|---|
| Content Accuracy                       | The essay/paragraph contains all accurate facts about the topic  | The essay/paragraph contains mostly accurate facts about the topic   | The essay/paragraph contains some accurate facts about the topic.   | The essay/paragraph contains no accurate facts about the topic.   |
| Sentences & Paragraphs                 | Sentences and paragraphs are complete, well-constructed and of varied structure.                                     | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work.   | Many sentence fragments or run-on sentences OR paragraphing needs lots of work.   |
| Ideas                                  | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the essay/paragraph was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better.                      | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the essay/paragraph was about. | The essay/paragraph seemed to be a collection of unrelated sentences. It was very difficult to figure out what the essay/paragraph was about. |
| Structure                              | Essay/paragraph contains a well-constructed beginning, middle, and end.  | Essay/paragraph contains a beginning, middle, and end but not well-constructed.                                  | Essay/paragraph is missing a beginning, middle, or end and the sentences are not well-constructed                                       | Essay/paragraph is missing both a beginning, middle, and/or end.  |
| Spelling, Capitalization & Punctuation | Writer makes no errors in spelling, capitalization and punctuation.  | Writer makes 1-2 errors in spelling, capitalization and punctuation.   | Writer makes 3-4 errors in spelling, capitalization and punctuation.  | Writer makes more than 4 errors in spelling, capitalization and punctuation.  |

**Suggested Format**

**Headline:** Title of your article.

**Byline:** Your “pen” name. How you want it listed in publication.

**Dateline:** Date of Presentation

**Attention getting first statement:** Grab the reader’s attention.

**Lead Paragraph:** (Who, What, When: Where, Why, How) (Tell me what you are going to tell me.)

**Explanation Paragraph(s):** Description of the presentation. Provide enough information to give the reader an understanding of the presentation. It should include direct quotes and/or important points. (Tell me.)

**Commentary Paragraph:** Include your interpretation of how the presentation will impact JAG students. (Tell me what you told me and why it was important to you.)