



# Westside High School Lesson Plan Template

<b>Teacher Name</b>	Gillespie	<b>Unit Name</b>	<b>Form/Storm</b>
<b>Course</b>	Student Leadership	<b>Dates</b>	<b>12/5/22 – 12/9/22</b>

<b>Monday</b>	<p><b>Daily Objective: Predicted Life Outcomes Auction Activity</b></p> <p><b>TEKS:</b> (7) Personal Responsibility: A, B, C, D, E, F--(11) Listening, Speaking, &amp;Teamwork: A, B, C, D, E--(12) Diversity and Inclusion: A, B, C, D, E--(17) Small Group Communication: A, B--(19) Listening &amp; Speaking &amp; Teamwork: A, B, C, D, E--(12) Diversity &amp; Inclusion: A, B, C, D, E--(16) Speech Presentation: A, B, C, D</p> <p><b>Agenda with Approximate Time Limits: Predicted Life Outcomes Auction Activity.</b> Each student was given a list of predicted life outcomes and goals. Each student was allotted a budget of \$2000 dollars to use at their discretion in bidding on each of the 30 different possible life outcomes. Yesterday the student were asked to briefly examine the list of choices, and mark the ones that mean the most to them. They cold also fill in the proposed bid for each item. After auctioning off all 30 goals, any student with \$500 left over can bid on the mystery boxes, A&lt; B&lt; or C&lt;. Conclusion is that all of the life goal are still possible except being liked by everyone. Some gift or goals have already been achieved and are underappreciated. Debrief and discuss as long as conversation is flowing.</p> <p><b>Formative Assessment:</b> Multiple forms of analyzing the Journal Entries</p> <p><b>Interventions:</b> Teacher Meeting 1 on 1</p> <p><b>Extension:</b> Use the internet to research additional examples, pictures, videos to enhance your work.</p> <p><b>Follow-Up/Homework:</b> Continue to develop our campus culture with iAMwhs. Goal Mural Project. Finish all aspects of the presentation project and take time to practice in front of a family member. Have the family member question you about your choices: Why did you choose those pieces and what do they make you think and feel?</p>
<b>Tuesday</b>	<p><b>Daily Objective: Predicted Life Outcomes Auction Activity</b></p> <p><b>TEKS:</b> (7) Personal Responsibility: A, B, C, D, E, F--(11) Listening, Speaking, &amp;Teamwork: A, B, C, D, E--(12) Diversity and Inclusion: A, B, C, D, E--(17) Small Group Communication: A, B--(19) Listening &amp; Speaking &amp; Teamwork: A, B, C, D, E--(12) Diversity &amp; Inclusion: A, B, C, D, E--(16) Speech Presentation: A, B, C, D</p> <p><b>Agenda with Approximate Time Limits: Predicted Life Outcomes Auction Activity.</b> Each student was given a list of predicted life outcomes and goals. Each student was allotted a budget of \$2000 dollars to use at their discretion in bidding on each of the 30 different possible life outcomes. Yesterday the student were asked to briefly examine the list of choices, and mark the ones that mean the most to them. They cold also fill in the proposed bid for each item. After auctioning off all 30 goals, any student with \$500 left over can bid on the mystery boxes, A&lt; B&lt; or C&lt;. Conclusion is that all of the life goal are still possible except being liked by everyone. Some gift or goals have already</p>



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<b>Wednesday/Thursday</b>	<p><b>Daily Objective:</b> Complete all necessary preparations for the <b>I Just Heard (Current Event) &amp; I Conspire Project</b></p> <p><b>TEKS:</b> (7) Personal Responsibility: A, B, C, D, E, F--(11) Listening, Speaking, &amp; Teamwork: A, B, C, D, E--(12) Diversity and Inclusion: A, B, C, D, E--(17) Small Group Communication: A, B--(19) Listening &amp; Speaking &amp; Teamwork: A, B, C, D, E--(12) Diversity &amp; Inclusion: A, B, C, D, E--(16) Speech Presentation: A, B, C, D</p> <p><b>Agenda with Approximate Time Limits: I Learned (Science/Tech) &amp; I Feel Project</b> —Each student will compose a two-part 10 to 15-minute speech over something that they learned and found interesting in the current news cycle and also something they find interesting in regards to a conspiracy theory. It is a two-part speech and the items do not have to be related. The I Just Heard portion is expected to dive into the current event and also illustrate how it affects the world while making connections to other articles or events that either happened or will happen in the future. The conspiracy piece can be any interesting conspiracy theory even if it has been de-bunked.</p> <p><b>Formative Assessment:</b> Multiple forms of analyzing the Journal Entries</p> <p><b>Interventions:</b> Teacher Meeting 1 on 1</p> <p><b>Extension:</b> Use the internet to research additional examples, pictures, videos to enhance your work.</p> <p><b>Follow-Up/Homework:</b> Continue to develop our campus culture with iAMwhs. Goal Mural Project. Finish all aspects of the presentation project and take time to practice in front of a family member. Have the family member question you about your choices: Why did you choose those pieces and what do they make you think and feel?</p>
<b>Friday</b>	<p><b>Daily Objective:</b> Complete all necessary preparations for the <b>I Just Heard (Current Event) &amp; I Conspire Project</b></p> <p><b>TEKS:</b> (7) Personal Responsibility: A, B, C, D, E, F--(11) Listening, Speaking, &amp; Teamwork: A, B, C, D, E--(12) Diversity and Inclusion: A, B, C, D, E--(17) Small Group</p>



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Communication: A, B--(19) Listening & Speaking & Teamwork: A, B, C, D, E--(12) Diversity & Inclusion: A, B, C, D, E--(16) Speech Presentation: A, B, C, D

**Agenda with Approximate Time Limits: I Learned (Science/Tech) & I Feel Project** —Each student will compose a two-part 10 to 15-minute speech over something that they learned and found interesting in the current news cycle and also something they find interesting in regards to a conspiracy theory. It is a two-part speech and the items do not have to be related. The I Just Heard portion is expected to dive into the current event and also illustrate how it affects the world while making connections to other articles or events that either happened or will happen in the future. The conspiracy piece can be any interesting conspiracy theory even if it has been de-bunked.

**Formative Assessment:** Multiple forms of analyzing the Journal Entries

**Interventions:** Teacher Meeting 1 on 1

**Extension:** Use the internet to research additional examples, pictures, videos to enhance your work.

**Follow-Up/Homework:** Continue to develop our campus culture with iAMwhs. Goal Mural Project. Finish all aspects of the presentation project and take time to practice in front of a family member. Have the family member question you about your choices: Why did you choose those pieces and what do they make you think and feel?