



# Westside High School Lesson Plan Template

<b>Teacher Name</b>	Gillespie	<b>Unit Name</b>	
<b>Course</b>	Student Leadership	<b>Dates</b>	8/29/22 – 9/2/22

<b>Monday</b>	<p><b>Daily Objective:</b> Gain organizational comradery, comfort, and knowledge through a series of icebreakers, activities, and games. Finalize plan for Goal Murals</p> <p><b>TEKS:</b> (8) Respect: A, B, C, D, E--(17) Small Group Communication: A, B--(19) Listening &amp; Speaking/Listening: A, B, D, E--(10) Goal Setting: A, B, C, D, E--(18) Writing: A, B, C, D</p> <p><b>Agenda with Approximate Time Limits:</b> Introduce New Class Members and Reintroduce everyone</p> <p><b>GOAL MURAL Project Assigned</b>—Complete the rough draft of goal, its metaphor, and its 3-D hurdles. Completed Projects due September 26<sup>th</sup> or 27<sup>th</sup></p> <p><b>Goal Project INTERVIEW:</b> Individually meet with each student and interview them on their rough draft and plan of action.</p> <p><b>Formative Assessment:</b> Life Goal Poster Project</p> <p><b>Intervention:</b> Teacher Meeting 1 on 1</p> <p><b>Extension:</b> Hand out Prince Ea poem “Can We Autocorrect Humanity”. Students will read the poem with notations and write a response in their journal</p> <p><b>Follow-Up/Homework:</b> Review Prince Ea Poem, Finish Rough Draft/Plan of action</p>
<b>Tuesday</b>	<p><b>Daily Objective:</b> To define, organize, and formulate my class expectations from each student.</p> <p><b>TEKS:</b> (3) Personal Organization: C, D, E, F, G--(7) Personal Responsibility: A, B, C, D, E, F--(5) Meeting Skills: D--(11) Listening, Speaking, &amp;Teamwork: A, B, C, D, E--(10) Goal Setting: A, B, C, D, E--(14) Decision Making: A, B, C--(1) Leadership Defined: A, B, C</p> <p><b>Agenda with Approximate Time Limits:</b> Don’t be typical students. Check your “cool” at the door and be yourself. Don’t lie to yourself or me, know every single thing we do has purpose if we make it purposeful to ourselves. Lets truly grow as people. Assessment will be defined by participation, following directions, and effort to develop one’s self through each activity.</p> <p>Establish our operating norms for debate &amp; discussion behavior as a class. No phones, eye contact, participate, listen to everyone, be positive</p> <p>Go Around students seated in a circle and say your name, junior high, and an interesting thing about yourself or something that you are interested in. Make connections</p> <p><b>SHOW VIDEO</b>— Prince Ea “Can We Autocorrect Humanity—Debrief Questions</p>



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	<p>Difference in reading it vs watching it? Not all bad reading vs time &amp; place watching</p> <p><b>SHOW VIDEO</b>— Prince Ea “Prison of Perfection”—Debrief Questions</p> <p>The best times in your life will be had once you learn to LOVE yourself</p> <p><b>Formative Assessment:</b> Life Goal Poster Project</p> <p><b>Interventions:</b> Teacher Meeting 1 on 1</p> <p><b>Extension:</b> Hand out Prince Ea poem “Can We Autocorrect Humanity”. Students will read the poem with notations and write a response in their journal</p> <p><b>Follow-Up/Homework:</b> Continue to develop our campus culture with iAMwhs. Goal Mural Project Start to decide what is your main goal in life &amp; how it relates to success? Notebook/Journal/Binder, Computer, Positive Attitude.</p>
<b>Wednesday/Thursday</b>	<p><b>Daily Objective:</b> Gain organizational comradery, comfort, and knowledge through a series of icebreakers, activities, and games.</p> <p><b>TEKS:</b> (7) Personal Responsibility: A, B, C, D, E, F--(11) Listening, Speaking, &amp;Teamwork: A, B, C, D, E--(10) Goal Setting: A, B, C, D, E--(14) Decision Making: A, B, C</p> <p><b>Agenda with Approximate Time Limits:</b> Discuss the <i>why</i> behind our no late work policy. Avoid the typical nature of just getting an assignment, place value on growth in everything we do.</p> <p>Discussion <b>Current Event</b> – Homeless man sues couple who started Go Fund ME Page for him for \$400,000. Debrief Questions: Levels of morality, temptations?, difference in sympathy and empathy, can you empathize with each character in this story?, small secretary and treasure fee? News is what you make it, mean nothing or a lesson on life.</p> <p><b>Interventions:</b> Teacher Meeting 1 on 1</p> <p><b>Extension:</b> How Do I Lead Activity: HANDBOOK Activity 1</p> <p><b>Follow-Up/Homework:</b> Finish Goal Mural Project Notebook/Journal/Binder, Computer, Positive Attitude. Continue to develop our campus culture with iAMwhs.</p>
<b>Friday</b>	<p><b>Daily Objective:</b> Complete all necessary preparations for the <b>I Inform &amp; I Inspire</b> Project</p> <p><b>TEKS:</b> (15) Speech Preparation: A, B, C--(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 Inform &amp; I Inspire Project Assigned</b>—Each student will compose a two-part 8-to-10-minute speech over something that inspires them and also something they find as interesting information from current news. Inspiration can be a song, poem, picture, or video. The information is any current event in paper or online. Completed Projects due September 14<sup>th</sup> or 15<sup>th</sup></p> <p><b>Formative Assessment:</b> Life Goal Poster Project</p>



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	<p><b>Intervention:</b> Teacher Meeting 1 on 1</p> <p><b>Extension:</b> Assess your overall desired direction in life and your present standing in life. Do these two situations match or are they different? Write down steps to take to get from where you are at to where you want to be.</p> <p><b>Follow-Up/Homework:</b> Continue to develop our campus culture with iAMwhs. Goal Mural Project</p> <p>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>
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