



## **Language of Architecture & Construction (Construction Careers Exploration)**

### ***Course Description***

Language of Architecture and Construction (Construction Careers Exploration) is a 10.0 credit seminar-style course that exposes students to many career industries and fields. The course is split into two sections, (each consisting of 4 units, which are taken in the freshman's year) in which students are actively taking two (four) of the eight topics/units covered during one academic year. These topics include: Graphic Design; Construction; Drafting-General; Freshmen Seminar; Leadership, Education and Training; Printing; Safety; and Automotive.

Students acquire introductory-level knowledge and skills of these disciplines, and allows them to make an informed decision about their continued program of study in a given career field.

## Language of Architecture & Construction (Construction Careers Exploration)

<b>Pacing Guide</b>		
<b>Unit</b>	<b>Topic</b>	<b>Suggested Timing</b>
<b><i>COHORT A – 36 weeks of instruction</i></b>		
Unit 1	Introduction and Overview of Graphic Design	approx. 9 weeks
Unit 2	Introduction and Overview of Construction	approx. 9 weeks
Unit 3	Introduction and Overview of Drafting - General	approx. 9 weeks
Unit 4	Introduction and Overview of Freshmen Seminar	approx. 9 weeks
<b><i>COHORT B – 36 weeks of instruction</i></b>		
Unit 5	Introduction and Overview of Leadership, Education and Training	approx. 9 weeks
Unit 6	Introduction and Overview of Printing	approx. 9 weeks
Unit 7	Introduction and Overview of Safety	approx. 9 weeks
Unit 8	Introduction and Overview of Automotive	approx. 9 weeks

## Educational Technology Standards

8.1.12.A.3, 8.1.12.D.1, 8.1.12.F.1

### ➤ Technology Operations and Concepts

- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

**Example from unit:** Students will create and present a proposal for successfully leading peers and subordinates.

### ➤ Digital Citizenship

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

**Example from unit:** Students will correctly cite all utilized research, as well as identify appropriate sources.

### ➤ Critical Thinking, Problem Solving, Decision Making

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

**Example from unit:** Students will assess technology and its use at in the given career field covered in the unit.

## Career Ready Practices

*Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**Example from unit:** Students will articulate skills and practices required to be a successful leader.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**Example from unit:** Students will utilize academic best practices needed for success in leadership.

### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example from unit:** Students will articulate working introductory knowledge of leader best practices.

## Career Ready Practices

### **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**Example from unit:** Students will utilize technology to transfer learning of leadership practices learning into a digital medium.

### **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**Example from unit:** Students will work collaboratively to develop materials that are culturally sensitive.

## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<u><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/assignments, and tutorials outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Video lessons online</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Video lesson</li> <li>• Spell-checker</li> <li>• Text speech software</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusted rubrics for projects</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## **Differentiated Instruction**

### **Strategies to Accommodate Students Based on Content-Specific Needs**

- Paired instruction
- Frequent one-on-one, informal and formal meetings
- Frequent revision of individualized goals and objectives
- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Small group instruction



## Enrichment

### Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Presentation of unit applicability in professional and education sectors
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Industry-applicable DBQs, Essays, Short Answer
- Spot site visits and demonstrations/role-plays
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Game Analysis
- Create an Original Song, Animation, Board Game

## Interdisciplinary Connections

### English Language Arts

- Close reading of unit-specific industry-related content (NJSLSA.R1)
- Develop a proposal to increase recruitment in a given industry (NJSLSA.W2)

### Social Studies

- Research the history of careers in field of site assignment (6.1.12)
- Research prominent historical individuals in a given industry/profession (6.2.12)

### Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry (1.2.12)
- Create a brochure for a specific industry (1.2.12)

### Math

- Unit topic-specific/ industry applications (N.Q.A.1)
- Unit topic-specific/industry projection scenarios (A.CED.A.1)

### Science

- Research and discuss latest developments in unit/industry-specific technology (HS-ETS1-4)
- Investigate applicable-careers within the field of the given unit (9.2.12)

### World Language

- Translate unit-specific industry content (7.1.ILA)
- Create a translated index of unit-specific industry vocabulary (7.1.ILA)

## New Jersey Student Learning Standards

### **9.3 Career and Technical Education: Education & Training Career Cluster**

- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.
- 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.
- 9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization
- 9.3.12.ED-ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs

## New Jersey Student Learning Standards

### English Language Arts

- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.10 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, purposes, and audiences.

### Mathematics

- N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; Choose and interpret units consistently in formulas; Choose and interpret the scale and the origin in graphs and data displays.
- N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- N.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

## Common Career Technical Core (CCTC) Career Cluster Education & Training

- ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- ED.10 Apply organizational skills and logic to enhance professional education and training practice.
- ED.11 Demonstrate group management skills that enhance professional education and training practice.
- ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization
- ED-ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs

<p><b>Course:</b> Language of Architecture &amp; Construction (Construction Careers Exploration)</p> <p><b>Unit:</b> 5- Leadership, Education and Training</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b> This unit will guide students to maximize learning potential and future success, and lays the groundwork for service learning. In addition, students will examine and apply principles, values, and strategies of leadership, preparing them to work effectively as team members and leaders.</p>
<p><b>New Jersey Student Learning Standards (NJSLS):</b>            9.3.12.ED.2, 9.3.12.ED.3, 9.3.12.ED.10, 9.3.12.ED.11, 9.3.12.ED-ADM.5, 9.3.12.ED-ADM.8            SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10            N.Q.A.1, N.Q.A.2, N.Q.A.3</p>	
<p><b>Common Career Technical Core (CCTC):</b>            ED.2, ED.3, ED.10, ED.11, ED-ADM.5, ED-ADM.8</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Leadership Defined: Identify your leadership strengths and opportunities for improvement</p> <p><b>NJSLS:</b>            9.3.12.ED.2.,            9.3.12.ED.3.            9.3.12.ED.10</p> <p>SL.11-12.4, SL.11-12.5,            W.11-12.5, W.11-12.10</p>	<p>How would you describe a leader's behavior that makes others want to follow?</p> <p>How does a leader's behavior relate to purpose, direction, and motivation?</p> <p>What are some ways to develop leadership behaviors</p>	<ul style="list-style-type: none"> <li>• Act with integrity and personal accountability as you lead others to compete in a diverse and global workforce.</li> <li>• Address civic concerns that impact the community and society at large.</li> </ul>	<p><b><u>Sharing Information:</u></b>            Student teams share past leadership experiences and collaborate on identifying leadership behaviors in Bubble Map.</p> <p><b><u>Gathering Information:</u></b>            Students break down leadership definition into Motivation, Direction and</p>	<p><b><u>Article: What Makes a Good Leader:</u></b>  <a href="http://www.investopedia.com/articles/pf/12/leadership-skills.asp">http://www.investopedia.com/articles/pf/12/leadership-skills.asp</a></p> <p><b><u>Thinking Map®</u></b>  <a href="http://thinkingmaps.com">http://thinkingmaps.com</a></p> <p><b><u>Short Video Article: What Makes a Good Leader:</u></b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p><b>CCTC:</b> ED 01., ED 01.01 ED-TT 05.01</p>	<p>Define the following key words:</p> <ul style="list-style-type: none"> <li>➤ Behavior</li> <li>➤ Direction</li> </ul> <p>Purpose</p>	<ul style="list-style-type: none"> <li>• Graduate prepared to excel in post-secondary options and career pathways.</li> </ul> <p>Make decisions that promote positive social, emotional, and physical health.</p>	<p>Purpose.</p> <p><b>Case Study:</b> Students review assigned case studies where contrasting desirable and undesirable behaviors are evident.</p> <p><b>Discussion:</b> Students discuss with a partner the leadership behaviors identified in Case Study</p>	<p><a href="http://www.investopedia.com/articles/pf/12/leadership-skills.asp">http://www.investopedia.com/articles/pf/12/leadership-skills.asp</a></p> <p><b>Rubrics</b> <a href="http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important.aspx/">http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important.aspx/</a></p>
<p>Leadership Reshuffled: Compare leadership styles</p> <p><b>NJSLS:</b> 9.3.12.ED.2. 9.3.12.ED-ADM.8</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p> <p><b>CCTC:</b> ED 01., ED 01.01 ED-TT 05.01</p>	<p>How would you describe how leadership has evolved over the past 20 years?</p> <p>What are the various and different approaches to leadership?</p> <p>How would you define the following key word:</p> <ul style="list-style-type: none"> <li>➤ Approach</li> <li>➤ Selfless Service</li> </ul> <p>Norms</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students compare two of three leadership approaches in a graphic organizer or Thinking Map</li> <li><input type="checkbox"/> Students are able to compare two different leadership styles</li> <li>• Students act with integrity and personal accountability as they lead others to compete in a diverse and global</li> </ul>	<p><b>Direct Cadet Focus</b> Divide the Students into teams. Provide chart paper and markers and assign one leadership approach per team to research. Have teams explain their assigned leadership approach to the class.</p> <p><b>Exercise(s):</b> Select and prepare four Students volunteers to be leaders of construction teams using</p>	<p><b>Online Survey: Leadership Styles</b> <a href="https://www.surveymonkey.com/r/CHGNFH5">https://www.surveymonkey.com/r/CHGNFH5</a></p> <p><b>Questionnaire in PDF: Leadership Styles</b> <a href="https://www.cdph.ca.gov/programs/CalPIM/NAACHO%20Training/3.%20Leadership%20Style%20Assessment.pdf">https://www.cdph.ca.gov/programs/CalPIM/NAACHO%20Training/3.%20Leadership%20Style%20Assessment.pdf</a></p> <p><b>Test and Quizzes: What's Your</b></p>



Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		workforce.	<p>Exercise #1: Leader Roles. Provide teams with materials to construct a tower.</p> <p><b>Create Bubble Map(s):</b> Display a Bubble Map for Students to describe leadership styles of their assigned leader.</p>	<p><b>Leadership Style?</b> <a href="http://www.leadershipiq.com/blogs/leadershipiq/36533569-quiz-whats-your-leadership-style">http://www.leadershipiq.com/blogs/leadershipiq/36533569-quiz-whats-your-leadership-style</a></p>
<p>Leadership from the Inside Out: Develop a personal code of ethics</p> <p><b>NJSLS:</b> 9.3.12.ED.3. 9.3.12.ED.10</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p> <p><b>CCTC:</b> ED 01., ED 01.01 ED-TT 05.01</p>	<p>What are the values that a leader possesses?</p> <p>How can attitudes affect a person's actions?</p> <p>How can life experiences affect a person's values?</p> <p>What are the similarities and differences between people's values that affect how they interact with each other?</p> <p>How do your values relate to the seven Army values?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students develop a personal code of ethics</li> <li><input type="checkbox"/> Students effectively explain how their values relate to the seven Army values</li> <li><input type="checkbox"/> Students describe how life experiences affect a person's values</li> <li><input type="checkbox"/> Students write a Personal Code of Ethics that describes</li> </ul>	<p><b>Create a KWL Chart</b> List what you know and what you want to know about the flag. SHARE your chart with the class.</p> <p><b>Gather Information</b> Concerning an assigned flag topic by reading Lesson 6: The Stars and Stripes in Chapter 1 of your student text and using Internet sources.</p> <p><b>Demonstration</b> Using an assigned skill</p>	<p><b>Article (PDF):</b> <b>How Do I Develop Personal Ethics?</b> <a href="http://www.allaboutphilosophy.org/personal-code-of-ethics-faq.htm">http://www.allaboutphilosophy.org/personal-code-of-ethics-faq.htm</a></p> <p><b>Templates:</b> <b>Personal Code of Ethics</b> <a href="https://www.google.com/search?q=personal+code+of+ethics+template&amp;client=safari&amp;sa=X&amp;rls=en&amp;biw=1295&amp;bih=474&amp;tbm=isch&amp;tbo=u&amp;">https://www.google.com/search?q=personal+code+of+ethics+template&amp;client=safari&amp;sa=X&amp;rls=en&amp;biw=1295&amp;bih=474&amp;tbm=isch&amp;tbo=u&amp;</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<p>How would you define the following key word:</p> <ul style="list-style-type: none"> <li>➤ Ethics</li> <li>➤ Coercion</li> <li>➤ Prejudice</li> </ul> <p>Tenets</p>	<p>their attitudes about the worth of people, concepts, and things</p>	<p>to share one important historical fact about the flag for the class.</p>	<p><a href="https://www.google.com/search?client=safari&amp;rls=en&amp;q=Develop+a+personal+code+of+ethics%0A&amp;ie=UTF-8&amp;oe=UTF-8#q=personal+statement+of+ethics+examples">source=univ&amp;ved=0ahUKEwja5lm7-7LPAhWFnx4KHbTAHkQsAQIGw</a></p> <p><b><u>Performance Examples and Projects</u></b>  <b><u>“Personal Ethics Statement”</u></b>  <a href="https://www.google.com/search?client=safari&amp;rls=en&amp;q=Develop+a+personal+code+of+ethics%0A&amp;ie=UTF-8&amp;oe=UTF-8#q=personal+statement+of+ethics+examples">https://www.google.com/search?client=safari&amp;rls=en&amp;q=Develop+a+personal+code+of+ethics%0A&amp;ie=UTF-8&amp;oe=UTF-8#q=personal+statement+of+ethics+examples</a></p>
<p>Appreciating Diversity: Apply an appreciation of diversity to interpersonal situations</p> <p><b>NJSLS:</b> 9.3.12.ED.2. 9.3.12.ED.3. 9.3.12.ED.11 9.3.12.ED-</p>	<p>How would you classify the key characteristics for each Winning Color behavior cluster?</p> <p>How do you discover more about personal preferences?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students summarize the similarities and differences between the members of a group by their Winning Color</li> <li><input type="checkbox"/> Students are able to describe how each</li> </ul>	<p><u>Small Group Discussion</u> Distribute a “Likeness Card” to each cadet to find the card that matches the name on their card</p> <p><b><u>Exercise(s):</u></b> Select and prepare four</p>	<p><b><u>Brainstorming Exercises:</u></b> <a href="http://www.eslflow.com/brainstorming.html">http://www.eslflow.com/brainstorming.html</a></p> <p><b><u>Roleplay:</u></b> <a href="http://www.eslflow.com/brainstorming.html">http://www.eslflow.com/brainstorming.html</a></p>

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ADM.5 SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10 <b>CCTC:</b> ED 01., ED 01.01	What are some of the factors that impact the behavior of others?  How would you define the following key word: > Comfort zone > Natural Preference	person's strengths can be valuable in working as a team to solve problems or accomplish goals  <input type="checkbox"/> Students are able to write an effective Appreciation Diversity reflection or journal entry.	Students volunteers to be leaders of construction teams using Exercise #1: Leader Roles.  <b><u>Brainstorm:</u></b> Lead Students in a brainstorming that highlights different approaches to solving a problem.	
Personal Growth Plan: Develop a plan for personal growth <b>NJSLS:</b> 9.3.12.ED.3. 9.3.12.ED-ADM.8  <b>CCTC:</b> ED 01., ED 01.01 ED-ADM 05.04  SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10	How would you match emotional skills to the relevant skill dimensions?  How would you categorize strategies for growth in separate emotional skill areas?  How would you rank self-directed development activities?	<input type="checkbox"/> Students create a written personal growth plan  <input type="checkbox"/> Students differentiate between Key Emotional Skills and Skill Dimension  <input type="checkbox"/> Students can detail the skills required for improvement	<b><u>Brainstorm</u></b> Students <u>brainstorm factors affecting job stability</u>  <b><u>Group Discussion</u></b> Students discuss factors a person does or does not have control over.  <b><u>Jigsaw</u></b> Students jigsaw the student text and match emotional skills to items in Reason 3 of Handout	<b><u>Brainstorming Exercises:</u></b> <a href="http://www.eslflow.com/brainstorming.html">http://www.eslflow.com/brainstorming.html</a>  The Teacher's Toolkit <a href="http://www.theteachertoolkit.com/index.php/tool/jigsaw">http://www.theteachertoolkit.com/index.php/tool/jigsaw</a>  <b><u>The Success Profiler Inventory:</u></b> <a href="https://www.conoverco">https://www.conoverco</a>

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<p>N.Q.A.1, N.Q.A.2, N.Q.A.3</p>	<p>How would you define the following key word:</p> <ul style="list-style-type: none"> <li>➤ Adaptability</li> <li>➤ Assertion</li> <li>➤ Change orientation</li> </ul> <p>Emotional intelligence</p>	<ul style="list-style-type: none"> <li>☐ Students list the various resources and activities used for skill development.</li> </ul>	<p>#1: The Turnover Process</p> <p><u>Survey</u> Students discuss one skill they want to work on based off of the Personal Skills Map Inventory (Short Version)</p>	<p><a href="http://mpany.com/">mpany.com/</a></p>
<p>Know Yourself: Determine your behavioral preferences</p> <p><b>NJSLS:</b> 9.3.12.ED.2. 9.3.12.ED.3. 9.3.12.ED.11 9.3.12.ED-ADM.5</p> <p>SL.11-12.4, SL.11-12.5, W.11-12.5, W.11-12.10</p> <p>N.Q.A.1, N.Q.A.2, N.Q.A.3</p> <p><b>CCTC:</b> ED 01., ED 01.01</p>	<p>How important is self-esteem to success?</p> <p>Why do you think some situations are more difficult for people with a particular color?</p> <p>How would you define the following key words:</p> <ul style="list-style-type: none"> <li>➤ Assessment</li> <li>➤ Cluster</li> </ul>	<ul style="list-style-type: none"> <li>• Write a reflection about applying a Winning Color situation</li> <li>• Rank the behaviors one is most likely to exhibit in a given situation</li> <li>• Summarize how a Students 'preferred behavior helps or hinders a situation</li> </ul>	<p><b><u>Video Review:</u></b> Students.view a video about the Winning Colors behavioral cluster</p> <p><b><u>Think-Pair-Share:</u></b> Students work with a partner in a Think-Pair-Share to identify their Winning Color</p> <p><b><u>Chart Development:</u></b> Students write their names on a sticky note and place it on a T-Chart in the column that matches their strongest</p>	<p><b><u>Quiz: JROTC Winning Colors:</u></b> <a href="https://www.quia.com/quiz/1542661.html">https://www.quia.com/quiz/1542661.html</a></p> <p><b><u>Quiz (Quizlet.com):</u></b> <a href="https://quizlet.com/6179544/army-jrotc-flash-cards/">Map@https://quizlet.com/6179544/army-jrotc-flash-cards/</a></p> <p><b><u>Winning Colors' Website:</u></b> <a href="http://winningcolors.com/">http://winningcolors.com/</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
ED-TT 05.01	<ul style="list-style-type: none"> <li>&gt; Differentiate</li> <li>&gt; Associate</li> </ul> Introspective	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify strategies for dealing with a situation more effectively by applying knowledge of Winning Colors</li> </ul>	Winning Color <b><u>Role Play:</u></b> Students participate in a role play to “let their true colors show.”	

## Unit Vocabulary

Auditory  
 Assessment  
 Associate  
 Axon  
 Cerebral hemisphere  
 Cluster  
 Comfort zone  
 Cortex  
 Critical  
 Differentiate  
 Column  
 Discipline  
 Ethics  
 Inflection  
 Introspective  
 Kinesthetic

Objective  
 Predict  
 Preference  
 Reflex  
 Schema  
 Subjective  
 Inflection  
 Interval  
 Interval  
 Maneuver  
 Precision  
 Prejudice  
 Supplementary command  
 Unison

## Suggested Unit Projects

*Choose At Least One*

<p>Students will participate in the roles of leaders and followers in a class exercise. They will attend a Site Visit to a local middle school in order to demonstrate their leadership and communication skills in a given activity.</p>	<p>Students participate in learning a new language by focusing on practicality and usage as well as speaking and using the language.</p>
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## Suggested Structured Learning Experiences

<p>Middle Schools, Paterson Public School District</p>	<p>United Nations            One United Nations Plaza            44th Street (Between First and Second Avenue)            New York City, NY 10017-3515            (646) 798-8134</p>
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