Department of College and Career Readiness

Leadership, Education and Training (LET) I Curriculum

5.0 Credits

Unit One
Leadership, Education and Training (LET) I

Course Description

Leadership and Education Training (LET) Course Level I, Unit One engages students in the practice of basic citizenship customs, traditions and in the exploration of opportunities for non-military and military national service. This course also orients students to the purpose of the Army JROTC Program and to their roles as cadets. It provides opportunities to become familiar with the Department of Defense, examining how all branches of the U.S. Armed Forces work together to serve the nation by defending democracy and maintaining peace. Also provides opportunities to learn about major, non-military service organizations. Leadership and Education Training (LET) Course Level I is primarily for 9th grade cadets and consists of 4 units.
Leadership, Education and Training (LET) I

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Citizenship in Action</td>
<td>approx. 10 weeks</td>
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<tr>
<td>Unit 2</td>
<td>Leadership Theory and Application</td>
<td>approx. 10 weeks</td>
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<tr>
<td>Unit 3</td>
<td>Foundations for Success I</td>
<td>approx. 10 weeks</td>
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<tr>
<td>Unit 4</td>
<td>Foundations for Success II</td>
<td>approx. 5 weeks</td>
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</table>
## Educational Technology Standards

|---------------------------------------------------------|

➢ **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

➢ **Digital Citizenship**
  - Research and understand the positive and negative impact of one’s digital footprint
  - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

➢ **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.
# 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.

## 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.

## CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## 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.
CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**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.

**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.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
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<tr>
<td>- Adjust length of assignment</td>
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<td>- Timeline with due dates for reports and projects</td>
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<td>- Communication system between home and school</td>
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<td>- Provide lecture notes/outline</td>
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<td>- Extra Response time</td>
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<td>- Have students verbalize steps</td>
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<td>- Repeat, clarify or reword directions</td>
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<td>- Mini-breaks between tasks</td>
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<td>- Provide a warning for transitions</td>
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<td>- Reading partners</td>
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<td>- Precise step-by-step directions</td>
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<td>- Short manageable tasks</td>
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<td>- Brief and concrete directions</td>
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<td>- Provide immediate feedback</td>
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<td>- Small group instruction</td>
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<tr>
<td>- Emphasize multi-sensory learning</td>
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</tbody>
</table>

### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
**Enrichment**

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

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
### Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
## Interdisciplinary Connections

### Career Education
- Create opportunities for collaboration with veterans discussing their participation in the United States Army.

### Health/PE
- Generate ideas based on thinking of yourself as a coach.
- Create discussion boards about the benefits of having a team full of athletes who demonstrate good citizenship for the team as a whole?

### English Language Arts & Literacy
- Translate information from a newspaper, magazine, TV show, or movie, to demonstrate acts of poor citizenship displayed by an adult who should know better.
- Write a letter of criticism to this person with the intention of trying to convince him or her to shape up.
- Research specific ways in which this person can improve his/her behavior.

### Science
- Research student civic obligation to a clean environment, particularly in the area of water quality.
- Test, analyze, and observe wildlife in the community to determine a plan of action to improve the water quality or the wildlife habitat for a local creek.

### History/Social Studies
- Justify why in ancient Greece, people felt that it was important for everyone to try to leave Athens better than they found it.
- Write an essay in which you apply this principle to your own community.

### World Languages
- Design a service-learning opportunity working in teams to plan and implement activities that benefit local populations.
- Research the needs of migrant families; organize into teams and draft project proposals in multiple languages.
- Create flyers and solicitation letters to ask businesses for services or donations.

### Math
- Compare and contrast statistics about different age group percentages in the local area as compared with other chosen areas; the distribution of ethnic groups throughout the U.S., etc.
- Process and represent data that interpret and discuss results and consider probability measures.

### Technical Subjects
- Generate ways to improve your school.
- Develop a comprehensive website and formulate a group focused on creating positive change within your school.
New Jersey Student Learning Standards

9.3 – Career and Technical Education

Career Cluster: Education & Training (ED)

- 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.4. Evaluate and manage risks to safety, health and the environment in education and training settings.
- 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.

Pathway: Administration & Administration Support (ED-ADM)

- 9.3.12.ED-ADM.2. Identify behaviors necessary for developing and sustaining a positive learning culture.
- 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

Career Cluster: Government & Public Administration (GV)

- 9.3.GV.1. Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
Common Career Technical Core (CCTC)

Career Cluster Education & Training

ED 01- Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
   • ED 01. Provide information using motivational and engaging communication techniques.

ED-ADM 05- Model leadership skills for personnel in order to improve the performance of the learning organization.
   • ED-ADM 05.01 - Plan strategies to enhance personnel performance.
   • ED-ADM 05.02 - Prepare personnel to meet organizational and personal objectives.

ED-ADM 06- Identify operations to meet the learning organization's objectives.
   • ED-ADM 05.02. Construct a strategic plan to guide use of resources.
   • ED-ADM 05.04. Arrange adequate resources to meet organizational objectives.

ED-TT 05- Establish a positive climate to promote learning.
   • ED-TT 05.01. Establish respect and rapport to foster positive social and intellectual interactions.
   • ED-ADM 05.04. Arrange adequate resources to meet organizational objectives.
Common Core State Standards (CCSS)

English Language Arts Standards » Language » Grade 9-10

Conventions of Standard English:
CCSS.ELA-Literacy.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.1.b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-Literacy.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.9-10.2.c
Spell correctly.
<table>
<thead>
<tr>
<th>Course:</th>
<th>JROTC LET 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1:</td>
<td>Citizenship in Action</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9-12</td>
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</tbody>
</table>

**Unit Overview:** Leadership and Education Training (LET) Course Level I, Unit One engages students in the practice of basic citizenship customs, traditions and in the exploration of opportunities for non-military and military national service.

**New Jersey Student Learning Standards (NJSLS):**

**Common Career Technical Core (CCTC):**
- ED 01., ED 01.01., ED-ADM 05., ED-ADM 05.01., ED-ADM 05.02., ED-ADM 06. ED-ADM 05.02., ED-ADM 05.04., ED-TT 05., ED-TT 05.01., ED-ADM 05.04., GV.1

**Common Core State Standards (CCSS):**
- CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.1.b; CCSS.ELA-Literacy.L.9-10.2; CCSS.ELA-Literacy.L.9-10.2; CCSS.ELA-Literacy.L.9-10.2.c
<table>
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<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
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</table>
| Identify how Army JROTC can impact your future | Describe the mission of Army JROTC  
Assess the challenges and opportunities in the Army JROTC program  
Explore the opportunities of the Army JROTC program  
Define key words:  
➢ Cadet  
➢ Challenges,  
➢ JROTC  
➢ Mission  
➢ Motivate  
➢ Opportunities | • Cadets write a summary that explains the mission of Army JROTC  
• Cadets' written summaries explain the mission of Army JROTC  
• Cadets' written summaries outline how various courses can help them attain your goals  
• Cadets' summaries include use of the key words: Cadet, challenges, JROTC, mission, motivate, opportunities, unique | Create an Identification Card  
Create a personal identity card describing some things about yourself, your goals, the purpose of JROTC, and how that purpose can impact your personal goals.  
Create a KWL Chart  
Share some of their responses to reflection questions and add them to the KWL Chart. | Video: JROTC Today, Leaders Tomorrow  
https://youtu.be/j-o4Zt61_mQ  
Video: Raider Challenge  
https://youtu.be/8ZsQdKPESdY  
Article: The History of Army JROTC  

**NJSLS:**  
9.3.12.ED.2.,  
9.3.12.ED.3.  
9.3.12.ED.10.  

**CCTC:**  
ED 01., ED 01.01  
ED-ADM 06.05.04  

**CCSS:**  
CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.1.b;  
CCSS.ELA-Literacy.L.9-10.2; CCSS.ELA-Literacy.L.9-10.2;  
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<tr>
<td>Determine which signs of success you plan to accomplish within JROTC</td>
<td>How would you compare the three types of unit decorations</td>
<td>• Create a Tree Map that illustrates the types of awards under each award category</td>
<td>Create a Double-Bubble Map Compare your accomplishments with another Cadet</td>
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<tr>
<td>NJSLS:</td>
<td>How would you classify the components of individual award categories</td>
<td>• Write a short description of each award goal they have set for themselves, and how they plan to achieve them</td>
<td>Recognition Recognize your partner's accomplishments by introducing him or her to others in the class.</td>
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<tr>
<td>9.3.12.ED.2., 9.3.12.ED.3 9.3.12.ED-ADM.2</td>
<td>How would you classify the four institutional award categories</td>
<td>• Describe how you plan to achieve a higher level award</td>
<td>JIGSAW Jigsaw the information in Lesson 4: The Signs of Success from Chapter 1 of the student text.</td>
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<tr>
<td>CCTC:</td>
<td>Define award criteria</td>
<td></td>
<td>Tree Map Complete a Tree Map classifying key information about your award category. Present your chart to others.</td>
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<tr>
<td>ED 01., ED 01.01 ED-ADM 05.04</td>
<td>Define key words:</td>
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<td>CCSS:</td>
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<td>CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.1.b; CCSS.ELA-Literacy.L.9-10.2; CCSS.ELA-Literacy.L.9-10.2; CCSS.ELA-Literacy.L.9-10.2.c</td>
<td>&gt; Academic awards &gt; Athletic awards &gt; Decorations &gt; Individual awards, initiative &gt; Military awards</td>
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<td>Graphic Display of JROTC Awards and Decorations: <a href="https://www.bing.com/images/search?q=jrotc+awards&amp;qpvt=jrotc+awards&amp;qpv=jrotc+awards&amp;qpv=jrotc+awards&amp;FORM=IGRE">https://www.bing.com/images/search?q=jrotc+awards&amp;qpvt=jrotc+awards&amp;qpv=jrotc+awards&amp;qpv=jrotc+awards&amp;FORM=IGRE</a></td>
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<td>Demonstrate protocol to show respect for and handle the United States flag</td>
<td>What is the history of the United States flag?  What are the symbolism of the various parts and colors on the flag?  How would you classify the size and use of each basic type of United States flag?  How do you show respect for the United States flag?  How would you compare the rules for displaying the flag in different situations  How would you describe the correct way to fold the United States flag?</td>
<td>• Cadets correctly fold the flag, hold it correctly, and make the correct folds in the correct order  • Cadets take appropriate steps to salute the flag when in uniform and when in civilian attire  • Cadets correctly raise, lower, and display the flag  • Cadets complete a notebook entry that describes and evaluates how a local business displays the U.S. flag</td>
<td>Create a KWL Chart  List what you know and what you want to know about the flag. SHARE your chart with the class.  Gather Information  Concerning an assigned flag topic by reading Lesson 6: The Stars and Stripes in Chapter 1 of your student text and using Internet sources.  Demonstration  Using an assigned skill to share one important historical fact about the flag for the class.</td>
<td>Video - How to Properly Fold the US Flag: <a href="https://youtu.be/cPbpxP7Ucow">https://youtu.be/cPbpxP7Ucow</a>  PDF Article with Graphics on How to Fold the US Flag: <a href="http://www.va.gov/opa/publications/celebrate/flagfold.pdf">http://www.va.gov/opa/publications/celebrate/flagfold.pdf</a></td>
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<td>Illustrate the rank and structure of the U.S. Army JROTC</td>
<td>How would you distinguish between Army JROTC enlisted and officer insignia</td>
<td>• Cadets’ illustrations feature their school’s JROTC battalion organizational chart</td>
<td>Team Project</td>
<td>Thinking Map® <a href="http://thinkingmaps.com">http://thinkingmaps.com</a></td>
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<tr>
<td>NJSLS: 9.3.12.ED.3. 9.3.12.ED-ADM.2</td>
<td>How would you correlate Cadet ranks to positions on the JROTC Cadet battalion organization diagram</td>
<td>• Cadets' written summaries include positions they hope to fill while in Army JROTC</td>
<td>Compare and contrast</td>
<td>Article - How to Earn Rank in JROTC: <a href="https://www.reference.com/government-politics">https://www.reference.com/government-politics</a></td>
</tr>
<tr>
<td>CCTC: ED 01., ED 01.01 ED-ADM 05.04</td>
<td>How would you correlate duties and responsibilities with positions in an Army JROTC Cadet battalion</td>
<td>• Cadets' written summaries include an explanation about how serving in various battalion positions might help them achieve personal goals for success</td>
<td>Create a class Double Bubble Map</td>
<td>PDF Army Regulation: <a href="ajrotc.us/docs/Regs/ccr_145_8_3_28jul14.pdf">ajrotc.us/docs/Regs/ccr_145_8_3_28jul14.pdf</a></td>
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<td>Define key words:  &gt; Battalion  &gt; Company,  &gt; Enlisted  &gt; Patoon</td>
<td>• Cadets' written summaries are neatly presented, including proper spelling, grammar, and punctuation</td>
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<td>Demonstrate proper Cadet appearance</td>
<td>What are the uniform-wearing guidelines How do you conduct placement of uniform awards, insignias, and decorations How would you conduct a uniform pre-inspection How would you prepare for uniform inspection Define key words: ➢ Align ➢ Army Combat Uniforms ➢ Bisecting ➢ Class A and B Uniforms ➢ Chevron ➢ Ferrule</td>
<td>• Evaluate a fellow Cadet’s uniform and appearance • Provide written and oral feedback for improvement to evaluated Cadet • Make changes to their own appearance and uniform according to a peer evaluation • Document their changes on their checklist</td>
<td>Remembrance Participate in activity to remember what the other Cadet was wearing. Create Circle Map Help define remembered attire. Create Double Bubble Map Compare similarities and differences of JROTC uniforms to other types of uniforms. Observation Observe properly appearing and appointed uniforms and check what they know and need to learn about uniforms</td>
<td>Video on How to Shape a Beret: <a href="https://www.bing.com/video-os/search?q=video+for+shaping+a+beret&amp;view=detail&amp;mid=1C72DA3FD12FFD59E6E81C72DA3FD12FFD59E6E8&amp;FORM=VIRE">https://www.bing.com/video-os/search?q=video+for+shaping+a+beret&amp;view=detail&amp;mid=1C72DA3FD12FFD59E6E81C72DA3FD12FFD59E6E8&amp;FORM=VIRE</a> AC Reynolds High School’s Standard Operating Procedures: <a href="http://www.buncombe.k12.nc.us/Page/580">http://www.buncombe.k12.nc.us/Page/580</a> PDF Army Regulation: <a href="ajrotc.us/docs/Regs/ccr_145_8_3_28jul14.pdf">ajrotc.us/docs/Regs/ccr_145_8_3_28jul14.pdf</a></td>
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**NJSLS:**
9.3.12.ED-ADM.2

**CCTC:**
ED-TT 05.01

**CCSS:**
CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.1.b; CCSS.ELA-Literacy.L.9-10.2; CCSS.ELA-Literacy.L.9-10.2.c
### Student Learning Objectives (SLOs)
- Analyze the purpose of the Army JROTC program

#### NJSLS:

#### CCTC:
- ED 01., ED 01.01 ED-ADM 05.01

#### CCSS:
- CCSS.ELA-Literacy.L.9-10.1, CCSS.ELA-Literacy.L.9-10.1.b; CCSS.ELA-Literacy.L.9-10.2; CCSS.ELA-Literacy.L.9-10.2.c

### Essential Questions
- What was the U.S. congressional act that created JROTC and why was it important?
- What are the JROTC program outcomes? What were the significant historical events that combined military training and education?
  - Define key words:
    - Conflict resolution
    - Culturally diverse
    - Leadership
    - National Defense Act
- What was the U.S. congressional act that created JROTC and why was it important?

### Skills & Indicators
- Write a short paper on why JROTC is an important high school elective
- Create a Multi-Flow Map showing how the JROTC program can help them meet their own goals for success
- Write a paper using three key points about why JROTC is an important high school elective
- Write a paper using an example of how military training may have impacted an historical event in the United States

### Sample Activities
- Research
  - Research a famous battle or event in the United States.
- Discover
  - Discover where leadership training and military education may have been important.
- Illustrate
  - Illustrate how specific training or education may have impacted these particular events.
- Create a Double-Bubble Map
  - Compare and contrast the JROTC Purpose of military education and leadership training.

### Resources
- Performance Project
  - [http://www.texaspsp.org/resources/guides-for-students.php](http://www.texaspsp.org/resources/guides-for-students.php)
- Rubrics
- Test and Quizzes
## Unit 1 Vocabulary

<table>
<thead>
<tr>
<th>Battalion</th>
<th>Leadership</th>
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<tbody>
<tr>
<td>Cadet</td>
<td>Motivation</td>
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<td>Challenges</td>
<td>Mission</td>
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<td>Chevron</td>
<td>Motivate</td>
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<tr>
<td>Company</td>
<td>Opportunities</td>
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<td>Conflict resolution</td>
<td>Unique</td>
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<td>Culturally diverse</td>
<td>National Defense Act</td>
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<td>Enlisted</td>
<td>Platoon</td>
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<td>Insignia</td>
<td>Subordinate</td>
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<td>JROTC</td>
<td>Succession</td>
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</table>
### Suggested Unit Projects

**Choose At Least One**

| Cadets will be guided to consider how JROTC can impact their future by participating in The Making of a Better Citizen Assessment Task. | Cadets create a team project depicting the key points and purposes of JROTC. |

### Suggested Structured Learning Experiences

| 9-11 Memorial Ceremony  
Eastside High School  
150 Park Avenue  
Paterson, New Jersey | 9-11 Memorial Ceremony  
Passaic County Courthouse  
77 Hamilton St  
Paterson, NJ 07505 |