Leadership, Education and Training (LET) 3
Curriculum

5.0 Credits

Unit Four
Leadership, Education and Training (LET) III

Course Description

Leadership and Education Training (LET) Course Level III, Unit Four, continues the development of cadets' leadership potential through the application of principles, values, and strategies. Prepares cadets to work effectively as team members and leaders, and to act as mentors to other cadets. Emphasizes the role of the leader in promoting equal opportunity, addressing prejudice, and preventing sexual harassment and assault. Cadets compare how those with varied leadership styles approach planning, decision-making, problem solving, negotiation, and supervision. In the Leadership Lab component of this unit, cadets apply leadership skills to drill movements, techniques, and commands as they move from novice to expert.
## Leadership, Education and Training (LET) III, Unit Three

### Pacing Guide

<table>
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<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
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<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 of Success I</td>
<td>approx. 10 weeks</td>
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<tr>
<td>Unit 4</td>
<td>Foundations of Success II</td>
<td>approx. 5 weeks</td>
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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

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<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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</table>
| - Extra time for assigned tasks  
- Adjust length of assignment  
- Timeline with due dates for reports and projects  
- Communication system between home and school  
- Provide lecture notes/outline | - Extra Response time  
- Have students verbalize steps  
- Repeat, clarify or reword directions  
- Mini-breaks between tasks  
- Provide a warning for transitions  
- Reading partners | - Precise step-by-step directions  
- Short manageable tasks  
- Brief and concrete directions  
- Provide immediate feedback  
- Small group instruction  
- Emphasize multi-sensory learning | - Teacher-made checklist  
- Use visual graphic organizers  
- Reference resources to promote independence  
- Visual and verbal reminders  
- Graphic organizers |

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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
</table>
| - Computer/whiteboard  
- Tape recorder  
- Spell-checker  
- Audio-taped books  
| - Extended time  
- Study guides  
- Shortened tests  
- Read directions aloud | - Consistent daily structured routine  
- Simple and clear classroom rules  
- Frequent feedback | - 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.

### 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.

### 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.

### 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 » Reading: Literature » Grade 11-12

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RL.11-12.10
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English Language Arts Standards » Writing » Grade 11-12

Production and Distribution of Writing:
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.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.W.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

English Language Arts Standards » Language » Grade 11-12

Conventions of Standard English:
CCSS.ELA-LITERACY.L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<th>Course: JROTC LET 3</th>
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<tr>
<td>Foundations for Success II</td>
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<td>Grade Level: 9-12</td>
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<tr>
<td><strong>Unit Overview:</strong> Leadership and Education Training (LET) Course Level III, Unit Four, continues the development of cadets' leadership potential through the application of principles, values, and strategies. Prepares cadets to work effectively as team members and leaders, and to act as mentors to other cadets. Emphasizes the role of the leader in promoting equal opportunity, addressing prejudice, and preventing sexual harassment and assault.</td>
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<td><strong>New Jersey Student Learning Standards (NJSLS):</strong></td>
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<td><strong>Common Career Technical Core (CCTC):</strong></td>
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<td>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.</td>
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<td><strong>Common Core State Standards (CCSS):</strong></td>
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<tr>
<td>CCSS.ELA-LITERACY.RL.11-12.10; CCSS.ELA-LITERACY.W.11-12.4; CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.L.11-12.1; CCSS.ELA-LITERACY.L.11-12.2</td>
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<tr>
<td>Student Learning Objectives (SLOs)</td>
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</table>
| Leadership Choices, Decisions, and Consequences: | How do you know when you are making the right decisions as a leader? | • Examine strategies to use when considering decisions as a leader | **Case Study**  
Cadets examine a case study and investigate strategies to use when considering decisions as a leader | **Case-Study Templates:**  
https://www.bing.com/images/search?q=case%20study%20template&qs=IM&form=QBIR&pg=cas}%20study%20&sc=8-11&sp=2&sk=IM1 |
| Investigate how leadership choices and decisions can lead to good and/or bad consequences. | What are some of the critical conditions in which a leader must make decisions? | • Analyze the impact of actions that involve decisions made at a leadership level | **Think-Pair-Share**  
Cadets describe and discuss situations where leadership choices led to bad consequences | **Think-Pair-Share Worksheet:**  
http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/Think-Pair-Share-Diagram-Chart-Instructions.html |
| NJSLS:  
9.3.12.ED.4  
9.3.12.ED-ADM.8  
9.3.12.ED.11 | What are some of the consequences if a leader make poor decisions? | • Investigate how leadership choices and decisions can lead to good and/or bad consequences | **Concept Web**  
Cadets create a Concept Web outlining techniques for applying good decision-making techniques | **Images for Concept Web:**  
https://www.google.com/search?q=Create+a+Concept+Web&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjTvbag2tPPAhWCEdKHWI6Bb0QsAQIQA&biw=1245&bih=694 |
| CCTC:  
ED 01., ED 01.01  
ED-ADM 05.01 | How would you apply the decision-making process to leadership decisions? | • Present an investigative report of a case study | | |
| CCSS:  
CCSS.ELA-LITERACY.RL.11-12.10;  
CCSS.ELA-LITERACY.W.11-12.4;  
CCSS.ELA-LITERACY.W.11-12.7;  
CCSS.ELA-LITERACY.L.11-12.1;  
CCSS.ELA-LITERACY.L.11-12.2 | How would you define the following key words: | • Assess how the 11 principles of leadership apply to decision-making | | |
| ➢ After-action Review  
➢ Contingency  
➢ Objectives  
➢ Critical  
➢ Impact  
➢ Strategies | | | | |
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<th>Sample Activities</th>
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<tr>
<td>Time Management:</td>
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<tr>
<td>Develop a personal time management plan.</td>
<td>What strategies can help you develop a plan for time management?</td>
<td>• Distinguish between time efficiencies and time wasters</td>
<td>Small Group Work: Cadets work in teams to evaluate time efficiencies and time wasters</td>
<td>Group Discussions in the Classroom: <a href="http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin">http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin</a></td>
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<tr>
<td><strong>NJSLS:</strong> 9.3.12.ED.4</td>
<td>What strategies can help you determine the qualifications you will need for your future?</td>
<td>• Relate time management to your personal goals</td>
<td>Research Cadets uncover information regarding time management</td>
<td>How to Conduct Research from Purdue Online Writing Lab: <a href="https://owl.english.purdue.edu/owl/section/2/8/">https://owl.english.purdue.edu/owl/section/2/8/</a></td>
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<td>9.3.12.ED-ADM.8</td>
<td>What kind of planning and decisions would you need to make to develop a satisfying career?</td>
<td>• Develop a daily, weekly and quarterly management plan</td>
<td>Multi-Flow Map Cadets create a Multi-Flow Map to outline strategies for getting up early and/or not missing appointments or assignments</td>
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<td>9.3.12.ED.11</td>
<td>Why do you think you need to do to become a more effective manager of your time?</td>
<td>• Outline strategies for getting up early and/or not missing appointments or assignments</td>
<td>Conversation Circle Cadets share examples of their experiences with poor time management</td>
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<td><strong>CCTC:</strong> ED 01., ED 01.01</td>
<td>How would you define the following key words: &gt; Agenda &gt; Procrastination &gt; Time Management &gt; Time Wasters</td>
<td>• Develop a personal time management plan</td>
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<td>ED-ADM 05.01</td>
<td></td>
<td>• Examine how personal time is used</td>
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<td>ED-ADM 05.02</td>
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<td>ED-ADM 05.04</td>
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<td><strong>CCSS:</strong></td>
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<td>CCSS.ELA-LITERACY.RL.11-12.10</td>
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<td>CCSS.ELA-LITERACY.W.11-12.4</td>
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<td>CCSS.ELA-LITERACY.W.11-12.7</td>
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**Small Group Work:**
- Cadets work in teams to evaluate time efficiencies and time wasters.

**Research**
- Cadets uncover information regarding time management.

**Multi-Flow Map**
- Cadets create a Multi-Flow Map to outline strategies for getting up early and/or not missing appointments or assignments.

**Conversation Circle**
- Cadets share examples of their experiences with poor time management.

**Group Discussions in the Classroom:**
[http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin](http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin)

**How to Conduct Research from Purdue Online Writing Lab:**
[https://owl.english.purdue.edu/owl/section/2/8/](https://owl.english.purdue.edu/owl/section/2/8/)

**Mind Map for Cause and Effect**
[https://www.mindtools.com/pages/article/newTMC_03.htm](https://www.mindtools.com/pages/article/newTMC_03.htm)

**Conversation Circles:**
[https://www.google.com/search?q=predicting+outcome+worksheets&sa=X&biw=1440&bih=753&tbnid=ISochV4D08-gMWM:&tbs=sws:1&source=univ&ved=0ahUKEwjImerXxY60AhXJ44MKHYiIDXUQsAQLjw#tbm=isch&q=conversation+circles](https://www.google.com/search?q=predicting+outcome+worksheets&sa=X&biw=1440&bih=753&tbnid=ISochV4D08-gGW0:&tbs=sws:1&source=univ&ved=0ahUKEwjImerXxY60AhXJ44MKHYiIDXUQsAQLjw#tbm=isch&q=conversation+circles)
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<td>Cadet Etiquette Guide:</td>
<td>What are some of the occasions in life that may cause you to interact in a variety of social situations?</td>
<td>• Justify the importance of understanding and applying rules of etiquette</td>
<td>Jigsaw: Cadets jigsaw the importance of understanding and applying rules of etiquette</td>
<td>The Teacher’s Toolkit [link]</td>
</tr>
<tr>
<td>NJSLS:</td>
<td>What are the proper rules of etiquette?</td>
<td>• Exhibit etiquette when making introductions</td>
<td>Tree Map: Cadets build a Tree Map to determine what best constitutes formal wear attire</td>
<td>Tree Maps and Thinking Maps Website: [link]</td>
</tr>
<tr>
<td>9.3.12.ED.2., 9.3.12.ED.3.</td>
<td>How can you become more relaxed in an unfamiliar setting?</td>
<td>• Determine what best constitutes formal wear attire</td>
<td>Role-play/Skit: Cadets participate in a skit that highlights the protocol for entering a formal dinner affair</td>
<td>Roleplay: [link]</td>
</tr>
<tr>
<td>9.3.12.ED.4 9.3.12.ED.11</td>
<td>How can you use the rule of etiquette required of Cadets in other types of situations?</td>
<td>• Demonstrate proper protocol for entering a formal dinner affair</td>
<td>Writing and Reflection: Cadets write sample &quot;Invitations&quot; and &quot;Thank You&quot; notes</td>
<td>Wedding Invitations Examples: [link]</td>
</tr>
<tr>
<td>CCTC:</td>
<td>How would you define the following key word:</td>
<td>• Apply rules of etiquette for responding to a formal invitation to dinner or special event</td>
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<tr>
<td>ED 01., ED 01.01</td>
<td>➢ Comradeship</td>
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<td>ED-ADM 05.02</td>
<td>➢ Curtly</td>
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<td>ED-ADM 05.04</td>
<td>➢ Dining-Out</td>
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<td>CCSS:</td>
<td>➢ Palate</td>
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<td>CCSS.ELA-LITERACY.RL.11-12.10;</td>
<td>➢ Stag</td>
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<td>Essential Questions</td>
<td>Skills &amp; Indicators</td>
<td>Sample Activities</td>
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<td><strong>Financial Planning:</strong> Plan personal financial goals</td>
<td>How would you explain the importance of financial planning?</td>
<td>• List SMART goal elements&lt;br&gt; • Explain the purposes for tracking expenses&lt;br&gt; • Research basic information on achieving financial success&lt;br&gt; • Assess benefits of saving for the future&lt;br&gt; • Provide a briefing or presentation on the importance of financial planning&lt;br&gt; • Discuss what influences financial decisions</td>
<td><strong>Research</strong>&lt;br&gt;Cadet uncover information regarding the elements SMART goals&lt;br&gt;<strong>Team Presentations:</strong>&lt;br&gt;Teams provide a briefing or presentation on the purposes of tracking expenses&lt;br&gt;<strong>Writing and Reflection</strong>&lt;br&gt;Cadets summarize their thoughts on the importance of financial planning&lt;br&gt;The DECIDE Method:&lt;br&gt;Cadets use the DECIDE model of decision-making process to assess benefits of saving for the future</td>
<td>How to Conduct Research from Purdue Online Writing Lab: <a href="https://owl.english.purdue.edu/owl/section/2/8/">https://owl.english.purdue.edu/owl/section/2/8/</a>&lt;br&gt;The DECIDE Method: [<a href="https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=3&amp;ved=0ahUKEwjmgZ07PAI-dwvQ2KwKHc0QDlAQFggkMAI&amp;url=http%3A%2F%2Ftaftryder.weebly.com%2Fuploads%2F5%2F8%2F7%2F8%2F5878195%2Fdecide_method.ppt&amp;usg=AFQjCNHr-WS2cdLgsPjoxIIzobizEZUFA&amp;sig2=tGblAGdQI7sBX41VFOxbyA&amp;bvm=bv.136499718,d.cWw">https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=3&amp;ved=0ahUKEwjmgZ07PAI-dwvQ2KwKHc0QDlAQFggkMAI&amp;url=http%3A%2F%2Ftaftryder.weebly.com%2Fuploads%2F5%2F8%2F7%2F8%2F5878195%2Fdecide_method.ppt&amp;usg=AFQjCNHr-WS2cdLgsPjoxIIzobizEZUFA&amp;sig2=tGblAGdQI7sBX41VFOxbyA&amp;bvm=bv.136499718,d.cWw</a>)</td>
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## Student Learning Objectives (SLOs)

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| **Budgeting:** Outline a personal budget plan | • Identify the purpose of a budget  
• Determine resources available for financial objectives  
• Explain how to construct a simple budget  
• Explore strategies to prepare a budget for a family of four  
• Write a reflection paragraph about the importance of budgeting  
• Create a budget plan that matches your financial | **Illustration** Illustrate how to effectively determine resources available for financial objectives  
**Braining**ing Cadets attempt to answer "What if...?" questions about budgets and personal budget planning  
**Small Group Discussion** Cadets discuss the key, critical and relevant aspects of preparing a budget for a family of four | **Performance Project**  
http://www.texaspsp.org/resources/guides-for-students.php  
**Brainstorming Exercises:**  
http://www.eslflow.com/brainstorming.html  
**Group Discussions in the Classroom:**  
http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin  
**Article on The Challenges of Group Work by Carnegie Mellon University**  
https://www.cmu.edu/teaching/designteach/teach/instructionalstrate- |
| **NJSLS:**  
9.3.12.ED.2.,  
9.3.12.ED.3.  
9.3.12.ED.11 | What steps can you take to properly plan a budget?  
How can your financial decisions affect your future?  
Why is a budget a useful way to help you identify how you spend and save?  
How can you make your money work for you?  
How would you define the following key words:  
➢ Budget  
➢ Expenses  
➢ Income  
➢ Payroll  
➢ Taxes | | |
| **CCTC:**  
ED 01., ED 01.01  
ED-ADM 05.02  
ED-ADM 05.04 | | | |
| **CCSS:**  
CCSS.ELA-LITERACY.L.11-12.10;  
CCSS.ELA-LITERACY.W.11-12.4;  
CCSS.ELA-LITERACY.W.11-12.7;  
CCSS.ELA-LITERACY.W.11-12.2 | | | |
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| LITERACY.L.11-12.1; CCSS.ELA-LITERACY.L.11-12.2 | ➢ Net Income  
➢ Social Security | goal | information regarding budget plans that match financial goals | gies/groupprojects/challenges.html |

Investing
Forecast personal savings and investments

**NJSLs:**
9.3.12.ED.2., 9.3.12.ED.4  
9.3.12.ED-ADM.8  
9.3.12.ED.11

**CCTC:**
ED 01., ED 01.01  
ED-ADM 05.01  
ED-ADM 05.04

**CCSS:**
CCSS.ELA-LITERACY.RL.11-12.10; CCSS.ELA-LITERACY.W.11-12.12; CCSS.ELA-

How can you plan to meet your future financial goals?
What are some ways you can earn money through investments?
Why is it important to invest and how can you ensure you are not swindles through investing?
How can you earn interest by investing?
What are some saving alternatives?
Define the following key words:
➢ Bond  
➢ Compound Interest  
➢ Inflation Rate  
➢ Mutual Fund

➢ Define reasons for saving and investing
➢ Describe how time, money, and rates of interest relate to meeting specific financial goals
➢ Differentiate between basic investment principles and strategies
➢ Analyze goals to determine what makes sound financial investments
➢ Describe various savings and investment

**Short Quiz/Test**
Cadets complete an Agree/Disagree quiz investing; They then review the correct answers

**Jigsaw**
Cadets jigsaw the student text and describe how time, money, and rates of interest relate to meeting specific financial goals

**Writing and Reflection**
Cadets summarize their thoughts on a speech they may have given in the past or plan to give in the future

**Outcome Predictions**
Cadets predict the outcome of savings and investments

Test and Quizzes:
http://www.proprofs.com/quiz-school/browse/

The Teacher’s Toolkit:
http://www.theteacherstoolkit.com/index.php/tool/jigsaw

Reflective Writing:
https://student.unsw.edu.au/reflective-writing

Images for Outcome Predictions:
https://www.google.com/search?q=predicting+outcome+worksheets&sa=X&biw=1440&bih=753&tbnid=isch&tbo=u&
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<tr>
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<td>&gt; Stock</td>
<td>alternatives</td>
<td>investment</td>
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<td>LITERACY.L.11-12.1; CCSS.ELA-</td>
<td>&gt; Dividend</td>
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<td>LITERACY.L.11-12.2</td>
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# Unit 4 Vocabulary

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<tr>
<th>Agenda</th>
<th>Mutual Fund</th>
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<tbody>
<tr>
<td>Budget</td>
<td>Net Income</td>
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<tr>
<td>Bond</td>
<td>Opportunity Cost</td>
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<tr>
<td>Compound Interest</td>
<td>Palate</td>
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<tr>
<td>Comradeship</td>
<td>Payroll</td>
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<td>Curtly</td>
<td>Procrastination</td>
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<tr>
<td>Decision-making</td>
<td>Restraint</td>
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<tr>
<td>Dining-Out</td>
<td>SMART Goals</td>
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<tr>
<td>Dividend</td>
<td>Social Security Cash Flow</td>
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<td>Expenses</td>
<td>Stag</td>
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<tr>
<td>Income</td>
<td>Stock</td>
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<td>Inflation Rate</td>
<td>Taxes</td>
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## Suggested Unit Projects

**Choose At Least One**

| Cadets visit plan and participate in a Military Ball to demonstrate their understanding and application of proper etiquette | Cadets will tour a local bank to gain a better understanding of savings and investments |

## Suggested Structured Learning Experiences

| La'Neve's Banquet Hall and Catering  
276 Belmont Ave  
Haledon, NJ 07508 | Bank of America Financial Center  
385 McLean Blvd  
Paterson, NJ 07514 |