Department of College and Career Readiness

Leadership, Education and Training (LET) 4
Curriculum

5.0 Credits

Unit One
Leadership, Education and Training (LET) IV

**Course Description**

Leadership and Education Training (LET) Course Level IV, 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. Orients students to the purpose of the Army JROTC Program and to their roles as Cadets. 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, Education and Training (LET) IV, Unit One

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

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Course:</th>
<th>JROTC LET 4</th>
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<tr>
<td>Unit 1:</td>
<td>Citizenship in Action</td>
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<tr>
<td>Grade Level:</td>
<td>9-12</td>
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**Unit Overview:** Leadership and Education Training (LET) Course Level IV, Unit One, 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.

**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.

**Common Core State Standards (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
<table>
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<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
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<tr>
<td>Department of Defense: Explore the purpose of the United States Department of Defense</td>
<td>What department is responsible for the nation’s defense forces and when was it created? What does the Department of Defense do and who works within this department? Why did Congress create the Department of Defense and how as it originally organized? How does DOD assign or break out its duties? How would you define the following key words:  ➢ Strategic  ➢ Tactical  ➢ Theater  ➢ Specified  ➢ Operational  ➢ Executive Authority</td>
<td>• Examine the mission of the Department of Defense (DOD)  • Identify the four major responsibilities inherent to DOD’s mission  • Explain civil control over the military  • Explain the relationship between the Joints Chief of Staff and the DOD</td>
<td>KWL Chart: Cadets create a KWL Chart considering the mission of the Department of Defense  Think-Pair-Share  Cadets describe and discuss situations where they discuss the relationship between the Joints Chief of Staff and the DOD  Concept Web  Cadets create a Concept Web outlining the four major responsibilities inherent to DOD's mission  Writing and Reflection  Cadets summarize their thoughts on civil control over the military</td>
<td>KWL Charts <a href="https://www.bing.com/images/search?q=kwl+chart&amp;qpvt=kwl+chart&amp;qpvt=kwl+chart&amp;qpvt=kwl+chart&amp;FORM=IGRE">https://www.bing.com/images/search?q=kwl+chart&amp;qpvt=kwl+chart&amp;qpvt=kwl+chart&amp;qpvt=kwl+chart&amp;FORM=IGRE</a>  Think-Pair-Share Worksheet: <a href="http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/Think-Pair-Share-Diagram-Chart-Instructions.html">http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/Think-Pair-Share-Diagram-Chart-Instructions.html</a>  Images for Concept Web <a href="https://www.google.com/search?q=Create+a+Concept+Web&amp;client=safari&amp;rls=en&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwjTvbag2tPPAhWCeD4KHWI6BBb0QsAQIQA&amp;biw=1245&amp;bih=694">https://www.google.com/search?q=Create+a+Concept+Web&amp;client=safari&amp;rls=en&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwjTvbag2tPPAhWCeD4KHWI6BBb0QsAQIQA&amp;biw=1245&amp;bih=694</a></td>
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<td>The Active Army</td>
<td>How would you classify the basic/special branches of the Army?</td>
<td>• Explain how the two Congressional acts impact the organizational structure of the Armed Forces</td>
<td>Small Group Work: Cadets work in teams to explain how the two Congressional acts impact the organizational structure of the Armed Forces</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>
</tr>
<tr>
<td>Relate the role of the Active Army to the United States Army overall.</td>
<td>What can you say about the two non-accession branches of the Army?</td>
<td>• Research job/careers in the Active Army</td>
<td>Research</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>
</tr>
<tr>
<td><strong>NJSLS:</strong> 9.3.12.ED.2., 9.3.12.ED.3., 9.3.12.ED.4 9.3.GV.1</td>
<td>What was the purpose of the Continental Congress when it appointed its committee in 1775?</td>
<td>• Distinguish between fundamental roles of the Army and Active Army</td>
<td>Multi-Flow Map</td>
<td>Mind Map for Cause and Effect <a href="https://www.mindtools.com/pages/article/newTMC_03.htm">https://www.mindtools.com/pages/article/newTMC_03.htm</a></td>
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<tr>
<td><strong>CCTC:</strong> ED 01., ED 01.01 ED-ADM 05.02 ED-ADM 05.04</td>
<td>How does the U.S. Armed Forces safeguard the internal security of the United States?</td>
<td>• Determine how the Active Army contributes to domestic affairs</td>
<td>Writing and Reflection</td>
<td>Reflective Writing <a href="https://student.unsw.edu.au/reflective-writing">https://student.unsw.edu.au/reflective-writing</a></td>
</tr>
<tr>
<td><strong>CCSS:</strong> 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>
<td>How would you define the following key words: Mission National Security Secretary of Defense Congressional</td>
<td>• Correlate Army commands to the JROTC program</td>
<td>Writing and Reflection</td>
<td>Reflective Writing</td>
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<tr>
<td>Branches of the U.S. Army:</td>
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</table>
| Investigate the various branches of the U.S. Army | What is the role of the Army Materiel Command? | • Justify the importance of the various branches of the U.S. Army | Jigsaw  
Cadets jigsaw the student text to elaborate on the importance of the various branches of the U.S. Army | The Teacher's Toolkit  
| NJSLS:                            |                     |                     |                   |           |
| 9.3.12.ED.3.                     | How would you describe Combat Arms? | • Identify components that are included in Combat Arms | Tree Map  
Cadets build a Tree Map to identify components that are included in Combat Arms | Tree Maps and Thinking Maps Website:  
http://www.thinkingmaps.org/ |
| 9.3.12.ED.11                     | What is the purpose of the Infantry? | • Differentiate between Combat Support and Combat Service Support | Team Presentations:  
Teams present their research findings to the class on the difference between Combat Support and Combat Service Support | Group Presentations:  
PDF Article from the University of Mary Washington:  
http://academics.umw.edu/speaking/resources/handouts/formats-for-group-presentations/ |
| 9.3.GV.1                          | What is the role and purpose of TRADOC? | • Generate a timeline with critical events that tracks the U.S. Army from its inception to its current time | Think-Pair-Share  
Cadets discuss timeline with critical events that tracks the U.S. Army from its inception to its current time |Think-Pair-Share Worksheet:  
http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/Think-Pair-Share-Diagram-Chart-Instructions.html |
| CCTC:                             |                     |                     |                   |           |
| ED-ADM 05.01                     | What units make up the OCONUS Command |                     |                   |           |
| ED-ADM 05.02                     | How would you define the following key word:  
➢ Doctrine  
➢ Non-Accession  
➢ Unconventional  
➢ Counterintelligence |                     |                   |           |
<p>| ED-ADM 05.04                     |                     |                     |                   |           |</p>
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<tr>
<td>LITERACY.L.11-12.2</td>
<td>How would you explain that the role of the National Guard? Who makes up the personnel of the National Guard? What are some of the career fields in the National Guard? What is the process for entering into the National Guard? What were some of the most recent conflicts in which the National Guard was front and center? How would you define the following key word: ➢ Citizen Soldier ➢ Combatant ➢ Militia ➢ Mobilize</td>
<td>• Determine the difference between the National Guard and the Army Reserves • Classify the various ways to become a member of the National Guard • Research major service opportunities of the National Guard • Investigate the various contributions of the National Guard in domestic support • Provide a briefing or presentation on the National Guard</td>
<td><strong>Research</strong> Cadet uncover information regarding major service opportunities of the National Guard <strong>Team Presentations:</strong> Teams provide a briefing or presentation on the National Guard <strong>Small Group Work:</strong> Cadets work in teams to investigate the various contributions of the National Guard in domestic support <strong>Writing and Reflection</strong> Cadets summarize their thoughts on the National Guard</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> Using Visual Aids <a href="http://www.speaking.pitt.edu/student/public-speaking/visualaids.html&amp;FORM=IGRE">http://www.speaking.pitt.edu/student/public-speaking/visualaids.html&amp;FORM=IGRE</a> 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> Reflective Writing <a href="https://student.unsw.edu.au/reflective-writing">https://student.unsw.edu.au/reflective-writing</a></td>
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**NJSLS:**

**CCTC:**
ED-ADM 05.02  ED-ADM 05.04

**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
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<th>Sample Activities</th>
<th>Resources</th>
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<tr>
<td>&gt; Reserve Component</td>
<td></td>
<td>• Determine the</td>
<td></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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<tr>
<td></td>
<td>How would you explain that the role of the Army Reserves?</td>
<td>difference between the Army Reserves and the Active Army</td>
<td>Research</td>
<td>Using Visual Aids <a href="http://www.speaking.pitt.edu/student/public-speaking/visualaids.html&amp;FORM=IGRE">http://www.speaking.pitt.edu/student/public-speaking/visualaids.html&amp;FORM=IGRE</a></td>
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<td></td>
<td>Who makes up the personnel of the Army Reserves?</td>
<td>• Classify the various ways to become a member of the Army Reserves</td>
<td>Team Presentations:</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></td>
<td>What are some of the career fields in the Army Reserves?</td>
<td>• Research major service opportunities of the Army Reserves</td>
<td>Small Group Work:</td>
<td>Reflective Writing <a href="https://student.unsw.edu.au/reflective-writing">https://student.unsw.edu.au/reflective-writing</a></td>
</tr>
<tr>
<td></td>
<td>What is the process for entering into the Army Reserves?</td>
<td>• Investigate the various contributions of the Army Reserves in international conflicts</td>
<td>Writing and Reflection</td>
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<td></td>
<td>What were some of the most recent conflicts in which the Army Reserves was front and center?</td>
<td>• Provide a briefing or presentation on the Army Reserves</td>
<td>Cadets summarize their thoughts on the Army Reserves</td>
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<td>How would you define the following key word:</td>
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<tr>
<td></td>
<td>&gt; Reservist</td>
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<td></td>
<td>&gt; USAR</td>
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<td></td>
<td>&gt; Corps</td>
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<td></td>
<td>&gt; Asset</td>
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NJSLS: 9.3.12.ED-ADM.8 9.3.12.ED.11 9.3.GV.1

CCTC: ED 01., ED 01.01 ED-ADM 05.02 ED-ADM 05.04

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
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<td>National Defense</td>
<td>How does one gain power and influence? What is the difference between power and influence? How can you use power without abusing its privilege? How can you become better skilled to influence others through the developmental process? How would you define the following key words:  &gt; Coercive Power  &gt; Expert Power  &gt; Legitimate Power  &gt; Referent Power</td>
<td>• Describe the different types of power and influence  • Distinguish between power and influence  • Describe the appropriate application of power  • Explore strategies to establish influence among peers and others  • Write a reflection paragraph about power and influence  • Discuss how individual and system power can be used to increase performance</td>
<td><strong>Bubble Map:</strong> Cadets create a Bubble Map to distinguish the different types of power and influence  <strong>Small Group Discussion</strong> Cadets discuss the key, critical and relevant aspects of power and influence  <strong>Research</strong> Cadet uncover information regarding power and influence  <strong>Short Quiz/Test</strong> Cadets complete an Agree/Disagree quiz on individual and system power and how they can be used to increase performance</td>
<td>Thinking Map® <a href="http://thinkingmaps.com">http://thinkingmaps.com</a> 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> Article on The Challenges of Group Work by Carnegie Mellon University <a href="https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/groupprojects/challenges.html">https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/groupprojects/challenges.html</a> Student Learning Quiz Website: <a href="https://quizlet.com/">https://quizlet.com/</a></td>
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**Power Bases and Influence:**
Outline a personal plan to build a strong relationship with team members.

**NJSLS:**

**CCTC:**
ED-ADM 05.02  ED-ADM 05.04

**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;
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<td>Asset</td>
<td>Mobilize</td>
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<tr>
<td>Citizen Soldier</td>
<td>National Defense</td>
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<tr>
<td>Coercive Power</td>
<td>National Security</td>
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<td>Combatant</td>
<td>Non-Accession</td>
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<td>Executive Authority</td>
<td>Secretary of Defense</td>
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<tr>
<td>Expert Power</td>
<td>Specified</td>
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<tr>
<td>Legitimate Power</td>
<td>Tactical</td>
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<td>Militia</td>
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<td>Mission</td>
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## Suggested Unit Projects

### Choose At Least One

| Cadets participate in taking the Armed Services Vocational Aptitude Battery (ASVAB) to assess which jobs they may be best suited to perform | Cadets participate in a debate in front of their peers to determine which Reserve Component, Army Reserves or National Guard, is the better service in which to join as a military career |

## Suggested Structured Learning Experiences

| Eastside High School Media Center 150 Park Avenue Paterson, NY 07501 | Eastside High School Auditorium 150 Park Avenue Paterson, NY 07501 |