Department of College and Career Readiness

Leadership, Education and Training (LET) 4 Curriculum

5.0 Credits

Unit Four
Leadership, Education and Training (LET) IV

Course Description

Leadership and Education Training (LET) Course Level IV, Unit Four, builds essential skills Cadets need to maximize learning potential and future success, and lays the groundwork for service learning. Recognizing the value of their varied learning styles and multiple intelligences, Cadets apply learning strategies to improve critical thinking, study, and communication skills. As they progress through the program, Cadets extend their learning strategies by taking on the responsibilities for teaching younger Cadets. Moreover, in this unit, they identify the components of service learning, prepare for service learning, and evaluate the effectiveness of a service learning project.
Leadership, Education and Training (LET) IV, Unit Four

<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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</tbody>
</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>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</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>
<td>- Computer/whiteboard</td>
<td>- Extended time</td>
<td>- Consistent daily structured routine</td>
<td>- Individual daily planner</td>
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<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
<td>- Tape recorder</td>
<td>- Repeat, clarify or reword directions</td>
<td>- Brief and concrete directions</td>
<td>- Display a written agenda</td>
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<tr>
<td>- Timeline with due dates for reports and projects</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback</td>
<td>- Reference resources to promote independence</td>
<td>- Spell-checker</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Note-taking assistance</td>
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<tr>
<td>- Communication system between home and school</td>
<td>- Reading partners</td>
<td>- Emphasize multi-sensory learning</td>
<td>- Graphic organizers</td>
<td>- Audio-taped books</td>
<td>- Read directions aloud</td>
<td>- Frequent feedback</td>
<td>- Color code materials</td>
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</tbody>
</table>
# Enrichment

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

- Adaptation 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 » 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: JROTC LET 4</th>
<th><strong>Unit Overview:</strong> Leadership and Education Training (LET) Course Level IV, Unit Four, Cadets recognize the value of their varied learning styles and multiple intelligences, Cadets apply learning strategies to improve critical thinking, study, and communication skills. As they progress through the program, Cadets extend their learning strategies by taking on the responsibilities for teaching younger Cadets. Moreover, in this unit, they identify the components of service learning, prepare for service learning, and evaluate the effectiveness of a service-learning project.</th>
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<tr>
<td><strong>Foundations of Success I</strong></td>
<td>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.</td>
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<tr>
<td><strong>Grade Level:</strong> 9-12</td>
<td>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</td>
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<tr>
<td>Student Learning Objectives (SLOs)</td>
<td>Essential Questions</td>
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<tr>
<td>Teaching Skills</td>
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<tr>
<td>Use effective teaching methods to deliver instructions.</td>
<td>What is the best way for you to prepare for presenting a portion of a course’s content?</td>
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<tr>
<td>NJSLS: 9.3.12.ED.2., 9.3.12.ED.3. 9.3.12.ED.4</td>
<td>What are some of the finer points in teaching?</td>
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<td>CCTC: ED 01., ED 01.01 ED-ADM 05.01</td>
<td>What are learning outcomes?</td>
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<td>CCSS:</td>
<td>How would you say is the most important aspect of the Four-Phase lesson plan?</td>
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<tr>
<td>Teaching Skills:</td>
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<tr>
<td>Incorporate cooperative learning strategies into the lesson.</td>
<td>What cooperative learning strategies can you use to build a student-centered lesson plan?</td>
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<tr>
<td><strong>NJSLS:</strong> 9.3.12.ED.2., 9.3.12.ED.3., 9.3.12.ED.4 9.3.12.ED-ADM.8</td>
<td>What are some teaching methods that involve individual effort and helping others encompassing group work?</td>
</tr>
<tr>
<td><strong>CCTC:</strong> ED 01., ED 01.01 ED-ADM 05.01 ED-ADM 05.04</td>
<td>How can you deliver instruction in a way that supports your own learning style?</td>
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<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>What are some learning activities that motivate learners?</td>
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<td>Using Feedback in the Classroom:</td>
<td>What do you need to learn or know about giving feedback?</td>
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<tr>
<td>Use feedback to enhance learning in the classroom.</td>
<td>How would you evaluate a learner on their course of work?</td>
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<tr>
<td>NJSLS: 9.3.12.ED.2., 9.3.12.ED.3. 9.3.12.ED.4</td>
<td>What information can you provide so that a learner could improve themselves during the course?</td>
</tr>
<tr>
<td>CCTC: ED-ADM 05.01 ED-ADM 05.02 ED-ADM 05.04</td>
<td>What techniques can you use to give effective feedback that is also timely, useful, and enhances the learning process?</td>
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<td>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</td>
<td>How would you define the following key words: &gt; Acceptable &gt; Criteria &gt; Objectivity &gt; Reinforce</td>
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<td>Student Learning Objectives (SLOs)</td>
<td>Essential Questions</td>
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<td>Orientation to Service Learning</td>
<td>What is service learning? How is service learning different than community service? How would you relate the words of President John F. Kennedy about service to service learning? What would you say are some of the problems and needs of people in society today? How can doing good for those around you make the world a better place? What can you do to make a difference in your own community? How would you define the following key word: &gt; Debriefer &gt; Learning Log &gt; Reporter &gt; Time Keeper</td>
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</table>

**NJSLS:**

**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.11-12.4; CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.L.11-12.1; CCSS.ELA-
<table>
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<tr>
<th>Student Learning Objectives (SLOs)</th>
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<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
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</table>
| LITERACY.L.11-12.2                | What are some of the components for ensuring a positive exploratory project? | • Outline the steps needed to conduct a service learning experience  
• Summarize the essential components of a service learning project  
• Assess the role of teamwork in completing a service learning project  
• Develop a service learning project plan  
• Reflect on the project by completing a Learning Log | The DECIDE Method: Cadets use the DECIDE model of decision-making process to develop a service learning project plan  
Problem-Solving Exercise: Cadets use various techniques to assess the role of teamwork in completing a service learning project  
Small Group Work: Cadets work in teams to summarize the essential components of a service learning project  
Group Discussions in the Classroom: http://www.edutopia.org/blog/make-class-discussions-more-exciting-richard-curwin  
Reflective Writing: https://student.unsw.edu.au/reflective-writing |

Plan and Train for an Exploratory Project: Prepare for a service learning project.  
**NJSLS:**  
9.3.12.ED.2,  
9.3.12.ED.3,  
9.3.12.ED.4,  
9.3.12.ED-ADM.8  
**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;  
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<tbody>
<tr>
<td>Project Reflection and Integration: Evaluate the effectiveness of a service learning project. <strong>NJSLS:</strong> 9.3.12.ED.2., 9.3.12.ED.3. 9.3.12.ED.4</td>
<td>How is learning integrated with curriculum goals? What happens a service learning project is completed? What are some ideas to consider when integrating service learning throughout the JROTC curriculum? How do you know when a service learning project has been successful? What is the importance of structured reflection? How would you define the following key word: &gt; Advocacy Service &gt; Analysis &gt; Observation &gt; Placement</td>
<td>• Relate the projected goals of a service learning project to the projected results • Assess the role of structured reflection in extended learning • Evaluate a service learning experience through structured reflection, demonstration and evaluation • Participate in structured reflection activities • Summarize the impact of the learning experience in an essay or report</td>
<td><strong>Outcome Predictions</strong> Cadets predict the outcome of a service learning project based on the goals and preparation efforts <strong>Team Presentations:</strong> Teams provide a briefing or presentation on the role of structured reflection in extended learning <strong>Survey/Assessment</strong> Cadet complete the Project Reflection and Integration Assessment Task form <strong>Writing and Reflection</strong> Cadets summarize their thoughts on the impact of the learning experience in an essay or report</td>
<td><strong>Images for Outcome Predictions:</strong> [<a href="https://www.google.com/search?q=predicting+outcome+worksheets&amp;sa=X&amp;biw=1440&amp;bih=753&amp;tbnid=isch&amp;tbo=u&amp;source=univ&amp;ved=0ahUKEwj1merX-xcfPAhXJ44MKHYIiDXUQsAQIJw">https://www.google.com/search?q=predicting+outcome+worksheets&amp;sa=X&amp;biw=1440&amp;bih=753&amp;tbnid=isch&amp;tbo=u&amp;source=univ&amp;ved=0ahUKEwj1merX-xcfPAhXJ44MKHYIiDXUQsAQIJw</a>] <strong>Using Visual Aids</strong> [<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>] <strong>A Teacher’s Guide to Performance Assessment:</strong> [<a href="http://www.teachthought.com/pedagogy/assessment/the-definition-of-performance-assessment/">http://www.teachthought.com/pedagogy/assessment/the-definition-of-performance-assessment/</a>]</td>
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<td>Unit 4 Vocabulary</td>
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## Suggested Unit Projects

*Choose At Least One*

| Cadets participate in a service learning project at the local Boys and Girls Club | Cadets engage in opportunities to teach in the classroom for the JROTC instructor or other teachers in the school |

## Suggested Structured Learning Experiences

| Boys & Girls Club of Paterson  
264 21st Ave  
Paterson, NJ 07501 | Eastside High School  
150 Park Avenue  
Paterson, NY 07501 |