



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px;">JROTC II</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px;">105221, 105222</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Elective</td> <td style="width: 50%; padding: 2px;">9374</td> </tr> </table>	Elective	9374	<p>Subject Area:</p> <p> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Grade Level(s)</p> <p> <input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 </p>				
Elective	9374							
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>(Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">G College Prep Elective</td> <td style="width: 50%; padding: 2px;"><input checked="" type="checkbox"/> Pending</td> </tr> </table>	G College Prep Elective	<input checked="" type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> <p style="font-family: cursive;">Designated Subject - Special Subjects ROTC, Basic Military Drill</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%;"> <tr> <td style="width: 70%; text-align: center; vertical-align: bottom;"> </td> <td style="width: 30%; text-align: center; vertical-align: bottom;"> 4/15/2024 Date </td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table> </div>			4/15/2024 Date	Signature	Date
G College Prep Elective	<input checked="" type="checkbox"/> Pending							
	4/15/2024 Date							
Signature	Date							
<p>Submitted by: Sergio Velazquez Site: Perris High School Date: 04/10/24 Email: sergio.velazquez@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>							
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>						
Director of Curriculum & Instruction		04/15/24						
Asst. Superintendent of Educational Services		4/18/24						
Governing Board								

Prerequisite(s) (REQUIRED):
JROTC I
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
<p>The mission of JROTC is to motivate young people to become better citizens. JROTC prepares high school students for responsible leadership roles while making them aware of the benefits of citizenship. The JROTC curriculum is based upon a systematic progression of learning. The scope, focus and content of instruction are each sequential and independent. The leadership unit of instruction allows for one of many training opportunities for students to exercise a student chain of command. Fourth year students act on guidance from the Senior Army Instructor or Army Instructor to plan, prepare, and execute training and prepare for assigned tasks and conduct training for younger students. Third year students learn instructional techniques, and more advanced styles of leadership. First and second year students receive education and training. Training is designed to enhance skills, knowledge, and abilities of students and reinforce instruction in leadership theory.</p>

B. COURSE CONTENT

Course Purpose (REQUIRED):

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

The Leadership Education and Training (LET) 2 curriculum continues to heavily focus on Core Abilities which describe the broad, life-long skills that every student needs for success in future life and career endeavors. The core abilities are a result of the goals and values that drive the JROTC program and are built upon the program's four years through integrating various lesson competencies and skills throughout the JROTC curriculum. With each lesson the instructors explicitly introduce, teach, reinforce, and assess the following core abilities:

- a. Take responsibility for your actions and choices
- b. Apply critical thinking techniques
- c. Communicate using verbal, non-verbal, visual, and written techniques
- d. Build your capacity for life-long learning

- e. Do your share as a good citizen in your school, community, country and the world
- f. Treat self and others with respect

This course continues to emphasize American symbols, customs and traditions and the history and purpose of Army JROTC Leadership. Additionally, students will learn the fundamentals of good health associated with proper diet and exercise. students will continue to participate in the cadet challenge and demonstrate proficiency in basic First Aid and Lifesaving techniques. students will also learn the importance of avoiding and preventing substance abuse. students will be introduced to the importance of the United States Constitution and Bill of Rights; responsibility of U.S. citizens; basic national values; the U.S. federal justice system; and service to the community. In conjunction with citizenship, students are introduced to a variety of significant events and historical figures that contributed to our citizenship and American history.

Program outcomes describe what JROTC students will know and be able to do upon successful completion of the JROTC program. These outcomes also provide documentation for growth and development of the student and program. As students complete each LET, their journey toward program outcomes will occur; each program outcome is linked to every LET lesson in the curriculum. The JROTC Program Outcomes are:

- Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce
- Engage in civic and social concerns in the community, government, and society
- Graduate prepared to succeed in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Chapter 1: Leadership

Leadership introduces students to the elements of leadership, encouraging the analysis of personal leadership attributes and their relationship to program goals. As well, students examine their own leadership competencies and style and the role they play in teams.

Assignments:

- **Quick Write:** Cadets write their responses to the Essential Question: What elements of leadership do you possess?
- **Inquire:** Cadets participate in a class survey about leadership.
- **Gather:** Cadets listen to a briefing about leadership opportunities and the history of leadership models.
- **Process:** Cadets play the “Leading the Blind” game. Afterward, leaders and followers in the game reflect on what worked and what didn’t. Students will be divided into teams of four to six and appoint a leader for each team. Distribute blindfolds. Inform students that they will be playing “Leading the Blind,” where the team leader will give the blindfolded team instructions on completing a task. Team members are free to ask questions, or even resist the leader, but they must not take off their blindfolds. The leader’s goal is to have all team members complete the task. The

game can be anything task oriented: Draw a tree on the chalkboard. Navigate an obstacle course (re-arrange class furniture) Fold the U.S. Flag

- **Process:** Cadets view Animation #1 – Maria Case Study and Animation #2 – Brian Case Study animations on leadership. Cadet teams complete Exercise #1 – Evaluate Case Studies. Cadet teams evaluate the leaders in the case studies and discuss the role of different leadership attributes and competencies.
- **Apply:** Cadets complete the Elements of Leadership Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflect:** Write a 150 word reflection on learning using the following prompts: What role do you think communication plays in leadership? How does trust affect people following a leader?
- **Read:** Read the “Army Leadership Model” section in your student text. Students will answer the reinforcing question(s) provided in the textbook.
- **Quick Write:** Cadets write their responses to the Essential Question: Who do you know that has demonstrated an attribute of leadership? What were those attributes?
- **Inquire:** Cadets consider the thirteen attributes of leadership and identify people who have demonstrated one or more of those attributes.
- **Gather:** Cadets listen to a briefing about the leadership elements of the character attribute. Cadets answer reinforcing questions.
- **Process:** Cadets create a Tree Map listing the elements of character and describing situations where they have demonstrated a particular element. Cadets review their maps with their teams and revise maps if needed.
- **Gather:** Cadets read about the leadership elements of the presence attribute. Cadets answer reinforcing questions.
- **Process:** Cadets create a Tree Map listing the elements of presence and describing situations where they have demonstrated a particular element. Cadets review their maps with their teams and revise maps if needed.
- **Gather:** Cadets read about the leadership elements of the intellect attribute. Cadets answer reinforcing questions. · What are your strongest and weakest elements of character?
- **Reflect:** Write a 150 word reflection on learning using the following prompts: How did your team members help you better understand your strengths and weaknesses? Of the four elements of character, which one have you most seen demonstrated so far in JROTC?
- **Process:** Cadets create a Tree Map listing the elements of intellect and describing situations where they have demonstrated a particular element. Cadets review their maps with their teams and revise maps if needed.
- **Apply:** Cadets review their Tree Maps and select their top five attributes. Cadet teams play a “Who’s That?” game to identify attributes that match the Cadet on their team. Cadets complete the Leadership Attributes Performance Assessment Task, Exercise #1 – Score Your Attributes, and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Inquire:** Cadets read the leadership competencies posted in the classroom and identify their top three competencies.
- **Gather:** Cadets listen to a briefing about the “Leads” leadership competency. Cadets rank their own “Leads” competencies in order from one to five.

- **Process:** Cadets watch two case study animations about student leaders and assess the leaders on their “Leads” competencies.
- **Gather:** Cadets read their student text section on the “Develops” leadership competency. Cadets rank their own “Develops” competencies in order from one to five.
- **Process:** Cadets watch two case study animations about student leaders and assess the leaders on their “Develops” competencies.
- **Gather:** Cadets read their student text section on the “Achieves” leadership competency. Cadets rank their own “Achieves” competencies in order from one to five.
- **Process:** Cadets watch two case study animations about student leaders and assess the leaders on their “Achieves” competencies.
- **Apply:** Cadets complete Exercise #4 – Score Your Competencies, the Leadership Competencies Performance Assessment Task, and complete the key words review.
- **Reflect:** Write a 200 word reflection on learning using the following prompts: Of the “Leads” competencies you learned about, which one do you think is the most difficult to become skilled at? What advice would you give Maria in the case study? What advice would you give Brian in the case study?

Chapter 2: Personal Growth and Behaviors

Personal Growth and Behaviors focuses on communication. Good leaders are effective communicators. Writing, listening, and speaking are essential outcomes in this learning module. Communication also supports personal confidence and students will begin to see how their strengths relate to their vocational interests and begin to explore post-secondary options. Finally, students examine the role ethics plays in leadership and how core values affect their personal code of conduct.

Assignments:

- **Quick Write:** Cadets write their responses to the Essential Question: How can you improve the quality of your writing?
- **Inquire:** Teams use Circle Map to brainstorm responses to assigned questions about writing.
- **Gather:** Using a Thinking Map®, Cadet partners or teams jigsaw text from an assigned section in their text to teach others about principles of writing and the basics of good writing. Cadets use note-taking skills to gather new information about writing as presented.
- **Process:** Cadets review a provided writing assignment example and make recommendation for improvement using Exercise #1 – Making Improvements as their guide. Cadets reflect on good writing principles and fundamentals.
- **Gather:** Cadets read about an assigned pitfall or flaw when writing. Cadets use a class Bubble Map to teach others about their assigned topic. Note-taking is used to acquire new information.
- **Process:** Cadets read through the same writing sample and identify two common mistakes/flaws in writing. Cadets provide improvement examples to the identified mistakes. Cadets reflect on common mistakes they make in their own writing.
- **Apply:** Cadets complete the Becoming a Better Writer Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompts: What types of improvements seem to be needed most often? Which of the basics of good writing do you need to focus on in your own work?

- **Quick Write:** Cadets write their responses to the Essential Question: What are the essential elements for delivering a great speech?
- **Inquire:** Cadets use a Circle Map to participate in a brainstorming about speech types and purpose.
- **Gather:** Cadets read their student text and work in small groups to teach others about types of speeches and purpose, and the audience for each.
- **Process:** Cadets listen to two videotaped speeches and complete Exercise #1 – Famous Speeches as a group activity. Cadets refer to content about types, purpose, and audience. Cadets use a Double Bubble Map to compare and contrast the two speeches. Cadets consider a speech that they will be writing in this class and use Exercise #2 – Preparing for Your Speech to begin planning.
- **Gather:** Teams use a Double Bubble Map to jigsaw an assigned reading topic from student text. Teams compare similarities and differences between essay writing and speech writing.
- **Process:** Cadets continue to plan their speech topic, purpose, and thesis statement using Exercise #3 – Your Speech.
- **Gather:** Cadets participate in a large group activity using a Tree Map classifying speaking situations, reasons for nervousness, and potential solutions for overcoming it. Cadets check their responses to information provided in Animation #1 – Coping With and Overcoming Nervousness. Cadet teams read assigned sections in their student text and develop a one phrase/sentence poster with a speech delivery tip.
- **Process:** Teams present Speaking Tip posters to the class. Cadets who are ready can present their speech introductions to class using poster tips as encouragement and criteria for delivery.
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompts: Explain how evident the purpose of the speech was that you heard. Explain if the speech was appropriate for the audience listening, including you.
- **Quick Write:** Cadets write their responses to the Essential Question: What is the advantage of investigating career options that interest you now?
- **Inquire:** Cadets use a Circle Map to brainstorm jobs of interest.
- **Gather:** Cadet teams read student text and use a Bubble Map to relate various jobs within an assigned career. Cadets observe Animation #1 – Job Types and Your Interest and answer reinforcing questions.
- **Process:** Cadets complete Exercise #1 – Interest Skill Inventory and Career Link.
- **Gather:** Cadets view Animation #2 – Career Clusters and Pathways and use Handout #1 – Career Clusters to reference the 79 Career Pathways. Cadet teams read about and teach others about various U.S. military career occupations and pathways outlined in the student text.
- **Process:** Cadets explore individually, with a partner, or as a large group a variety of career options using online resources. Cadets use Exercise #2 – Job Information Exploration to gather pertinent information.
- **Gather:** Cadets listen to, or read, and present on an assigned type of post-secondary training or education option. If possible, schedule a guidance counselor to present on each type of educational opportunity. Cadets answer reinforcing questions about training and education.
- **Process:** Cadets complete Exercise #3 – Sample ASVAB Test or schedule to provide the actual ASVAB to all Cadets in the LET 2 classroom. Cadets asked to reconsider their desired vocation and career path and future considerations using Exercise #4 – Thinking Future.
- **Apply:** Cadets complete Exercise #5 – Your Career Exploration Strategy and Timeline and add to the Career section of the Cadet Portfolio. Cadets complete the Career Considerations Performance

Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.

- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: How has what you've learned in this lesson helped you think about your future?
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: Are your personal standards and professional standards similar?

Chapter 3: Team Building

Team Building introduces new challenges and opportunities for team and squad drill leaders. As leadership develops, so does discipline and team building, demonstrated regularly in drill and ceremony activities.

Assignments:

- **Quick Write:** Cadets write their responses to the Essential Question: How can I become a responsible team member?
- **Inquire:** Cadets listen to a briefing about the Integrity Map. Cadets complete Exercise #1 – Integrity Map – Team assessment.
- **Gather:** Cadets read their text assignments and create poster board summaries for classmates. Cadet teams create a Sunshine Wheel. Cadets listen to a presentation about the three stages of team building.
- **Process:** Read your assigned section of the text. Create a Sunshine Wheel identifying the main topic and related information on the spokes. Cadets read a case study in Exercise #2 – Food Drive Case Study and respond to associated questions using their texts for support.
- **Apply:** Cadets complete the Team Member Qualities Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: What behaviors should you watch for in your team? As a leader or team member, what actions should you take when you see those behaviors?
- **Quick Write:** Cadets write their responses to the Essential Question: What are the characteristics and expectations of a good drill leader?
- **Inquire:** Cadets review the learning objectives and key words in their Student Learning Plan and preview the lesson activities. Cadets view an animation of leaders and challenges and create a Tree Map identifying characteristics of good leaders.
- **Review** materials provided as you explore information to answer your assigned question regarding the attributes of good drill leaders and what they do to prepare for and conduct drill. Distribute resources to teams Assign each team one of the following topics: What do you believe are the five most important things that a good drill instructor will do in preparation of a drill? Why? What actions does a good drill leader do during drill? What are five important attributes of a good drill leader? Why? What role do followers play in a drill leader's success?
- **Gather:** Cadets make posters illustrating good leadership characteristics, and then compare them to the Tree Maps they created in the Inquiry Phase.
- **Process:** Cadets read the case study "Mark's Story" in their student text and create either a Multi-Flow Map or Flow Map to analyze the case study.

- **Apply:** Guide Cadet partners to analyze which leadership attributes and competencies are missing from the drill leaders in the scenarios provided. Cadets complete the Drill Leader Skills and Responsibilities Performance Assessment Task and complete the key words review.
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: What behaviors seem to be critical for a drill leader to be successful? What characteristics do you exhibit that would help you be a good drill leader?
- **Quick Write:** Cadets write their responses to the Essential Question: How do you apply the steps of leadership as you take on the basic responsibilities of team leader and squad leader?
- **Inquire:** Guide Cadets to the Student Learning Plan and learning objectives. Divide Cadets into teams to brainstorm leadership duties in a Circle Map.
- **Gather:** Read about leadership transition and roles of different leaders in the squad. Display a T-Chart or graphic organizer samples. Assign teams a team leader or squad leadership position to construct a T-Chart or classification graphic organizer showing the position's responsibilities. Use Exercise #1 – Responsibilities already cut into strips and mixed up to assist in constructing the T-Chart.
- **Process:** Read the “George and Michelle’s Story” case study. Discuss the steps used in the leadership transition. Create a Flow Map to show how the leader was successful in the transition.
- **Apply:** Cadets complete the Taking Charge: Leadership Responsibilities Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: How will your Winning Colors® help you transition into leadership positions?

Chapter 4: First Aid

First Aid exposes students to the citizen’s role in helping others during an emergency. This learning module helps students identify emergency situations and the universal precautions to address them. Additionally, students will explain first aid responses to common and severe emergencies.

Assignments:

- **Quick Write:** Cadets write their responses to the Essential Question: How can you determine the need for first aid in an emergency?
- **Inquire:** Cadets play the “What Would You Do?” game to test their knowledge about first aid.
- **Gather:** Cadets listen to a briefing about first aid and view Animation #1 – First Aid Kit. Cadets read their student text to learn about emergency life-saving steps and calling for help. Cadets create a Flow Map showing the guidelines for responding to emergencies.
- **Process:** Cadet teams role-play first aid scenarios in Exercise #1 – First Aid Scenarios. After each scenario, teams evaluate their performance.
- **Apply:** Cadets complete the First Aid Emergencies Performance Assessment Task and complete the key words review.
- **Reflection.** Students reflect on the lesson by writing a 200 word reflection using the following prompt: What is the most important thing you’ve learned about first aid emergencies? How do you think your responses to real life emergencies would be different from your responses to the activity scenarios? What emergencies do you think you are most likely to encounter in everyday life?

- **Quick Write:** Cadets write their responses to the Essential Question: How can you help someone with a common injury?
- **Inquire:** Cadets play the “Does Pat Know First Aid?” game to determine how much they know about the correct first aid treatments for common injuries.
- **Gather:** Cadets read their student text to learn about first aid for cuts, sprains, and insect bites. Cadets create a Flow Map showing the sequence of treatment for minor cuts and sprains. Cadets listen to a briefing on first aid for other minor injuries.
- **Process:** Cadets role play different injury scenarios and complete a worksheet describing the injury and the correct treatment for it.
- **Apply:** Cadets complete the First Aid for Common Injuries Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: Which scenarios did you find difficult to respond to? Which of the injuries have you directly experienced? How was the injury treated?
- **Quick Write:** Cadets write their responses to the Essential Question: How can you respond to severe emergencies?
- **Inquire:** Cadets participate in a survey to assess their knowledge of stroke, heart attacks, and shock.
- **Gather:** Cadets listen to a briefing on choking and severe bleeding. View Video #1 – Choking Adult First Aid. Cadets read their student text sections on CPR and AED. View Video #2 – Hands-Only CPR – Demonstration Video. Cadets listen to a briefing on stroke, heart attack, and shock.
- **Process:** Cadet teams explore emergency scenarios. They identify the likely emergency based on symptoms and describe the first aid response to it.
- **Apply:** Cadets complete the Severe Emergencies Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: Which severe emergency would be the most difficult for you to respond to? Why? How do you think your level of physical fitness affects your ability to respond in an emergency? Would you like to be certified in CPR? Trained to use an AED?

Chapter 5: Decision Making

Decision Making uses the model for making good choices and decisions to situations that involve bullying and violence. Student leaders take a stance against bullying and encourage others to make those same good choices.

Assignments:

- **Quick Write:** Cadets write their responses to the Essential Question: What can you do to prevent or stop bullying?
- **Inquire:** Cadets view Video #1 – Anti Bullying David Scherker Be That One. Cadet teams develop a definition of bullying.
- **Gather:** Cadets listen to a briefing on types of bullying and who is at risk for bullying. Cadets read their student text on strategies for dealing with bullying.
- **Process:** Cadets complete Exercise #1 – Types of Bullying and discuss bullying situations they have witnessed.

- **Gather:** Cadets listen to a briefing about cyberbullying. Cadets read their student text on strategies for dealing with cyberbullying.
- **Process:** Cadet teams make a poster or create a skit on their assigned topic.
- **Gather:** Cadets read their student text about the effects of and law about bullying. Cadets read about how they can prevent bullying and react to it as bystanders.
- **Process:** Cadets complete Exercise #2 – Anti-Bullying Values and discuss how Army values discourage bullying.
- **Apply:** Cadets complete the Bullying Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 200 word reflection using the following prompt: If you were bullied or witnessed a bullying incident, how would you use what you’ve learned so far? Do you agree that an adult should always be told about bullying? Why or why not? Why do you think bullying happens more with children and teenagers than with adults?
- **Quick Write:** Cadets write their responses to the Essential Question: Why does violence occur in schools?
- **Inquire:** Cadets view a short video about a hypothetical violent fight. Cadet teams create a Bubble Map to show how each character in the video could have done something differently to prevent the fight. Cadets share their completed Bubble Map with the class.
- **Gather:** Cadets listen to a briefing on violence and risk factors for violence. Cadets review Handout #1 – Leading Causes of Death. Cadets read their student text to learn more about how to prevent violence
- **Process:** Cadets complete the Violence Prevention Map from the Success Profiler® in Cadet Portfolio.
- **Apply:** Cadets complete the Preventing Violence Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: What did you learn about yourself by completing the Violence Prevention Map? What skills can you develop to be a leader in preventing violence? How can we help solve conflicts and prevent violence at school?

Chapter 6: Health and Fitness

Health and Fitness focuses on nutrition, body image, and the elements of good health. In this learning module, students use decision-making and goal setting in their plans for life-long health. students strive for physical fitness goals through Cadet Challenge and regular program exercise, as possible.

Assignments:

- **Quick Write:** Cadets write their responses to the Essential Question: What choices can you make to promote good health?
- **Inquire:** Cadet teams create Bubble Maps showing activities that contribute to health. Cadet teams present their maps to the class.
- **Gather:** Cadets listen to a briefing on the elements of health. Cadet teams read an assigned section of the student text and create Tree Maps to present their topics to the class.

- **Process:** Cadets view Animation #1 – Mr. Healthy and discuss how choice can have a negative impact on health. Cadet teams create Multi-Flow maps to suggest healthy choices for the injured Mr. Healthy. Teams present their maps to the class.
- **Apply:** Cadets complete the Elements of Health Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: What do you think was the best idea for keeping Mr. Healthy active after he broke his leg? Why do you think it was hard for Mr. Healthy to stay healthy after his injury? What events or circumstances have thrown you off of a healthy routine?
- **Quick Write:** Cadets write their responses to the Essential Question: How can you improve your level of physical fitness?
- **Inquire:** Cadets participate in the Test Your Fitness Knowledge game to test their knowledge about the benefits of exercise.
- **Gather:** Cadets listen to a briefing on the benefits of physical activity and increasing their levels of fitness. Cadets view Interactive Animation #1 – Benefits of Exercise. Cadets read the “Elements of Fitness” section in their student text.
- **Process:** Cadets complete Exercise #1 – What Motivates You? to determine their best personal approach toward exercise.
- **Gather:** Cadets listen to a briefing on setting and monitoring fitness goals.
- **Process:** Cadets complete Exercise #2 – My Fitness Goals and Exercise #3 – Obstacles to Exercise.
- **Apply:** Cadets complete Exercise #4 – Scheduling Activities and Exercise #5 – My Exercise Schedule. Review Exercise #2 – My Fitness Goals and Handout #1 – Exercise Tracking. Cadets complete the Benefits of Physical Activity Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompt: Were you surprised by the results of the scoring? How does knowing your type affect your motivation to exercise?
- **Quick Write:** Cadets write their responses to the Essential Question: How can you improve your nutrition?
- **Inquire:** Cadets complete Exercise #1 – Favorite Foods and note if they think those foods are healthy or not.
- **Gather:** Cadets listen to a briefing on appetite, influences on food choices, and the need for nutrition.
- **Process:** Cadets complete Exercise #2 – Food Influences to evaluate how much they are affected by different influences on food choices.
- **Gather:** Cadet teams read their assigned nutrition topic and present what they learned to the class. Cadets listen to a briefing about other substances in food.
- **Gather:** Cadets listen to a briefing about food labeling. Cadets read about wise food choices and the balance between food and exercise.
- **Process:** Cadets complete Exercise #3 – How Much Sugar and Exercise #4 – Food Labels. Cadets review their answers to both exercises with the class.
- **Apply:** Cadets complete Exercise #5 – Evaluate Your Nutrition and review Information Sheet #1 – Food Plan. Cadets complete the Nutrition Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.

- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: Why do you think some people are more easily influenced by others about their food choices? In your opinion, why are there so many TV food ads for candy and snacks instead of healthy foods?
- **Quick Write:** Cadets write their responses to the Essential Question: How can you develop a healthy body image?
- **Gather:** Cadets listen to a briefing about body image and body composition. Cadets view Animation #1 – Body Shapes. Cadets read the “Weight Problems and Diet” in their student text.
- **Process:** Cadets complete Exercise #1 – Under, Over, or Okay? and review the correct answers to the exercise with the class.
- **Gather:** Cadets read the “Managing Your Appropriate Weight” in their student text.
- **Process:** Cadets complete Exercise #2 – How Many Calories? to determine their daily calorie needs.
- **Gather:** Cadets listen to a briefing on eating disorders.
- **Process:** Cadets complete Exercise #3 – Body Image. In groups, Cadets give each other feedback on the answers.
- **Apply:** Cadets complete the Body Image Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 200 word reflection using the following prompt: What surprised you about the answers to the exercise? Why do you think there is such a large range of “normal” weights for adults in Information Sheet #1 – Weight/Height/Frame Charts? Has what you’ve learned so far changed the way you think about body image? Explain your answer.

Chapter 7: Service Learning

Service Learning provides LET 2 students an opportunity to participate, but also evaluate the effectiveness of a service learning project. Participating in after action reviews with teams and making decisions toward continuous improvement of service to others are hallmarks of this unit.

Assignments:

- **Quick Write:** Cadets write their responses to the Essential Question: Why does service learning integrate the curriculum into the service activity?
- **Inquire:** Create a help wanted ad to recruit Cadets for service learning projects, identifying characteristics, attributes, and skills that Cadets believe are important for service learning. Students review help wanted ads online or from some provided. Students will write a help wanted ad based on their service learning experience. The help wanted ad should describe the characteristics of the person who would be best suited for the service work. This activity should allow the Cadets to reflect their own strengths and what they liked most about the experience.
- **Gather:** Read assigned section of text and create a graphic organizer to prepare to teach the assigned section. Read and jigsaw the lessons learned from reading text with other Cadets. View an animation about a four quadrant evaluation method.
- **Process:** Complete Exercise #1 – Service Learning Quadrants and discussion with partner and class.
- **Apply:** Cadets review Handout #1 – Checklist B - Service Learning Project Presentation Checklist and listen to a briefing on the role that this document plays in helping the unit prepare for its review from brigade staff. Cadets complete the Evaluating a Service Learning Project Performance

Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.

- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompt: What are the benefits of high integration and high service to Cadets? And what are the benefits to the people receiving the service?
- **Essay Assignment:** Students will write a 400 word essay to reflect the project they completed: Students will write a reflection essay based on their experience with the service learning project. The outline will follow a structured essay format four paragraph format, including, main body and conclusion. The introduction will discuss the students' part in the project and an overview of the project understanding. For the main body students will write what they did to help in the project and any pertinent information during the process. For the conclusion, should students focus on any recommendations to better the project or something they might do differently if they were able to do it again.

Chapter 8: Citizenship and Government

Citizenship and Government introduces students to the purpose of government and the role of the U.S. Constitution on democracy and the rights of its citizens.

Assignments:

- **Quick Write:** Cadets write their responses to the Essential Question: How do elements of our government sustain our way of life?
- **Energizer:** Cadets participate in a word association activity, listing the first words that come to mind when someone says “government.”
- **Inquire:** Cadet teams create a Bubble Map listing the ways the government affects their everyday lives.
- **Gather:** Cadets read their student text sections on the need for government and levels of government.
- **Process:** Cadets complete Exercise #1 – Functions and Levels of Government and share their answers with the class.
- **Gather:** Cadets listen to a briefing about the foundations of our democratic government. Cadets participate in a discussion about majority rule. Cadets read their student text about the Constitution and ways the Constitution is interpreted. Cadets play a quiz game to distinguish between things that are explicitly stated in the Constitution and things that have been interpreted or amended.
- **Process:** Cadet teams change one thing in some part of the Constitution and create Flow Charts to show the consequences. Teams present their Flow Charts to the class.
- **Apply:** Cadets complete the Our American Government Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompt: Which team had the change that would be most disruptive to our current way of life—for better or worse? Do you think the framers of the Constitution did much speculating when they wrote the document? Given that we have 27 Amendments to the Constitution, do you think there is more they could have foreseen and written into the Articles of the Constitution?

- **Quick Write:** Cadets write their responses to the Essential Question: How do the rights of citizens contribute to our American democracy?
- **Inquire:** Cadets create a KWL Chart on citizenship.
- **Gather:** Cadets read the “Who is a Citizen?” section in their student text. Cadets listen to a briefing about the rights of immigrants.
- **Process:** Cadets complete Exercise #1 – Citizen and Non-Citizen Rights.
- **Gather:** Cadet teams jigsaw topics in their student text and make presentations to the class.
- **Process:** Cadets participate in a discussion/debate about a current citizen rights issue or about the rights of students in public schools.
- **Apply:** Cadets complete the Rights of Citizens Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompt: Why do you think rights like voting, holding government jobs, and serving on juries are not available for people that are considered non-citizens? Or, Do you agree with the current voting age? If not, what do you think the voting age should be for everyone?

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Assignments in JROTC II include a numerous number of quick write responses and many written reflections that allow the student critical analysis of the lessons taught. Some writing examples include:

Chapter 1:

- **Quick Write:** Cadets write their responses to the Essential Question: What elements of leadership do you possess?
- **Reflect:** Write a 150 word reflection on learning using the following prompts: What role do you think communication plays in leadership? How does trust affect people following a leader?
- **Quick Write:** Cadets write their responses to the Essential Question: Who do you know that has demonstrated an attribute of leadership? What were those attributes?
- **Reflect:** Write a 150 word reflection on learning using the following prompts: How did your team members help you better understand your strengths and weaknesses? Of the four elements of character, which one have you most seen demonstrated so far in JROTC?
- **Reflect:** Write a 200 word reflection on learning using the following prompts: Of the “Leads” competencies you learned about, which one do you think is the most difficult to become skilled at? What advice would you give Maria in the case study? What advice would you give Brian in the case study?

Chapter 2:

- **Quick Write:** Cadets write their responses to the Essential Question: How can you improve the quality of your writing?
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompts: What types of improvements seem to be needed most often? Which of the basics of good writing do you need to focus on in your own work?

- **Quick Write:** Cadets write their responses to the Essential Question: What are the essential elements for delivering a great speech?
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompts: Explain how evident the purpose of the speech was that you heard. Explain if the speech was appropriate for the audience listening, including you.
- **Quick Write:** Cadets write their responses to the Essential Question: What is the advantage of investigating career options that interest you now?
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: How has what you've learned in this lesson helped you think about your future?
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: Are your personal standards and professional standards similar?

Chapter 3:

- **Quick Write:** Cadets write their responses to the Essential Question: How can I become a responsible team member?
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: What behaviors should you watch for in your team? As a leader or team member, what actions should you take when you see those behaviors?
- **Quick Write:** Cadets write their responses to the Essential Question: What are the characteristics and expectations of a good drill leader?
- **Review** materials provided as you explore information to answer your assigned question regarding the attributes of good drill leaders and what they do to prepare for and conduct drill. Distribute resources to teams Assign each team one of the following topics: What do you believe are the five most important things that a good drill instructor will do in preparation of a drill? Why? What actions does a good drill leader do during drill? What are five important attributes of a good drill leader? Why? What role do followers play in a drill leader's success? Write the answers in your Journal.
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: What behaviors seem to be critical for a drill leader to be successful? What characteristics do you exhibit that would help you be a good drill leader?
- **Quick Write:** Cadets write their responses to the Essential Question: How do you apply the steps of leadership as you take on the basic responsibilities of team leader and squad leader?
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: How will your Winning Colors® help you transition into leadership positions?

Chapter 4:

- **Quick Write:** Cadets write their responses to the Essential Question: How can you determine the need for first aid in an emergency?
- **Reflection.** Students reflect on the lesson by writing a 200 word reflection using the following prompt: What is the most important thing you've learned about first aid emergencies? How do you think your responses to real life emergencies would be different from your responses to the activity scenarios? What emergencies do you think you are most likely to encounter in everyday life?
- **Quick Write:** Cadets write their responses to the Essential Question: How can you help someone with a common injury?

- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: Which scenarios did you find difficult to respond to? Which of the injuries have you directly experienced? How was the injury treated?
- **Quick Write:** Cadets write their responses to the Essential Question: How can you respond to severe emergencies?
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: Which severe emergency would be the most difficult for you to respond to? Why? How do you think your level of physical fitness affects your ability to respond in an emergency? Would you like to be certified in CPR? Trained to use an AED?

Chapter 5:

- **Quick Write:** Cadets write their responses to the Essential Question: What can you do to prevent or stop bullying?
- **Reflection.** Students reflect on the lesson by writing a 200 word reflection using the following prompt: If you were bullied or witnessed a bullying incident, how would you use what you've learned so far? Do you agree that an adult should always be told about bullying? Why or why not? Why do you think bullying happens more with children and teenagers than with adults?
- **Quick Write:** Cadets write their responses to the Essential Question: Why does violence occur in schools?
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: What did you learn about yourself by completing the Violence Prevention Map? What skills can you develop to be a leader in preventing violence? How can we help solve conflicts and prevent violence at school?

Chapter 6: Assignments:

- **Quick Write:** Cadets write their responses to the Essential Question: What choices can you make to promote good health?
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: What do you think was the best idea for keeping Mr. Healthy active after he broke his leg? Why do you think it was hard for Mr. Healthy to stay healthy after his injury? What events or circumstances have thrown you off of a healthy routine?
- **Quick Write:** Cadets write their responses to the Essential Question: How can you improve your level of physical fitness?
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompt: Were you surprised by the results of the scoring? How does knowing your type affect your motivation to exercise?
- **Quick Write:** Cadets write their responses to the Essential Question: How can you improve your nutrition?
- **Reflection.** Students reflect on the lesson by writing a 150 word reflection using the following prompt: Why do you think some people are more easily influenced by others about their food choices? In your opinion, why are there so many TV food ads for candy and snacks instead of healthy foods?
- **Quick Write:** Cadets write their responses to the Essential Question: How can you develop a healthy body image?

- **Reflection.** Students reflect on the lesson by writing a 200 word reflection using the following prompt: What surprised you about the answers to the exercise? Why do you think there is such a large range of “normal” weights for adults in Information Sheet #1 – Weight/Height/Frame Charts? Has what you’ve learned so far changed the way you think about body image? Explain your answer.

Chapter 7:

- **Quick Write:** Cadets write their responses to the Essential Question: Why does service learning integrate the curriculum into the service activity?
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompt: What are the benefits of high integration and high service to Cadets? And what are the benefits to the people receiving the service?
- **Essay Assignment:** Students will write a 400 word essay to reflect the project they completed: Students will write a reflection essay based on their experience with the service learning project. The outline will follow a structured essay format four paragraph format, including, main body and conclusion. The introduction will discuss the students' part in the project and an overview of the project understanding. For the main body students will write what they did to help in the project and any pertinent information during the process. For the conclusion, should students focus on any recommendations to better the project or something they might do differently if they were able to do it again.

Chapter 8:

- **Quick Write:** Cadets write their responses to the Essential Question: How do elements of our government sustain our way of life?
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompt: Which team had the change that would be most disruptive to our current way of life—for better or worse? Do you think the framers of the Constitution did much speculating when they wrote the document? Given that we have 27 Amendments to the Constitution, do you think there is more they could have foreseen and written into the Articles of the Constitution?
- **Quick Write:** Cadets write their responses to the Essential Question: How do the rights of citizens contribute to our American democracy?
- **Reflection.** Students reflect on the lesson by writing a 100 word reflection using the following prompt: Why do you think rights like voting, holding government jobs, and serving on juries are not available for people that are considered non-citizens? Or, Do you agree with the current voting age? If not, what do you think the voting age should be for everyone?

Competition Essay: The competition essay theme and prompt questions change every year. It is given by the JROTC Cadet Command headquarters annually. An example of a previous essay is: Utilizing a four paragraph essay model, write a 400 word or two page essay on what Service means to you and what it may mean to a professional that is in the service of their community such as police officer, military members, firefighters, paramedics, doctors, nurses, farmers, (this is not an all inclusive list, if you have another professional bring it to attention of the teacher). Use APA format, double spaced with a size 12 Arial or Times New Roman font.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Leadership Education and Training Unit 2, LET 2 The Developing Leader	Edition:
Author: Headquarters, Department of the Army	ISBN:
Publisher: Pearson Learning Solutions	Publication Date: 2015
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Textbook #2

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Cadetportfolio.com

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$0	Description of Additional Costs: All costs are covered by the Department of the Army.
Additional costs:\$0	
Total cost per class set of instructional materials:	\$0

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

There are several key assignments that include: formative assessments, summative assessments and an

Essay Competition during the second Unit.

Major formative assessments include lesson quizzes and several hands on checklists for drill commands.

Examples of formative assessments used include:

Formative: The following checklist for Chapter 3, Team Building, Drill Leader Skills lesson is an example of such key formative assessment:

- | | | |
|--|-------------|-----------|
| 1) As a squad leader, properly execute the command of “Attention” | Go or No Go | Feedback: |
| 2) As a squad leader, properly execute the command of “Parade Rest” | Go or No Go | Feedback: |
| 3) As a squad leader, properly execute the command of “Present Arms” | Go or No Go | Feedback: |
| 4) As a squad leader, properly execute the command of “Left face”. | Go or No Go | Feedback: |
| 5) As a squad leader, properly execute the command of “Right Face”. | Go or No Go | Feedback: |
| 6) As a squad leader, properly execute the command of “Rest”. | Go or No Go | Feedback: |
| 7) As a squad leader, properly execute the command of “At Ease”. | Go or No Go | Feedback: |
| 8) As a squad leader, properly execute the command of “About Face”. | Go or No Go | Feedback: |
| 9) As a squad leader, properly execute the command of “Half Right Face”. | Go or No Go | Feedback: |
| 10) As a squad leader, properly execute the command of “Half Left Face”. | Go or No Go | Feedback: |

The following quiz is for Chapter 3, Lesson 1 Team member qualities, and is an example of formative assessment used for the lesson: Students will have to write out the answer each question:

1. What is the definition of Leadership?
2. What is the purpose of motivation?
3. What is a servant leader?
4. Define the Contingency Leadership Model:
5. Which is one of three types of Leadership Styles?

Summative: There are two major summative assessments that will be completed during each semester. One is a 32 question multiple choice test with two short essay questions. And the second is a hands-on commands test that each student must complete individually.

Questions for the first semester multiple choice test include: Topics of Leadership, Decision Making and Teamwork for Chapters 1-3:

1. The psychological and physical capacity to bounce back from life's stressors and maintain focus is called _____.

- a. Stubbornness
- b. Tact
- c. Resourcefulness
- d. Resilience

2. A strong sense of Army values can help leaders to _____.

- a. Discipline team members
- b. Anticipate how decisions might affect others
- c. Make good decisions

3. The definition of commitment is _____.

- a. The act of obeying or doing what is told
- b. A responsibility for one's actions or decisions

c. Involvement, engagement, or dedication

4. Leadership styles are about _____.

- a. The interpersonal relationships a leader has with followers
- b. The personality of the leader
- c. The behaviors you use to influence others

5. What are the three leadership styles?

- a. Positioned, Referent, Authoritative
- b. Directing, Participating, Delegating
- c. Passive, Moderate, Aggressive

6. What are the three qualities of a Team Member according to Pat Lencioni _____.

- a. Hungry, Rich, Smart
- b. Hungry, Smart, Humble
- c. Humble, Fit, Smart
- d. Humble, Quiet, Team Player

7. What is the current leadership model most used around the world in our present day?

- a. Born Leaders Model
- b. Behaviors Model
- c. Contingency Model
- d. None of the above

The two short essay questions may include:

- 1) Name five leadership roles within the JROTC program and explain their purpose:
- 2) Explain what it means to be a servant leader:

Summative II. The second summative assessment is the “hand on test”, where students must demonstrate their ability to lead a squad utilizing marching commands learned throughout the unit. The test will consist of a checklist with a rubric that will be given to each student at least two weeks prior to the final assessment. Students will be given a command list by the instructor and will be required to properly command a squad of 5-7 other students correctly and to standard. Each command conducted by the student will be given a score of 2-5 depending on the quality of the command according to the established rubric.

The rubric will include the following:

- 5 Commands his/her squad to a high standard in a precise and sharp manner.
- 4 Commands his/her squad with the required elements of the drill to standard. No errors
- 3 Missing one or more parts of the required command. Minor error.
- 2 Does not recall the command or demonstrates the wrong command.

Competition Essay: The competition essay theme and prompt questions change every year. It is given by the JROTC Cadet Command headquarters annually. An example of a previous essay is: Utilizing a four paragraph essay model, write a 400 word or two page essay on what Service means to you and what it may mean to a professional that is in the service of their community such as police officer, military members,

firefighters, paramedics, doctors, nurses, farmers, (this is not an all inclusive list, if you have another professional bring it to attention of the teacher). Use APA format, double spaced with a size 12 Arial or Times New Roman font.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- 1) Explanation, demonstration and practice (Army preferred for drill practice)
- 2) Differentiated instruction
- 3) Ability groups/ group work
- 4) Modeling
- 5) Lecture
- 6) Peer Instruction
- 7) Cooperative learning
- 8) Individual and group reading
- 9) Formative assessments
- 10) Project Based Learning
- 11) Field Studies
- 12) Technology (Cadetportfolio.com, videos, powerpoint presentations)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Assessments will include a combination of formative assessments, oral assessments, performance assessments and discussion assessments.