

## LET 1

### Unit ---1 - Citizenship in Action

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**1. Why do we honor the U.S. flag and what are some of the ways in which we pay respect? Demonstrate one procedure for showing respect to the flag.**

#### **Prompt Questions**

- Describe at least three things we do to pay respect to the U.S. flag. (1 point)
- Demonstrate one protocol for paying respect to the U.S. flag, explaining the rules and steps as you perform them. (2 points)
- Why do we pay respect to our flag? What is the significance of the colors and parts of the U.S. flag? (3 points)

#### **Criteria for Scoring Cadet Response**

- (1 point) Cadet listed at least three ways in which we show respect to the flag. [Content Notes: Answers should include at least three of the protocols they have learned - saluting the flag, properly folding the flag, raising and lowering the flag correctly, displaying the flag correctly (day and night and indoors/outdoors), reciting the Pledge of Allegiance, presenting the flag correctly as member of a color guard, or properly disposing of the flag.]
- (2 points) Cadet demonstrated proper protocol (and explained the steps and rules) for doing one of the following: saluting the flag in uniform, raising and lowering the flag, folding the flag, or reciting the Pledge of Allegiance.
- (3 points) Cadet explained that the flag is the most notable symbol of our nation (and may elaborate on that idea). Cadet accurately described the colors (one symbol for each color) and fields of the flag. [Content Notes: Color - Red stands for hardiness and valor; white represents hope, purity, and innocence; blue symbolizes reverence to God, loyalty, vigilance, perseverance, and justice. The blue rectangle is called the "union" and is an emblem for unity. The fifty stars represent the fifty states. The thirteen red and white stripes represent the first 13 colonies.]
- (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this Question**

### Unit ---2 - Leadership Theory and Application

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**2. What is leadership?**

#### **Prompt Questions**

- What are the three things a leader provides to others to accomplish a mission or task? (1 point)
- Can you give me a brief description of what each of the things a leader provides? (2 points)
- Which of the three things that a leader provides to others needs the most improvement in your ability to lead, and why? (3 points)

#### **Criteria for Scoring Cadet Response**

- (1 point) Cadet lists purpose, direction, and motivation.
- (2 points) Cadet gives a brief description of each. (Purpose: why something should be done; Direction: gives the knowledge or skills to perform the task; Motivation: gives others the will to do the task)
- (3 points) Cadet explained why he or she feels that they need improvement in one of the three areas to be a better leader.
- (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this Question**

### 3. How does sexual harassment and sexual assault affect individuals and organizations?

#### **Prompt Questions**

- a. What is sexual harassment? What is sexual assault? (1 point)
- b. What are the potential consequences of sexual harassment/assault for those involved? (2 points)
- c. If you were a commander, what steps would you take to prevent sexual harassment/assault in your unit? Have you created anything in class that you would use? (3 points)

#### **Criteria for Scoring Cadet Response**

- \_\_\_\_\_ 1. (1 point) Cadet defined and differentiated between sexual harassment and sexual assault.
- \_\_\_\_\_ 2. (2 points) Cadet described the consequences of sexual harassment/assault for everyone involved. (Content Notes: Cadet answers include the consequences for the victim and perpetrator as well as the affect that it has on the unit.)
- \_\_\_\_\_ 3. (3 points) Cadet explained steps that he or she would take to prevent sexual harassment in their unit. (Content Notes: Cadet should refer to Prevention Plan created in class, and can also include the following: 1) Set an example for proper behavior in a unit; 2) Issue a policy letter defining sexual harassment/assault, describing the procedures of investigating, and describing the consequences of each; 3) Provide recurring training on sexual harassment/assault prevention; and 4) Provide resources to victims of sexual harassment/assault.
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this Question**

### **Unit ---3 - Foundations of Success**

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### 4. How have the "Winning Colors" helped you and other cadets work together more effectively?

#### **Prompt Questions**

- a. Describe your winning color profile and at least 2 personal strengths that relate to your color. (1 point)
- b. Compare your winning color strengths with those of two other cadets. (2 points)
- c. Give an example of how the similarities and differences in a group of cadets with whom you have worked have helped to solve a problem or complete a task. (3 points)

#### **Criteria for Scoring Cadet Response**

- \_\_\_\_\_ 1. (1 point) Cadet described her/his winning color profile, identifying at least 2 personal strengths, and relating them to his/her Winning Color Profile. [Content Notes: Winning colors describe personal strength in terms of behavior, communication, and attributes. Each individual has aspects of all four colors, but the profile will show dominant strengths. Green is Fox/Planner = Creative Thinking; Red is Tiger/Adventurer = Action; Brown is = Bull and Bear/Builder = Leadership; and Blue is Dolphin/Relater = Team Building.]
- \_\_\_\_\_ 2. (2 points) Cadet summarized the similarities and differences between his winning colors profile and the winning color profiles of at least two other cadets.
- \_\_\_\_\_ 3. (3 points) Cadet gave at least one example of how the similarities and differences of a group of cadets have been valuable in working as a team to solve a specific problem or accomplish a specific task.
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this Question**

## 5. What can you tell me about visual tools to help you organize your thoughts more efficiently?

### **Prompt Questions**

- What is the primary type of visual learning tool you have learned about in JROTC? (1 point)
- What are two specific types of thinking maps you have used in JROTC? (2 points)
- Can you demonstrate a thinking map? (3 points)

### **Criteria for Scoring Cadet Response**

- \_\_\_\_ 1. (1 point) Cadet identifies thinking maps as a visual tool.
- \_\_\_\_ 2. (2 points) Cadet names two out of the following type of thinking maps. (Brain Storming Web, Circle map, Bubble map, Double bubble map, Tree map, Brace map, Flow map, Multi-flow map, Bridge map)
- \_\_\_\_ 3. (3 points) Cadet demonstrates how to use one of the thinking maps above effectively.
- \_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_ 5. (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_ **Total points for this Question**

## 6. What can you tell me about the multiple intelligences?

### **Prompt Questions**

- What do we mean about how people learn when we talk about multiple intelligences? (1 point)
- The multiple intelligences include Bodily/Kinesthetic, Interpersonal, Intrapersonal, Logical/Mathematical, Musical/Rhythmical, Naturalist, verbal/Linguistic, and Visual/Spatial. Why is it important for a teacher to understand that all students will not learn equally in the same way? (2 points)
- Can you tell which one applies the best to you and why? (3 points)

### **Criteria for Scoring Cadet Response**

- \_\_\_\_ 1. (1 point) Cadet states that people learn best in different ways.
- \_\_\_\_ 2. (2 points) Cadet demonstrates a working knowledge of the benefits of using different teaching styles to reach all students.
- \_\_\_\_ 3. (3 points) Cadet demonstrates an understanding of how they learn best and why.
- \_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_ 5. (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_ **Total points for this Question**

## 7. Describe your plan for personal growth (allow students to use their portfolios to answer).

### **Prompt Questions**

- Tell me about two personal skills that you are targeting for improvement. (1 point)
- What types of resources and activities do you plan to use (or have you used) to help you improve these skills? How are you (or have you) recorded your progress? (2 points)
- Describe the progress you have made to date in improving these two personal skills. What areas still need improvement? (3 points)

### **Criteria for Scoring Cadet Response**

- \_\_\_\_ 1. (1 point) Cadet described at least two personal skills that he/she is targeting for improvement. [Content Notes: Cadet should refer to one or more key emotional skills from the Success Profiler Personal Skills Map assessment. There are five skill dimensions: Intrapersonal (self-esteem), Interpersonal (interpersonal assertion, interpersonal awareness, and empathy), Career/Life (drive/motivation, decision-making, time management, leadership/sales orientation, commitment ethic), Personal Wellness (stress management, physical wellness), Problematic Behaviors (interpersonal aggression/anger management and interpersonal deference/fear management), and Personal Change Orientation (motivation and willingness to change).]
- \_\_\_\_ 2. (2 points) Cadet showed evidence of having a plan for improving these skills by giving examples

of resources and activities that he/she will use or has used and by explaining how she/he has recorded (or will record) progress.

- \_\_\_\_\_3. (3 points) Cadet described the progress she/he has made to date in improving the target personal skills and identified areas that still need improvement. Cadet's answer showed that the cadet is taking responsibility for carrying out the plan and evaluating personal progress.
- \_\_\_\_\_4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**