

LET 2

Unit ---3 - Foundations for Success

1. Describe your current involvement in a service learning project.

Prompt Questions

- What are the goals of your service learning project? (1 point)
- How does your service learning project relate to the JROTC curriculum? (2 points)
- How are you evaluating the effect of your service learning project on the community? What products have you created or used to show how the project is being evaluated? (3 points)

Criteria for Scoring Cadet Response

- _____ 1. (1 point) Cadet explained the purpose and goals of service learning [Content Notes: Answers should include that service learning enhances learning and allows cadets to gain experience while providing a service to their community.]
 - _____ 2. (2 points) Cadet described the lessons and/or competencies from the JROTC curriculum and how they are being applied in the service learning project.
 - _____ 3. (3 points) Cadet explained how the service learning project is being evaluated. [Content Notes: Cadets should be able to show some of the following products: a Learning Log with activities performed; a four-quadrant model showing an evaluation of the project; reflection comments showing how the project has affected the cadet's life; and reports or presentations showing the results of the project.]
 - _____ 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 ---4 - Wellness, Fitness, and First Aid

2. How would you handle the situation if you came upon a classmate or teacher who appears to be injured or seriously ill?

Prompt Questions

- How would you go about calling for help? What information would be most helpful in quickly getting help to the victim? (1 point)
- Can someone sue you for assisting an individual who is in distress? What law protects you and what do you need to do in order to be covered by it? (2 points)
- What are the 7 life-saving steps? Show me your "How to Card" if you have one. You may refer to your "How to Card" to answer the question. Select one of the 7 steps and describe how you would perform it. (3 points)

Criteria for Scoring Cadet Response [cadets can use their 7-step cards to answer question c.]

- _____ 1. (1 point) Cadet described how to call 911 and described at least 3 points of the procedure for calling. Cadet may use his/her own words. [Content Notes: Steps for calling 911 = If victim's condition is life-threatening, give first aid first or ask someone else to call. Speak slowly and clearly; Identify yourself and phone number from which you are calling; Give exact location of individual(s) needing help; Describe what happened; Ask for advice; Hang up last.]
- _____ 2. (2 points) Cadet described the Good Samaritan Law and its purpose, explaining in his/her own words that it protects those who act in good faith, do not receive payment, perform first aid correctly without malicious misconduct or gross negligence.
- _____ 3. (3 points) Cadet produced a "How to Card" listing the 7 steps to follow when offering first aid OR cadet listed the 7 steps without needing to refer to card. Cadet explained in general terms how to perform one of the steps. "How to Card" is neat, easy-to-read, features short phrases, and includes all seven steps. If Cadet has "How to Card," it may be used as a reference when answering the questions. Cadet is not required to use exact wording. [Content Notes: 7 steps = Check for consciousness; Check for breathing and heartbeat; Check for bleeding; Check for shock; Check for fractures; Check for burns; Check for head injury.]

- _____ 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**

3. How can you respond to situations where substance use or abuse is present?

Prompt Questions

- a. What is the difference between substance use and abuse? (1 point)
- b. What are some reasons why people use and abuse substances such as tobacco, alcohol and drugs? (2 points)
- c. What are some strategies that can help you or others address a substance abuse situation or problem? (3 points)

Criteria for Scoring Cadet Response

- _____ 1. (1 point) Cadet explains in their own words the difference between use, misuse and abuse of substances. [Cadet refers to use as drinking, smoking or using drugs occasionally. Cadet refers to misuse as drinking, smoking or using drugs in a way that is more than casual. Cadet may reference that there are "reasons" for using that tend to be excuses for avoiding conflict or issues as well as fitting into a social situation. Cadets refer to abuse as drug, alcohol or tobacco use that jeopardizes health - physical, mental and emotional.]
- _____ 2. (2 points) Cadet describes possible reasons why someone drinks alcohol, uses tobacco products or partakes in drug use. [Cadets may refer to reasons using their own terms such as peer pressure, family issues, social pressure, problems with school or academic performance, avoiding a situation or using to cover up or hide from something personal or physical. Cadet may suggest reasons for misuse and abuse are physical, chemical addiction.]
- _____ 3. (3 points) Cadet explains some strategies that he or she can use to educate others, help themselves or intervene when involving someone they care about when involving substance use and abuse. [Cadet can refer to performance assessment tasks: U4C3L1 and L2 which provide examples of educational tools and situations that can arise and the suggestions for possible education or interpersonal and enforcement intervention.]
- _____ 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 ---6 - Citizenship in American History and Government

4. What is the significance of the Bill of Rights in the USA?

Prompt Questions

- a. How many amendments make up the Bill of Rights? (1 point)
- b. What are the three basic categories of rights that the Bill of Rights protects? (2 points)
- c. Can you identify and briefly discuss a current or historic case where the Bill or Rights was put to the test in court? (3 points)

Criteria for Scoring Cadet Response

- _____ 1. (1 point) Cadet explains that the first 10 amendments make up the Bill of Rights.
- _____ 2. (2 points) Cadet identifies individual freedoms, government abuse of power, and the rights of individuals accused of crimes.
- _____ 3. (3 points) Cadet is able to identify and briefly describe a case where one of the rights protected in the Bill of Rights was taken to court.
- _____ 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. How does the constitution balance power between the three branches of the federal government?

Prompt Questions

- Can you identify the three branches of government and their make up? (1 point)
- How does the Constitution establish a balance of power between the three branches? (2 points)
- Describe a current or historic situation where the balance of power helped prevent one branch from exceeding its power. (3 points)

Criteria for Scoring Cadet Response

- (1 point) Cadet briefly describes the powers given to the executive (the President), legislative (the Senate and Congress), and judicial (the Supreme Court) branches of the federal government.
 - (2 points) Cadet explains that the president may sign or veto bills passed by congress and is the Commander-in-Chief of the Armed Forces; the congress levies taxes and appropriates money and creates laws; the supreme court reviews and evaluates laws passed by congress and signed by the president to determine if they are constitutional.
 - (3 points) Cadet describes a situation where one branch was able to prevent, or change, the actions of another branch. (Content Notes: Cadet's answers may include: a president being impeached by the congress; a president vetoed a law passed by congress; the supreme court determining that a law passed by congress and signed by the president was unconstitutional; that the supreme court does not possess the power to pass laws; and other examples relating to one branch balancing the power of another.)
 - (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**

6. How is the You the People Citizen Action Group process useful when making group decisions?

Prompt Questions

- How is the You the People Citizen Action Group process used to make small- and large-group decisions? (1 point)
- Explain how at least two citizenship skills out of the seven skills can be applied during the Citizen Action Group process. (2 points)
- Appraise your team's ability to make decisions using the Citizen Action Group process. How can you improve in your contributions to the process? (3 points)

Criteria for Scoring Cadet Response [cadet can refer to list of citizenship skills]

- (1 point) Cadet explained how the You the People Citizen Action Group process is used to make small- and large-group decisions. [Content Notes: The Citizen Action Group process developed for the Cadet Citizenship Training Program provides opportunities for cadets to practice taking active roles in the decision-making process. This is in line with the ideals of the Constitution that specifies that the American people rule the government. The Citizen Action Group process involves two levels of group decision-making: Small Group Meetings and Representative Group Sessions. In the Small Group Meeting, 3-9 cadets meet to discuss and discuss issues. The leadership of each Small Group rotates with each meeting. When pondering issues that affect all Small Groups, a representative from each Small Group is selected to serve in the Representative Group Session. The Representative Group Session involves assembling several or all Small Groups to discuss and decide an issue. In both types of meetings, participants operate under established ground rules and follow a predetermined agenda.] Decisions are made by reaching a simple majority or reaching a consensus.
 - (2 points) Cadet explained how at least two citizenship skills can be applied during the Citizen Action Group process. [Content Notes: The seven citizenship skills used in the Cadet Citizenship Training Program are based on the basic values the Founding Fathers envisioned when drafting the Constitution. The seven skills are cooperation, patience, fairness, respect, strength, self-improvement, and balance.]
 - (3 points) Cadet appraised his/her team's ability to make decisions using the Citizen Action Group process. Cadet shared how s/he can improve in his/her contributions to the process.
 - (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**

7. How can you carry out your role as a citizen in a constitutional democracy?

Prompt Questions

- a. Describe at least two responsibilities of citizens in a democratic society. (1 point)
- b. Describe an example of a citizen action where a higher priority was given to an action that benefits the common good rather than someone's self interest. (2 points)
- c. Tell me how you have been an active citizen in your school or community. How can you be more active in the future? (3 points)

Criteria for Scoring Cadet Response

- _____ 1. (1 point) Cadet described at least two responsibilities of citizens in a democratic society. [Content Notes: Citizenship responsibilities include any actions that engage citizens in social or political action. Social action involves working to protect citizens from arbitrary and unfair actions of the government. Political action involves participating in the governance of our country at a local, state, or national level. Citizens in the U.S. have the responsibility to obey all laws, respect the rights and the property of others, assist law enforcement agencies in keeping laws, serve on a jury, pay taxes, vote, be aware of civic issues, work for constructive changes, help to save the national resources, and contribute money and effort to volunteer organizations.]
- _____ 2. (2 points) Cadet described an example of a citizen action where a higher priority was given to an action that benefits the common good rather than someone's self interest. [Content Notes: Contributing to the common good means acting in ways that protect the rights and freedoms of other Americans to make our country and communities good places for all to live.]
- _____ 3. (3 points) Cadet shared how s/he has been an active citizen in the school or community and described how s/he can be more active in the future. (3 points)
- _____ 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**