

JROTC
Curriculum Guide
Version 11



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Academic Overview

Introduction

This curriculum guide lists and describes the four Leadership Education and Training (LET) core courses and elective course options approved by Army JROTC. Each course framework provides a scope and sequence outline that includes targeted competencies and time allocations deemed appropriate for student learning and assessment.

Description

Junior Reserve Officers' Training Corps (JROTC) is the largest youth program, with an accredited curriculum, in high school. It serves as a character and leadership development program for our nation's high school students. High school students enrolled in JROTC are "Cadets." There are approximately 314,000 Cadets enrolled in JROTC in 1,731 high schools, led by 4,000 retired Army Instructors.

Mission

The program's focus is reflected in its mission statement, To Motivate Young People to be Better Citizens. "It is a purpose of the Junior Reserve Officer's Training Corps to instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment." (USC Title 10) The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Vision

This program's design focuses on the development of better citizens by building skills in leadership, personal growth and behaviors, citizenship, decision making, health and fitness, first aid, team building, service learning, and geography; all within a student-centered learning environment. The JROTC program is a cooperative effort between the Army and the host school.

Accreditation Information

The Army JROTC program is accredited by AdvancED, which was created through a merger of the Pre-K-12 divisions of the North Central Association Commission on Accreditation and School Improvement (NCA CASI); the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI); and the Northwest Accreditation Commission (NWAC). Having a program accredited by AdvancED means JROTC has demonstrated a commitment to student performance and continuous improvement in education. JROTC earned its accredited status by adhering to five quality standards:

Standard 1- Purpose and Direction

Standard 2- Governance and Leadership

Standard 3- Teaching and Assessing for Learning

Standard 4- Resources and Support Systems
Standard 5- Using Results for Continuous Improvement

Aligned External Standards

Common Core English Language Arts (ELA) Grades 9-10 and 11-12

Sponsoring Organizations National Governors Association Center for Best Practices and Council of Chief State School Officers.
<http://www.corestandards.org/>

The Common Core ELA standards establish guidelines for English language arts (ELA) in six areas:

- Reading: Literature
- Reading: Informational Text
- Writing
- Speaking and Listening
- Language
- Range, Quality, and Complexity of Language Skills

The standards for high school students are grouped at two levels: grades 9-10 and grades 11-12. The anchor for the standards is based on a set of college- and career-readiness standards, which address what students are expected to know and understand by the time they graduate from high school.

The standards also include guidelines for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

Access the LET 1-4 Crosswalks to Outcomes and ELA from the Course Credits folder in the Curriculum Manager (CM) Global Resources.

National Geography Standards K-12

Sponsoring Organization Geography Education National Implementation Project (GENIP).
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<https://www.nationalgeographic.org/standards/national-geography-standards/>

The National Geography Standards (Geography for Life) focus on increasing students' geographic knowledge and mastery by exploring factual knowledge, mental maps and tools, and ways of thinking. The eighteen standards include target outcomes for grades 4, 8 and 12, in six thematic areas:

- The World in Spatial Terms
- Places and Regions

- Physical Systems
- Human Systems
- Environment and Society
- The Uses of Geography

The Geography for Life standards were first published in 1994 and are being voluntarily adopted around the country. These geography standards are benchmarks against which the content of geography courses can be measured. Standards will affect the education of all children in the United States, and they should be part of the program of instruction of schools in your community. Copies of *Geography for Life* are available for purchase from the NCGE store.

National Standards for Civics and Government 9-12

Sponsoring Organization Center for Civic Education 2014
<http://www.civiced.org/standards?page=912toc>

National Standards for Civics and Government were developed by the Center for Civic Education with support from the U.S. Department of Education and The Pew Charitable Trusts. These standards are intended to help schools develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles that are essential to the preservation and improvement of American constitutional democracy.

The standards for high school students encompass five thematic areas:

- What are Civic Life, Politics, and Government?
- What are the Foundations of the American Political System?
- How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?
- What is the Relationship of the United States to Other Nations and to World Affairs?
- What are the Roles of the Citizen in American Democracy?

National Standards for Civics and Government has been used as a model for state curricular frameworks throughout the country. Copies of the standards are available for purchase from the civiced.org store.

SHAPE Physical Education Grades 9-12

Sponsoring Organization National Standards for K-12 Physical Education ©2013, SHAPE America – Society of Health and Physical Educators.
www.shapeamerica.org
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The SHAPE America Physical Education National Standards outline criteria for student performance in an effective physical education program. Schools may use these five broad standards for physical literacy to develop or modify their existing standards and frameworks:

- Demonstrate competency in a variety of motor skills and movement patterns.
- Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Exhibits responsible personal and social behavior that respects self and others.
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Copies of the standards are available for purchase from the shapeamerica.org store.

National Health Education Standards K-12

Sponsoring Organization Joint Committee on National Health Education Standards. Centers for Disease Control.
<https://www.cdc.gov/healthyschools/sher/standards/index.htm>

The National Health Education Standards (NHES) are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education. The standards focus on eight areas:

- Exploring concepts related to health promotion and disease prevention to enhance health
- Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors
- Accessing valid information, products, and services to enhance health
- Using interpersonal communication skills to enhance health and avoid or reduce health risks
- Using decision-making skills to enhance health
- Using goal-setting skills to enhance health
- Practicing health-enhancing behaviors and avoid or reduce health risks
- Advocating for personal, family, and community health

Over the last decade, the NHES has become an accepted reference on health education, providing a framework for the adoption of standards by most states.

Performance-based Model of Instructional Design

The JROTC curriculum is based on the principles and best practices of performance-based, learner-centered education, which specifies desired results (knowledge, skills, and attitudes) in advance of instruction. It explicitly states criteria used to measure performance, requires learners to perform the competency as evidence of achievement, and provides learners with opportunities to develop each competency through a myriad of thoughtful and engaging learning activities. As a result, Cadets:

- Learn skills they can use; not outlines of information or isolated facts
- Know the performance expectations up front
- Engage as active partners in the learning process
- Document accomplishments and competence
- Learn how to learn

The program’s design approach aligns three different sets of outcomes. They are Core Abilities, Program Outcomes, and Course Competencies. Every learning experience in the curriculum will address all outcome categories, building on their developing skills and abilities, critical to Cadet success in high school and into their post-secondary career.

Core Abilities

Core Abilities describe the broad, life-long skills that every Cadet 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 core abilities that relate to the core competency being introduced. The core abilities will be displayed prominently in JROTC classrooms so that Cadets will know, recite, and view them as essential components of their lessons.

The JROTC Core Abilities and defining criteria are:

1. Apply critical thinking techniques

Criteria

- 1.1. you use problem solving skills in academic and/or work place environments
- 1.2. you differentiate between fact and opinion
- 1.3. you make decisions considering alternatives and consequences
- 1.4. you support viewpoints/arguments with reason and evidence
- 1.5. you assess feedback from others
- 1.6. you refine action plans based on evaluation of feedback
- 1.7. you view issues from multiple perspectives (local and global)
- 1.8. you evaluate sources of information you present logical arguments

2. Build your capacity for life-long learning

Criteria

- 2.1. you assume personal responsibility for learning

- 2.2. you assess personal learning styles and preferences and apply this knowledge to the learning process
- 2.3. you initiate formal and informal learning processes to acquire new abilities and insights
- 2.4. you risk making responsible mistakes as part of the learning process
- 2.5. you recognize and examine the underlying assumptions of your own beliefs you access available resources for personal and professional growth

3. Communicate using verbal, non-verbal, visual, and written techniques

Criteria

- 3.1. you select appropriate means to convey a message
- 3.2. you communicate accurately and clearly
- 3.3. you communicate appropriately and professionally
- 3.4. you apply appropriate reading strategies
- 3.5. you check for accuracy
- 3.6. you speak and write clearly so others can understand
- 3.7. you ask questions for clarification
- 3.8. you interpret nonverbal communications
- 3.9. you use active listening skills you apply standards of spelling, English grammar, and punctuation

4. Do your share as a good citizen in your school, community, country, and the world

Criteria

- 4.1. you recognize your responsibility to personal, social, professional, and educational environments and make informed decisions based on that responsibility
- 4.2. you recognize your role as a consumer and citizen in a democracy
- 4.3. you demonstrate respect for the rights, views, and work of others
- 4.4. you adapt to and work effectively with a variety of situations, individuals or groups you work to resolve conflicts

5. Take responsibility for your actions and choices

Criteria

- 5.1. you apply professional/ethical values to guide actions and decisions
- 5.2. you follow established policies and procedures
- 5.3. you complete assignments on time
- 5.4. you exhibit academic honesty
- 5.5. you assess the impact of your values on actions and decisions
- 5.6. you demonstrate dependability you exert a high level of effort and perseverance toward goal attainment

6. Treat self and others with respect

Criteria

- 6.1. you act with a sense of equity
- 6.2. you work well with individuals and groups from diverse backgrounds
- 6.3. you display an appreciation of diverse perspectives
- 6.4. you value individual and cultural differences
- 6.5. you recognize your own prejudices and stereotypes you communicate in a culturally sensitive manner that is free from bias and stereotypes

Program Outcomes

Program outcomes describe what JROTC Cadets 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 for re-accreditation purposes, school visitors, parents, and the community. As Cadets complete each LET, their journey toward program outcomes will occur; each program outcome is linked to every LET lesson in the curriculum. Evidence of learning can be witnessed through a Cadet's Portfolio, which will showcase continued development of program outcomes. The JROTC Program Outcomes are:

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

Course Competencies

Competencies describe discipline-specific measurable and observable skills, knowledge, and attitudes. They are targeted in each lesson of the curriculum. Performance standards (criteria and conditions) provide the specifications for assessing mastery of a competency. Cadets show they have learned competencies by applying them in the completion of assessment tasks that require them to do one or more of the following:

- Make a decision
- Perform a skill
- Perform a service
- Solve a problem
- Create a product

Instructors explicitly introduce, teach, reinforce, and assess the competency as the learning target for every lesson. They help Cadets take responsibility for their own learning by directing them to review the competency and its performance standards (criteria and conditions) at the beginning of the lesson and by pointing out that informing themselves about the performance expectations is the Cadets' first step toward learning success.

JROTC Program Entry Requirements

LET 1 Cadets: Completion of the eighth grade.

LET 2 Cadets: Completion of LET 1

LET 3 Cadets: Completion of LET 1 and 2

LET 4 Cadets: Completion of LET 1, 2, and 3

Course Scope and Sequence

The curriculum includes four core Leadership Education and Training (LET) units, one for each high school grade level. Courses are designed as a typical 1-credit high school course requiring 120-180 contact hours. A contact hour is based on a 60-minute class period. LET 1-4 include core lessons as indicated below in the Course Outlines. Lessons have correlating times for learning and assessment, but may not add up to the contact hours required for a 1-credit course in your school or district; Instructors are free to add additional hours toward core lessons by adding additional time in any of following ways:

- Adjust the time for learning and assessment of core lessons as necessary for the target population
- Add additional approved lessons or content from JROTC Category 1-4 Electives
- Adjust to include time necessary for administration, exams, inspections, and in-school functions

| Core Course | In Class (Contact Hours) | Recommended Lab (Contact Hours) |
|--|--------------------------|---------------------------------|
| Unit 1: Leadership Education and Training (LET) 1 – The Emerging Leader | 68 | 51 |
| Unit 2: Leadership Education and Training (LET) 2 – The Developing Leader | 73 | 42 |
| Unit 3: Leadership Education and Training (LET) 3 – The Supervising Leader | 59 | 54 |
| Unit 4: Leadership Education and Training (LET) 4 – The Managing Leader | 30 | 38 |

Core Course Outlines

Unit 1: Leadership Education and Training (LET) 1 – The Emerging Leader

This is the first of four core courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This course supports 22 lessons designed for first-year Cadets. Because the central focus of the JROTC program is to help develop strong leaders and model citizens. First year Cadets are introduced to content that will help the inner leader begin to emerge. Knowledge, skills, and abilities acquired in this unit are covered in five chapters. They are:

Chapter 1: JROTC Foundations introduces Cadets to the mission of the program and how it helps prepare personal success and citizenship. They are exposed to the traditions, organizational structure, and disciplines of JROTC and begin putting into practice customs and courtesies important in the program.

Chapter 2: Personal Growth and Behaviors focuses on the Cadet. In this chapter they take a close look at personal behavioral preferences, interpersonal skills and abilities, and strategies to help build personal success -- in the high school classroom, the JROTC program, and the Cadet's community.

Chapter 3: Team Building introduces Cadets to the discipline and structure of military drill. The individual role responding to commands and moving with precision is essential when participating in drill exercises at future competitions or community events.

Chapter 4: Decision Making introduces Cadets to a process and system for addressing goals and handling conflict, both internal and with others.

Chapter 5: Health and Fitness looks at stress and its effect on health. In this chapter, Cadets will examine ways to address and manage stress in life. Physical fitness is one effective strategy for maintaining health and is an essential component of this JROTC program through Cadet Challenge.

Chapter 6: Service Learning is a required element of the JROTC program. In LET 1, Cadets learn the features and benefits of service learning for the community, one's self, and the JROTC program.

Chapter 1: JROTC Foundations

| Lesson | Competency | Objectives | Class Hours | Rec. Lab Hours |
|---------------------------|---|---|-------------|----------------|
| U1C1L1: Introducing JROTC | Describe how the Army JROTC program promotes personal success and citizenship Repurposed: <i>U1C1L1: Identify how Army JROTC can impact your future.</i> <i>U1C1L2: Analyze the purpose of the Army JROTC program</i> | <ul style="list-style-type: none"> Describe the origin of the Army JROTC program Describe activities you'll participate in as a Cadet Identify the program outcomes of the Army JROTC program Explain the mission and benefits of the Army JROTC program State the Army JROTC Cadet Creed Describe the core curriculum of the Army JROTC program | 2 | |

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|--|--|---|----------|----------|
| <p>U1C1L2: JROTC - The Organization and Traditions of Service Programs</p> | <p>Analyze the organization and traditions of JROTC programs</p> <p>Repurposed: <i>U1C1L3: Illustrate the rank and structure of the US Army JROTC</i> <i>U1C1L4: Determine which signs of success you plan to accomplish within JROTC</i> <i>U1C1L5: Demonstrate proper Cadet appearance</i></p> | <ul style="list-style-type: none"> • Explain the organization of JROTC programs • Explain the lines of responsibility and authority in JROTC programs • Correlate duties and responsibilities with positions in the JROTC battalion • Explain uniform wear and history • Explain the purpose of uniform wear, restrictions, and standards • Describe the proper care and maintenance of each piece of the uniform • Describe Cadet appearance and grooming standards • Match Army ranks to their proper titles Identify military rank and grade insignia • Demonstrate placement of uniform awards, insignias, and decorations • Classify the components of individual award categories • Define award criteria | <p>6</p> | <p>2</p> |
| <p>U1C1L3: Customs and Courtesies of JROTC</p> | <p>Demonstrate customs and courtesies in the JROTC environment</p> <p>Repurposed <i>U1C1L6: Demonstrate protocol to show respect for and handle the US Flag;</i> <i>U1C1L7: Demonstrate courtesies during the playing of the National Anthem.</i> <i>U1C1L8: Explore the purpose of military traditions, customs, and courtesies</i></p> | <ul style="list-style-type: none"> • Explain how our nation arrived at the current design of the United States flag • Explain the symbolism of the parts and colors on the United States flag • Explain the origin of the lyrics in our national anthem • Demonstrate a salute • Demonstrate the correct way to fold the United States flag • Demonstrate how to show respect for the United States flag • Compare the rules for displaying the United States flag in different situations • Describe customs when the national anthem is played • Explain why there are rules for saluting and addressing officers • Distinguish among the types of personal salutes and when they are executed • Identify situations requiring a salute or other forms of respect to senior officers | <p>3</p> | <p>2</p> |
| <p>U1C1L4: Social Etiquette and Manners</p> | <p>Demonstrate proper etiquette in social settings</p> <p>Repurposed <i>U3C10L4: Apply the rules of etiquette to your role as a Cadet</i></p> | <ul style="list-style-type: none"> • Analyze etiquette and manners in formal and informal settings • Explain the handling of social invitations • Demonstrate proper dining etiquette • Correlate the historical significance of Dining-In, Dining-Out to the Cadet Ball | <p>4</p> | |

Chapter 2: Personal Growth and Behaviors

| | | | | |
|--|---|---|---|---|
| U1C2L1: Thinking Maps® | Use Thinking Maps® to enhance learning Repurposed <i>U3C3L1: Use Thinking Maps to enhance learning</i> | <ul style="list-style-type: none"> Identify the types of thinking processes Relate thinking to learning Correlate thinking processes to the eight Thinking Maps® Use Thinking Maps® to visually represent a learning objective | 3 | 1 |
| U1C2L2: Self-Awareness | Determine your behavioral preferences Repurposed <i>U3C1L1: Determine your behavioral preferences</i> | <ul style="list-style-type: none"> Explain the four clusters of behavior in the Winning Colors® framework Illustrate your behavioral preferences using the four Winning Colors® Identify strengths for each behavior cluster Express appreciation for your own uniqueness | 3 | |
| U1C2L3: Appreciating Diversity through Winning Colors® | Apply an appreciation of diversity to interpersonal situations Repurposed <i>U3C1L2: Apply an appreciation of diversity to interpersonal situations</i> | <ul style="list-style-type: none"> Explain how awareness-enhancing behaviors affect better communication with others Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters Determine factors that impact the behavior of others Evaluate factors that impact how others perceive individual behavior Select behaviors that promote success in a variety of situations | 3 | |
| U1C2L4: Thinking and Learning | Analyze how thinking and learning affects your academic performance Repurposed <i>U3C2L3: Explain how learning styles and preferences can impact learning</i> <i>U3C2L4: Use your intellectual strengths to improve academic performance</i> <i>U3C1L4: Determine the thinking/learning skills necessary for improving active learning</i> | <ul style="list-style-type: none"> Distinguish between active learner and passive learner traits Explain how creative and critical thinking work together Describe the difference between objective and subjective thinking Explain the essential elements of the learning process Examine different models of learning preferences Describe the eight types of intelligences Explore how to expand your learning preferences and your intelligences | 4 | |
| U1C2L5: Reading for Meaning | Apply strategies for reading comprehension Repurposed <i>U3C3L2: Select reading comprehension strategies to enhance learning</i> | <ul style="list-style-type: none"> Identify the purposes of reading Distinguish among reading comprehension strategies Distinguish among the types of context clues readers use to determine word meaning Recognize how to apply strategies that build your vocabulary Relate how vocabulary contributes to reading comprehension | 4 | |

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|--|--|--|---|----|
| U1C2L6: Studying and Test-Taking | Develop study skills and test-taking strategies Repurposed <i>U3C3L3: Develop personal study and test-taking strategies</i> | <ul style="list-style-type: none"> Describe effective study habits Demonstrate effective textbook reading strategies Analyze effective note-taking strategies Explain effective strategies for test preparation and test-taking | 3 | |
| U1C2L7: Personal Code of Conduct | Develop a personal code of conduct Repurposed <i>U2C1L3: Develop a personal code of ethics</i> | <ul style="list-style-type: none"> Describe how values affect behavior Identify the seven values of the U.S. Army Describe basic rules of ethics Compare cultural, universal, and non-universal norms Explain the process for making ethical decisions Describe the benefits of a personal code of conduct | 3 | |
| U1C2L8: Personal Growth Plan | Develop a plan for personal growth Repurposed <i>U3C1L3: Develop a plan for personal growth</i> | <ul style="list-style-type: none"> Distinguish between the 14 critical emotional skills Relate the critical emotional skills to the five emotional skill dimensions Develop strategies for growth in emotional skill areas | 3 | 2 |
| Chapter 3: Team Building | | | | |
| U1C3L1: Team Building and Drill | Relate drill competence to life skills Repurposed <i>U2C2L1: Explain the importance of drill in military discipline</i> | <ul style="list-style-type: none"> Summarize the origin of drill dating back to the Continental Army of the United States Identify skills learned by drilling Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today | 2 | |
| U1C3L2: Stationary Movements and Marching Techniques | Perform stationary movements and marching techniques on command Repurposed <i>U2C2L4: Demonstrate correct stationary movements on command</i> <i>U2C2L5: Demonstrate correct marching technique on command</i> | <ul style="list-style-type: none"> Describe the position of attention Describe how to respond to positions of rest commands Describe how to respond to facing commands Describe the correct way to salute in a variety of situations Describe how to execute marching movements from various commands Describe how to respond to halt commands | 4 | 18 |
| U1C3L3: Squad Drill | Demonstrate correct response to squad drill commands Repurposed <i>U2C2L6: Demonstrate correct response to squad drill commands</i> | <ul style="list-style-type: none"> Describe how to respond to commands when forming and marching the squad Identify the different types of squad formations and their related drill commands Identify the locations of key squad personnel in squad formation | 3 | 6 |
| Chapter 4: Decision Making | | | | |
| U1C4L1: Making Decisions and Setting Goals | Apply the processes for making personal decisions and setting goals | <ul style="list-style-type: none"> Describe the steps used to make decisions Identify guidelines used to evaluate choices | 3 | |

| | | | | | |
|--|--|--|----------------------------|-----------|-----------|
| | <u>NEW</u> | <ul style="list-style-type: none"> Evaluate decisions for positive outcomes Describe the SMART goal-setting system Analyze goals for potential success | | | |
| U1C4L2: Anger Management | Develop personal anger management strategies <u>Repurposed</u> <i>U3C7L1: Apply anger management strategies</i> | <ul style="list-style-type: none"> Describe common causes of anger Identify physical effects of anger Examine possible reactions to anger Distinguish healthy from unhealthy reactions to anger Describe healthy anger management strategies | 3 | | |
| U1C4L3: Resolving Conflicts | Apply conflict resolution techniques <u>Repurposed</u> <i>U3C5L1: Determine the causes of conflict</i> <i>U3C5L2: Apply conflict resolution techniques</i> | <ul style="list-style-type: none"> Explain how conflict affects relationships Describe the causes and types of conflicts Evaluate options and consequences for dealing with conflict Use communication skills to respond positively to a conflict Apply the six steps for conflict resolution Apply knowledge of Winning Colors® to resolve conflict | 4 | | |
| Chapter 5: Health and Fitness | | | | | |
| U1C5L1: Understanding and Controlling Stress | Determine the causes, effects, and coping strategies for stress in your life <u>Repurposed</u> <i>U4C1L8: Assess how stress impacts your life</i> | <ul style="list-style-type: none"> Differentiate between positive and negative stress Identify sources of stress Identify the stages of the body's stress response Describe physical and behavioral effects of prolonged stress Describe ways to manage stress | 2 | | |
| U1C5L2: Cadet Challenge | Meet the physical fitness standards for the Cadet Challenge <u>Repurposed</u> <i>U4C1L2: Meet the physical fitness standards for the Cadet Challenge</i> | <ul style="list-style-type: none"> Identify the five Cadet Challenge exercises Describe the proper techniques for the Cadet Challenge exercises Distinguish between the various fitness award categories Determine your personal Cadet Challenge goal | 2 | 10 | |
| Chapter 6: Service Learning | | | | | |
| U1C6L1: Orientation to Service Learning | Identify the components of service learning <u>Repurposed</u> <i>U3C8L1: Identify the components of Service Learning</i> | <ul style="list-style-type: none"> Distinguish between service learning and community service Explain how service learning projects relate to Cadet learning in the classroom Compare the types of service opportunities within your community Identify the benefits of serving others within a community | 2 | | |
| U1C6L2: Preparing for Service Learning | Prepare for a service learning project <u>Repurposed</u> <i>U3C8L2: Preparing for Service Learning</i> | <ul style="list-style-type: none"> Identify the steps needed to conduct a service learning project Identify the essential components of a service learning project Develop a service learning project plan Identify the roles of team members in completing a service learning project | 2 | 10 | |
| Total Lessons: 22 | | | Total Contact Hours | 68 | 51 |

Unit 2: Leadership Education and Training (LET) 2 – Developing Leader

Unit 2: Leadership Education and Training (LET) 2 – Developing Leader builds upon the mastery of LET 1 skills and abilities, providing Cadets with new and more challenging opportunities in leadership development. There are 24 active-learning lessons within eight chapters. The chapters are:

Chapter 1: Leadership introduces Cadets to the elements of leadership, encouraging the analysis of personal leadership attributes and their relationship to program goals. As well, Cadets examine their own leadership competencies and style and the role they play in teams.

Chapter 2: Personal Growth and Behaviors focuses on the communication. Good leaders are effective communicators. Writing, listening, and speaking are essential outcomes in this learning module. Communication also supports personal confidence and Cadets will begin to see how their strengths relate to their vocational interests and begin to explore post-secondary options. Finally, Cadets examine the role ethics plays in leadership and how core values effect their personal code of conduct.

Chapter 3: 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.

Chapter 4: First Aid exposes Cadets to the citizen’s role in helping others during an emergency. This learning module helps Cadets identify emergency situations and the universal precautions to address them. Additionally, Cadets will explain first aid response to common and severe emergencies.

Chapter 5: Decision Making uses the model for making good choices and decisions to situations that involve bullying and violence. Cadet leaders take a stance against bullying and encourage others to make those same good choices.

Chapter 6: Health and Fitness focuses on nutrition, body image, and the elements of good health. In this learning module, Cadets use decision-making and goal setting in their plans for life-long health. Cadets strive for physical fitness goals through Cadet Challenge and regular program exercise, as possible.

Chapter 7: Service Learning provides LET 2 Cadets 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.

Chapter 8: Citizenship and Government introduces Cadets to the purpose of government and the role of the U.S. Constitution on democracy and the rights of its citizens.

Chapter 1: Leadership

| Lesson | Competency | Objectives | Class Hours | Rec. Lab Hours |
|--------------------------------|---|--|-------------|----------------|
| U2C1L1: Elements of Leadership | Identify the elements of leadership <u>NEW</u> | <ul style="list-style-type: none"> Identify leadership opportunities in JROTC Explain how perspectives on leadership have changed over time Define leadership Describe the Army Leadership Model | 2 | |
| U2C1L2: Leadership Attributes | Analyze your leadership attributes <u>NEW</u> | <ul style="list-style-type: none"> Describe the leadership attribute of character Describe the leadership attribute of presence Describe the leadership attribute of intellect Analyze how character, presence, and intellect affect | 4 | |

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| | | leadership | | |
| U2C1L3: Leadership Competencies | Analyze your leadership competencies <u>NEW</u> | <ul style="list-style-type: none"> Describe the competencies involved in leading your team Describe the competencies involved in developing your team members Describe the competencies involved in achieving results for your team Analyze how leadership competencies impact goals | 4 | |
| U2C1L4: Leadership Styles | Apply appropriate leadership styles <u>NEW</u> | <ul style="list-style-type: none"> Describe how to identify the willingness and readiness of team members Identify three different styles of leadership Choose the most effective leadership style for various situations | 2 | |
| Chapter 2: Personal Growth and Behaviors | | | | |
| U2C2L1: Becoming a Better Communicator | Develop your communication skills <u>Repurposed</u> <i>U3C4L2: Use active listening skills</i> <i>U3C4L1: Demonstrate how the communication process affects interaction between individuals</i> <i>U3C4L3: Analyze how you communicate in group situations</i> | <ul style="list-style-type: none"> Compare verbal and nonverbal means of communication Identify the steps of effective communication Relate how the process of listening is essential to good communication Distinguish among the types of listening Identify barriers that prevent effective listening Explain the types of roles individuals play in a group Identify how roles in a group affect communication | 5 | 2 |
| U2C2L2: Becoming a Better Writer | Improve your writing skills <u>Repurposed</u> <i>U3C6L1: Develop a plan to improve writing skills</i> | <ul style="list-style-type: none"> Identify various reasons for writing Distinguish among the principles of good writing Confirm the basics of writing Explore the common pitfalls and mistakes in writing | 4 | |
| U2C2L3: Delivering Your Speech | Deliver a speech that you wrote <u>Repurposed</u> <i>U3C6L2: Develop a speech</i> <i>U3C6L3: Present a Speech</i> | <ul style="list-style-type: none"> Compare the various types of speeches Analyze the purpose and audience for a speech Relate the elements of effective writing to speech writing Develop coping strategies for stressful speaking situations Identify ways to improve speaking skills | 6 | 5 |
| U2C2L4: Career Considerations | Analyze career possibilities and requirements <u>Repurposed</u> <i>U1C2L2: Relate the role of the Active Army to the United States Army</i> | <ul style="list-style-type: none"> Distinguish between a job and a career Examine the various types of jobs that interest you Explore various Career Pathways Associate your interests and aptitudes to a career path Examine career opportunities provided by the U.S. Military Distinguish between various post-secondary education options | 5 | |

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| | <p><i>U1C2L3: Distinguish among the reserve components of the United States Army</i></p> <p><i>U1C2L4: Explore the purpose and structure of the United States Navy</i></p> <p><i>U1C2L5: Explore the purpose and structure of the United States Air Force</i></p> <p><i>U1C2L6: Explore the purpose and structure of the United States Marine Corps</i></p> <p><i>U1C2L7: Explore the purpose and structure of the Coast Guard and Merchant Marine</i></p> <p><i>U1C2L8: Explore the purpose and structure of the Peace Corps</i></p> <p><i>U1C2L9: Explore the purpose and structure of the AmeriCorps</i></p> <p><i>U3C9L3: Relate the military to your career goals</i></p> | | | |
| U2C2L5: Ethical Concepts and You | <p>Relate ethical concepts to your personal code of conduct</p> <p>Repurposed <i>U3C10L4: Apply the rules of etiquette to your role as a Cadet</i></p> | <ul style="list-style-type: none"> • Relate ethics to personal standards • Examine how ethical qualities affect leadership • Explore the types of values • Compare the core values of the U.S. Military Services | 3 | |
| Chapter 3: Team Building | | | | |
| U2C3L1: Team Member Qualities | <p>Assess your personal qualities as a team member</p> <p>Repurposed <i>U2C4L7: Assess personal qualities as a team member</i></p> | <ul style="list-style-type: none"> • Describe the characteristics of individual responsibility, followership, and teamwork • Describe the responsibilities of a team leader and the leadership factors that affect teamwork • Describe the three stages of team building | 3 | 5 |
| U2C3L2: Drill Leader Skills and Responsibilities | <p>Demonstrate the skills and responsibilities of a good drill leader</p> <p>Repurposed <i>U2C2L3: Demonstrate the skills and responsibilities of a good drill leader</i> <i>U2C2L2: Demonstrate effectual command voice in drill</i></p> | <ul style="list-style-type: none"> • Describe the preparation a drill leader takes before a drill • Identify five attributes of a capable drill leader • Identify the types of drill commands | 2 | 5 |

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| U2C3L3: Taking Charge: Leadership Responsibilities | Illustrate the duties of a team leader or squad leader Repurposed <i>U2C5L2: Perform the duties of a team leaders, squad leader, platoon sergeant, or platoon leader</i> | <ul style="list-style-type: none"> Describe the duties and responsibilities of the team and squad leader positions within a platoon Explain the four steps leaders should use when assuming a new leadership position Demonstrate the responsibilities of a team leader and squad leader | 2 | 5 |
| Chapter 4: First Aid | | | | |
| U2C4L1: First Aid Emergencies | Assess first aid emergencies Repurposed <i>U4C2L1: Assess first aid situations</i> | <ul style="list-style-type: none"> Identify ways to prepare for an emergency Describe universal precautions Explain the four emergency guidelines Explain the sequence for evaluating an injured person | 2 | |
| U2C4L2: First Aid for Common Injuries | Explain how to respond to common Injuries NEW | <ul style="list-style-type: none"> Describe how to treat minor cuts Describe how to treat and prevent insect bites Describe how to treat animal bites Describe how to treat minor burns Describe how to remove a foreign object in the eye Describe how to stop a nosebleed Describe how to help someone who has fainted Identify injuries that may require medical attention | 2 | |
| U2C4L3: Severe Emergencies | Describe first aid for severe emergencies Repurposed <i>U4C2L3: Demonstrate first aid procedures for bleeding victims</i> | <ul style="list-style-type: none"> Identify the symptoms of choking, severe bleeding, heart attack, stroke, and shock Describe first aid for choking Describe first aid for severe bleeding Explain when CPR and/or an AED should be used Describe how to perform chest-only CPR Describe first aid for a heart attack Describe first aid for a stroke Describe first aid for shock | 2 | |
| Chapter 5: Decision Making | | | | |
| U2C5L1: Bullying | Evaluate methods to protect yourself and others from bullying NEW | <ul style="list-style-type: none"> Describe three types of bullying Explain how cyberbullying is different from other types of bullying Identify risk factors for bullying Explain strategies for dealing with bullying Describe the effects of bullying | 3 | |
| U2C5L2: Preventing Violence | Apply strategies to prevent violence Repurposed | <ul style="list-style-type: none"> Examine the problem of violence in our society Identify ways to prevent violence in schools | 2 | |

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| | <i>U3C7L4: Apply strategies to prevent violence</i> | <ul style="list-style-type: none"> Identify risk factors for teen violence Describe strategies for preventing violence | | |
| Chapter 6: Health and Fitness | | | | |
| U2C6L1: Elements of Health | <p>Examine the elements of health</p> <p>Repurposed <i>U4C1L3: Develop a plan to improve your whole health</i></p> | <ul style="list-style-type: none"> Identify the elements of health Describe how what you eat impacts health Describe how exercise impacts health Identify how stress impacts overall health Identify causes for lack of sleep Explain how lack of sleep affects the brain Identify unsafe behaviors | 2 | |
| U2C6L2: Benefits of Physical Activity | <p>Develop ways to increase your fitness level</p> <p>Repurposed <i>U4C1L1: Develop a personal exercise program</i></p> | <ul style="list-style-type: none"> Identify the benefits of exercise Describe ways to increase your fitness level Examine methods for increasing aerobic capacity, strength and endurance, and flexibility Create a plan to set and achieve personal fitness goals Explore methods to monitor your fitness progress | 3 | |
| U2C6L3: Nutrition | <p>Develop a personal nutritional plan to promote health</p> <p>Repurposed <i>U4C1L4: Discover the nutritional needs necessary for your optimum health</i></p> | <ul style="list-style-type: none"> Identify common influences on food choices Describe how the body uses the six types of nutrients Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health Explain how to read food labels Identify key factors in making healthy food choices Explain how eating right and exercising can impact your health | 4 | |
| U2C6L4: Body Image | <p>Examine how body image, eating, and physical activity affect whole health</p> <p>NEW</p> | <ul style="list-style-type: none"> Define body image Describe how to measure body composition Compare the factors that influence overweight and underweight people Explain how to balance exercise and calories for an appropriate weight Describe the symptoms of eating disorders | 3 | |
| Chapter 7: Service Learning | | | | |
| U2C7L1: Evaluating a Service Learning Project | <p>Evaluate the effectiveness of a service learning project</p> <p>Repurposed <i>U3C8L3: Evaluate the effectiveness of a service learning project</i></p> | <ul style="list-style-type: none"> Describe a service learning experience using the four-quadrant model Identify the three stages of the after action review Identify three types of service | 2 | 10 |
| Chapter 8: Citizenship and Government | | | | |
| U2C8L1: Our American Government | <p>Evaluate the important elements of our democratic government</p> | <ul style="list-style-type: none"> Explain the need for government | 3 | |

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| | <u>NEW</u> | <ul style="list-style-type: none"> • Identify the principles of American democracy • Explain how the U.S. Constitution provides the basis for our government • Compare the roles of the executive, legislative, and judicial branches of government • Explain how the Constitution can change over time • Describe the different ways the Constitution is interpreted | | |
| U2C8L2: Rights of Citizens | Analyze the rights of U.S. citizens <u>Repurposed</u> <i>U6C4L2: Examine the reasons behind the development of the Bill of Rights</i> | <ul style="list-style-type: none"> • Explain how a person becomes a U.S. citizen • Compare the rights of U.S. citizens to the rights of legal and illegal immigrants • Identify the amendments in the Bill of Rights • Explain how the Bill of Rights contributes to a free society • Identify changes made to the Constitution to protect the voting rights of all American citizens | 3 | |
| LET 2 Cadet Challenge | | | | |
| U2C0L0: LET 2 Cadet Challenge | | | | 10 |
| Total Lessons: 24 | | Total Contact Hours | 73 | 42 |

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Unit 3: Leadership Education and Training (LET) 3 – The Supervising Leader

Unit 3: Leadership Education and Training (LET) 3 - Supervising Leader builds upon the mastery of LET 1 and 2 skills and abilities, providing Cadets with new and more challenging opportunities as a leader by overseeing planning, project implementation, and team personnel. Cadets at this level can acquire battalion staff positions and responsibilities and help integrate improvements in the local JROTC program and community. There are 20 active-learning lessons within seven chapters. The chapters are:

Chapter 1: Leadership looks at the command and staff roles and their relationship to leadership in the battalion and with battalion projects. Cadets evaluate their personal management skills and help prepare and lead meetings and continuous improvement plans as supervisors.

Chapter 2: Personal Growth and Behaviors focuses on personal planning and management, looking at opportunities after high school and making plans for college, military, or work place. Career action planning occurs in this learning module and Cadets develop a career portfolio to showcase their JROTC program and academic achievements.

Chapter 3: Team Building provides Cadets an opportunity to earn duties and responsibilities of a platoon leader or sergeant and execute platoon drill.

Chapter 4: Decision Making provides Cadets leadership development opportunity to use strategies for neutralizing prejudice in relationships and negotiate an agreement.

Chapter 5: Health and Fitness takes a hard look at the effectiveness of substance use and abuse on health. While examining the influences that impact teen culture today, Cadets take a leadership stance on their response to substances such as tobacco, alcohol and drug use. In this course, Cadets explore response strategies for substance abuse situations.

Chapter 6: Service Learning projects often lie in the hands of upper class men and women to lead service learning initiatives for the JROTC program. In this learning module, Cadet will create a service learning plan, helping to organize teams and their roles in the project schedule.

Chapter 7: Citizenship and Government will look deeper at the citizen's role in society as contribution to a strong community.

Chapter 1: Leadership

| Lesson | Competency | Objectives | Class Hours | Rec Lab Hours |
|---------------------------------|--|---|-------------|---------------|
| U3C1L1: Command and Staff Roles | Explain how command and staff roles relate to leadership duties in your battalion Repurposed <i>U1C1L9: Demonstrate command and staff principles while performing the duties of an earned leadership position within your Cadet battalion</i> | <ul style="list-style-type: none"> Examine common JROTC battalion command and staff structure Describe typical functions of a battalion commander and staff | 2 | |
| U3C1L2: Leading Meetings | Prepare to lead meetings Repurposed <i>U2C4L5: Prepare to lead a meeting</i> | <ul style="list-style-type: none"> Describe how to plan for a meeting Explain the general rules for leading and participating in effective meetings | 2 | 3 |

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| U3C1L3: Planning Projects | Develop a plan for a battalion or school project <u>NEW</u> | <ul style="list-style-type: none"> Describe the seven-step decision-making process for projects/missions Identify command and staff roles in the planning/decision-making process | 2 | 4 |
| U3C1L4: Continuous Improvement | Develop a Continuous Improvement Plan for your JROTC battalion <u>NEW</u> | <ul style="list-style-type: none"> Identify battalion problem areas or areas in need of improvement Establish goals that facilitate continuous improvement Outline milestones for progress toward your battalion goal Document progress toward the goal Revise your plan based on the results of an evaluation | 3 | 6 |
| U3C1L5: Management Skills | Assess personal management skills <u>Repurposed</u> <i>U2C6L3: Assess personal management skills</i> | <ul style="list-style-type: none"> Explain how the five management skills contribute to preparation and execution of projects Compare management skills to leadership skills Explain how time management strategies can improve effectiveness | 3 | |
| U3C1L6: Ethics in Leadership | Apply a process for making ethical choices and resolving ethical dilemmas <u>Repurposed</u> <i>U6C8L2: Illustrate how ethical choices and decisions can lead to good and/or bad consequences</i> | <ul style="list-style-type: none"> Identify questions that can help you make ethical choices Explain the process for resolving ethical dilemmas Identify pressures to be unethical Explain how leaders can promote ethical behavior | 3 | |
| U3C1L7: Supervising | Analyze personal supervisory skills <u>Repurposed</u> <i>U2C4L6: Analyze personal supervisory skills</i> <i>U2C6L1: Outline a personal plan to build strong relationships with team members</i> | <ul style="list-style-type: none"> Identify the roles of a supervisor Explain how supervisors can improve team and individual performance Describe examples of effective supervisory skills | 3 | |
| Chapter 2: Personal Growth and Behaviors | | | | |
| U3C2L1: Post-Secondary Action Plan | Create a post-secondary action plan <u>Repurposed</u> <i>U1C2L2: Relate the role of the Active Army to the United State Army</i> <i>U1C2L4: Explore the purpose and structure of the United States Navy</i> <i>U1C2L5: Explore the purpose and structure of the United States Air Force</i> | <ul style="list-style-type: none"> Explore various post-secondary options that support your career goals Determine the admissions process for post-secondary institutions Explore ways to finance post-secondary education Relate how the military can help you meet your career goals Assess the personal and community benefits of AmeriCorps | 6 | 4 |

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| | <p>U1C2L6: Explore the purpose and structure of the United States Marine Corps</p> <p>U1C2L7: Explore the purpose and structure of the Coast Guard and Merchant Marine</p> <p>U1C2L8: Explore the purpose and structure of the Peace Corps</p> <p>U1C2L9: Explore the purpose and structure of the AmeriCorps</p> <p>U3C9L4: Create a College Preparation Action Plan</p> | | | |
| U3C2L2: Personal Planning and Management | <p>Develop personal planning and management strategies</p> <p>Repurposed U3C10L3: Develop a personal time management plan</p> | <ul style="list-style-type: none"> Analyze the importance of time management Identify strategies for overcoming procrastination Explore time management strategies Explore methods for managing your current and future schedule | 4 | 1 |
| U3C2L3: Portfolios and Interviews | <p>Create a career portfolio</p> <p>Repurposed U3C9L2: Assemble a personalized career portfolio</p> | <ul style="list-style-type: none"> Explain the importance of developing and maintaining a career portfolio Determine what types of documents and artifacts represent your personal achievements and goals Develop a résumé to showcase your skills and abilities Analyze aspects of interviewing | 6 | 5 |
| Chapter 3: Team Building | | | | |
| U3C3L1: Responsibilities of a Platoon Leader | <p>Illustrate the duties of a platoon leader or sergeant</p> <p>Repurposed U2C5L5: Carry out responsibilities in a drill ceremony</p> | <ul style="list-style-type: none"> Describe the duties and responsibilities of the different leadership positions within a platoon Identify the responsibilities of a platoon sergeant and platoon leader | 2 | 5 |
| U3C3L2: Executing Platoon Drills | <p>Execute platoon drills</p> <p>Repurposed U2C5L1: Execute platoon drills</p> | <ul style="list-style-type: none"> Describe the correct response to the commands for forming and marching the platoon Compare platoon drills and squad drills Match drill commands to platoon formations | 2 | 5 |
| Chapter 4: Decision Making | | | | |
| U3C4L1: Prejudice | <p>Develop strategies for neutralizing prejudice in your relationships</p> <p>Repurposed U2C4L1: Employ strategies for neutralizing</p> | <ul style="list-style-type: none"> Identify common stereotypes in our culture Explain how stereotypes relate to prejudice Describe ways prejudice affects behavior Analyze the causes of prejudice and discrimination Determine strategies to lessen prejudice | 3 | |

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| | <i>the impact of personal prejudices and stereotypes on your relationships with others.</i> | | | |
| U3C4L2: Negotiating | Use negotiation strategies to make Agreements Repurposed <i>U2C4L3: Negotiate a win/win solution for a given situation</i> | <ul style="list-style-type: none"> • Explain the relationship between conflict and negotiation • Identify common reasons negotiations fail • Describe the components of negotiations • Explain the benefits and disadvantages of the five different approaches to negotiating • Explain how principled negotiations increase the outcome for win-win agreements | 3 | |
| Chapter 5: Health and Fitness | | | | |
| U3C5L1: The Effects of Substance Abuse | Describe the effects of substance Abuse Repurposed <i>U4C3L1: Assess the impact of drug and substance abuse on life today</i> <i>U4C3L2: Respond to substance use and abuse situations</i> | <ul style="list-style-type: none"> • Recognize the difference between drug use, misuse, and abuse • Explain how substance abuse develops • Describe the effects of substance abuse • Identify strategies for preventing substance abuse | 2 | |
| U3C5L2: Drugs | Assess the impact of drug abuse on whole health Repurposed <i>U4C3L1: Assess the impact of drug and substance abuse on life today</i> | <ul style="list-style-type: none"> • Examine how psychoactive drugs affect your brain • Describe the health dangers of commonly abused drugs • Explain why drug addiction is associated with criminal activity • Describe the hazards of performance-enhancing drugs • Identify benefits of living drug-free | 3 | |
| U3C5L3: Alcohol and Tobacco | Assess the impact of alcohol and tobacco on whole health Repurposed <i>U4C3L1: Assess the impact of drug and substance abuse on life today</i> | <ul style="list-style-type: none"> • Explain how media influences the use of alcohol and tobacco • Describe the health hazards of alcohol abuse • Describe the health hazards of tobacco use • Identify reasons to refuse alcohol and tobacco | 3 | |
| U3C5L4: Decisions About Substance Abuse | Respond to substance abuse situations Repurposed <i>U4C3L2: Respond to substance use and abuse situations</i> | <ul style="list-style-type: none"> • Explain how substance abuse is related to what people consider normal behavior • Describe strategies for handling pressure to use alcohol, drugs, or tobacco • Explain how you can help someone who is a substance abuser | 2 | 1 |

Chapter 6: Service Learning

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| U3C6L1: Planning for Service Learning | <p>Create the plan and schedule for a service learning project</p> <p>Repurposed <i>U3C8L3: Conduct and evaluate the effectiveness of a service learning project</i></p> | <ul style="list-style-type: none"> • Assess the role of teamwork in completing a service learning project • Develop a service learning project schedule • Associate the roles and responsibilities of service learning teams, recorder, timekeeper, facilitator, reporter, and debriefer | 2 | 10 |
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Chapter 7: Citizenship and Government

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| U3C7L1: Civic Duties and Responsibilities | <p>Explain how the mandatory and voluntary responsibilities of citizens contribute to a strong community</p> <p>NEW</p> | <ul style="list-style-type: none"> • Describe the legal duties of U.S. citizens • Describe the voluntary responsibilities of citizens • Explain the value of community involvement in building a strong nation • Identify opportunities for civic involvement • Describe the benefits of civic involvement | 3 | |
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LET 3: Cadet Challenge

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| U3C0L0: LET 3 Cadet Challenge | | | | 10 |
| Total Lessons: 20 | | Total Contact Hours | | 59 |
| | | | | 54 |

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Unit 4: Leadership Education and Training (LET) 4 – The Managing Leader

Unit 4: Leadership Education and Training (LET) 4 - Managing Leader provides Cadets multiple opportunities to manage and lead in the battalion, in the school, and their respective communities. The LET 4 Cadet is ready to assume responsibilities and manage him or herself and others whom they work with or oversee as a Cadet manager. There are 12 active-learning lessons within five chapters. The chapters are:

Chapter 1: Leadership looks closely the leadership role in continuous improvement, recognizing team attitudes that contribute achieving personal and battalion goals. LET 4 Cadets are mentors and leaders to younger Cadets and work with Instructors and other Cadets on lesson development and delivery. Leaders encourage feedback from their subordinates and teammates.

Chapter 2: Personal Growth and Behaviors encourages the LET 4 Cadet to look beyond high school into adulthood. Cadets are challenged to identify personal management and accountability strategies and develop a 10-year plan for professional and personal success.

Chapter 3: Team Building provides LET 4 Cadets an opportunity to apply motivation strategies to teams and use effective communication models to provide feedback to others for encouragement and improvement. Drill leadership opportunities include executing company and battalion drills.

Chapter 4: Service Learning provides LET 4 Cadets an opportunity to manage a service learning project, using several project management tools.

Chapter 5: Citizenship and Government will examine how competing principles and values challenge the fundamental principles of society. Cadets develop solutions for future challenges to citizen rights.

| Chapter 1: Leadership | | | | |
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| Lesson | Competency | Objectives | Class Hours | Rec Lab Hours |
| U4C1L1: Leadership Accomplishment | Apply leadership skills to continuous improvement and program outcomes <u>NEW</u> | <ul style="list-style-type: none"> Examine the role of leadership in continuous improvement Identify team attitudes that foster continuous improvement Relate Army JROTC program outcomes to leadership Plan personal and battalion goals | 2 | |
| U4C1L2: Strategies for Teaching | Apply teaching strategies to a lesson plan or mentoring project <u>Repurposed</u> <i>U3C12L2: Develop a lesson plan</i> <i>U3C12L6: Use feedback to enhance learning in the classroom</i> | <ul style="list-style-type: none"> Explain the purpose of a lesson plan Describe the four phases of a lesson plan Relate teaching and learning to the four-phase lesson plan model Explore cooperative learning strategies | 2 | |
| U4C1L3: Using Feedback with Learners | Use feedback to enhance your effectiveness as a leader <u>Repurposed</u> <i>U3C12L6: Using feedback in the Classroom</i> | <ul style="list-style-type: none"> Explain why feedback is important in the learning process Describe the characteristics of effective feedback Identify the basic ground rules and tips for giving effective feedback | 2 | |

| Chapter 2: Personal Growth and Behaviors | | | | |
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| U4C2L1: Life After High School | Determine how to successfully manage yourself after high school <u>NEW</u> | <ul style="list-style-type: none"> Identify how core abilities relate to life beyond high school Analyze the pros and cons of personal independence Explore aspects of a post-high school life Evaluate the importance of personal accountability | 3 | 3 |
| U4C2L2: Professional Development | Appraise your plans for the future <u>NEW</u> | <ul style="list-style-type: none"> Distinguish between professional and personal goals Determine how personal goals and values affect professional success Explore aspects of professional development Identify your professional and personal goals for the next 10 years | 4 | 5 |
| Chapter 3: Team Building | | | | |
| U4C3L1: Motivating Others | Apply motivation strategies to teams <u>Repurposed</u> <i>U2C6L5: Employ motivation strategies that inspire others to achieve goals</i> | <ul style="list-style-type: none"> Identify how individual performance within a team is influenced by the leader Explain the six tactics to motivate others | 2 | |
| U4C3L2: Communicating to Lead | Give feedback and direction to team members <u>Repurposed</u> <i>U2C6L4: Adapt communication to give direction and provide feedback to others</i> | <ul style="list-style-type: none"> Determine how communication is important for effective leadership Explain the basic flow and purpose of informal communication Review the major elements of a communication model Determine how to overcome barriers of effective communication | 4 | |
| U4C3L3: Company Drill | Execute company drills <u>Repurposed</u> <i>U2C5L3: Execute company drills</i> | <ul style="list-style-type: none"> Describe the correct responses to commands when forming and marching the company Identify the different types of company formations and related specific drill commands Identify the locations of the key platoon and company personnel in company formations | 2 | 5 |
| U4C3L4: Battalion Drill | Execute battalion drills <u>Repurposed</u> <i>U2C5L4: Execute battalion drills</i> | <ul style="list-style-type: none"> Identify the different types of battalion formations and related specific drill commands Describe the correct responses to battalion drill commands Describe the correct responses to inspection commands Identify the locations of the key platoon, company, and battalion personnel in battalion formations | 2 | 5 |
| Chapter 4: Service Learning | | | | |
| U4C4L1: Managing a Service Learning Project | Manage a service learning project | <ul style="list-style-type: none"> Describe the four project management phases Identify the critical components needed for successful | 2 | 10 |

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| | Repurposed <i>U2C4L8: Use a Gantt chart to plan a project</i> | project management <ul style="list-style-type: none"> Identify the key features of Gantt and PERT Charts | | |
| Chapter 5: Citizenship and Government | | | | |
| U4C5L1: Challenges to Fundamental Principles | Examine how competing principles and values challenge the fundamental principles of our society Repurposed <i>U6C7L4: Justify your opinion about a contemporary issue that presents a conflict among competing fundamental constitutional principles</i> | <ul style="list-style-type: none"> Explain the importance of fundamental principles Compare positions on issues related to the fundamental principles and values of government and individual rights in American society | 3 | |
| U4C5L2: The Future of Citizen Rights | Develop solutions for future challenges to citizen rights Repurposed <i>U6C7L2: Predict how increased diversity, technological changes, closer international relationships, and current constitutional issues are likely to affect your life and an American citizen over the next 10 years</i> | <ul style="list-style-type: none"> Describe the potential impacts of increased diversity Explain some of the ways developments in technology might impact direct democracy, privacy, and free speech Explain how terrorism and cyberattacks can limit citizen freedoms Explain why economic instability can pose a threat to democracy and citizen rights | 2 | |
| LET 4 Cadet Challenge | | | | |
| U4C0L0: LET 4 Cadet Challenge | | | | 10 |
| Total Lessons: 12 | | Total Contact Hours | 30 | 38 |

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Optional Courses for Credit

Geography Course for JROTC

The lessons identified below include a combination of Army and Air Force (AF) JROTC Geography lessons. These can be offered in a variety of ways including:

1. Any lesson or combination of lessons can be offered as content enhancement to core curriculum or as elective contact hours for JROTC elective credit
2. As a 2-part Geography course for credit with chapters on map reading and use (Army) and world affairs, regional studies, and cultural awareness (Air Force)

The Army and AF JROTC lesson outcomes have been linked to the [National Geography Standards K-12](#) in support of a 'case for credit' in Geography. Access the *AF JROTC and Army JROTC to National Geography Standards Crosswalks* from the Course Credits folder in Curriculum Manager Global Resources.

There are 163 contact hours of lesson plan material presented in the outline below; this includes class time for didactic learning and assessment, and lab time for additional skill practice, group work, and project-based learning. Air Force lab time includes:

*optional engagement activities provided with each lesson and

**project-based learning assignments at the end of each chapter. Lab times are approximate and can be adjusted to meet the requirements and demands of your state/classroom rigor.

| Part 1: Army JROTC Geography | | | | |
|------------------------------|--------------------------------------|---|-------------|---------------|
| Lesson | Competency | Objectives | Class Hours | Rec Lab Hours |
| U5C4L1: Introduction to Maps | Demonstrate basic map reading skills | <ul style="list-style-type: none"> • Compare the features of a globe to those of a map • Compare properties and purposes of road, topographic, and thematic maps • Describe applications of the Global Positioning System • Determine locations based on map features • Communicate directions to a location • Identify general direction traveled on Interstate Highway System • Orient a map without using a compass | 2 | 3 |

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|---------------------------------|--|---|---|--|
| | | <ul style="list-style-type: none"> Estimate distance with and without a map Define key words: bar scale, elevation, GPS, latitude, legend, longitude, marginal information, orient, terrain, thematic map, topographic map, USGS | | |
| U5C4L2: Using Topographic Maps | Determine location and elevation using a topographic map | <ul style="list-style-type: none"> Differentiate between elevation and relief Calculate elevation on a topographic map Recognize terrain features on a topographic map Identify marginal information on a topographic map Define key words: concave, concentric, contour interval, contour line, convex, depression, draw, mean sea level, relief, saddle, spur | 2 | |
| U5C4L3: Grid Reference System | Use a grid reference system to find locations | <ul style="list-style-type: none"> Describe how latitude and longitude are used in the global coordinate system Locate grid zones and grid segments using the UTM and MGRS grid reference systems Determine the six-digit MGRS coordinates of a known location on a map Use the six-digit MGRS coordinates to locate a point on a map Use a coordinate scale tool to determine MGRS locations Define key words: antemeridian, eastern hemisphere, eastings, grid coordinate, meridians, MGRS, northings, parallels, prime meridian, UTM, western hemisphere | 2 | |
| U5C4L4: Determining Direction | Determine direction with angle measurement tools and field expedient methods | <ul style="list-style-type: none"> Define the three base directions found on a topographic map Describe the key features of a compass Demonstrate how to determine and measure a magnetic azimuth Demonstrate how to determine, measure, and plot a grid azimuth Calculate a back azimuth Explain how to determine direction using field-expedient methods Define key words: azimuth, back azimuth, field-expedient, grid azimuth, grid north, magnetic azimuth, magnetic north, Polaris, true north | 2 | |
| U5C4L5: The Grid-Magnetic Angle | Use the grid-magnetic angle to accurately measure direction | <ul style="list-style-type: none"> Explain why it is necessary to convert magnetic azimuths to grid azimuths Calculate a grid azimuth from a magnetic azimuth Calculate a magnetic azimuth from a grid azimuth | 1 | |

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| | | <ul style="list-style-type: none"> Define key words: agonic line, declination diagram, grid-magnetic angle | | |
| U5C4L6: Determining Location | Apply map reading and land navigation skills to determine location | <ul style="list-style-type: none"> Determine how to locate and read an eight-digit coordinate on a grid map Describe the procedure for locating an unknown point on a topographic map by intersection Describe the procedure for locating unknown position on a topographic map by resection Identify procedures for locating or plotting an unknown point on a topographic map using polar coordinates Define key words: intersection, polar coordinates, resection | 2 | |
| U5C4L7: Orienteering | Apply map-reading skills to orienteering | <ul style="list-style-type: none"> Differentiate between six types of orienteering courses Explain the five-step process to determine direction of travel Demonstrate five movement techniques used in orienteering Identify the control areas and safety aspects used in orienteering Define key words: aiming off, attack point, control points, orienteering, steering mark | 3 | |
| Total Army JROTC Lessons: 7 lessons | | Total Part 1 Contact Hours: | 14 | 3 |
| Part 2 Air Force JROTC: Cultural Studies – An Introduction to Global Awareness | | | | |
| CSA-C0-L1: Introduction--What is Global Awareness? | | <ul style="list-style-type: none"> Comprehend how global cultures and interactions impact relationships between different cultural groups Know the significance of global economics, trade, and markets Introduction: What is Global Awareness? Know how the effects of global growth raise environmental concerns over natural resources Comprehend how ethics, religion, poverty, wealth, and views of human rights influence people Know how changes in technology and education influence the competition for jobs | 2 | |
| CSA-C1-L1: The Middle East--An Introduction | Explore key issues about the global economy, culture, environment, and human rights | <ul style="list-style-type: none"> Know why the Middle East is viewed as a cradle of civilization Know the characteristics of Judaism, Christianity, and Islam Know about changes in the Middle East during the 20th Century Know the different groups of people who live in the Middle East | 2 | 2* |
| CSA-C1-L2: The Arab-Israeli Conflict | Summarize the historical and modern roots of the Arab-Israeli conflict | <ul style="list-style-type: none"> Know what historical events contributed to the founding of modern Israel Know about the historical events associated with the Six-Day | 2 | 2* |

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| | | <p>War of 1967</p> <ul style="list-style-type: none"> • Comprehend how the Yom Kippur War of 1973 affected Arab-Israeli relations • Know the various attempts at lasting peace in the Middle East | | |
| CSA-C1-L3: The Persian Gulf Wars | Describe the causes of conflict in the Persian Gulf from the 1980s to present times | <ul style="list-style-type: none"> • Know the historical situation of Iraq under the rule of Saddam Hussein • Know the historical events associated with the 1991 Persian Gulf War • Know the events surrounding the 2003 US invasion of Iraq • Know the US attempts to stabilize Iraq since the 2003 invasion | 2 | 2* |
| CSA-C1-L4: Islamic Fundamentalism and Terrorism | Explain the sources and effects of radical Islamic terrorism | <ul style="list-style-type: none"> • Know the general impact of terrorism in the world • Know how radical Islamist beliefs contribute to terrorism • Know the events associated with the 9-11 attacks and the Global War on Terror | 2 | 2* |
| CSA-C1-L5: US Interests and Regional Issues in the Middle East | Explain how US involvement in the Middle East relates to natural resources, nuclear nonproliferation and political alliances | <ul style="list-style-type: none"> • Know the importance of the production and distribution of oil and energy. • Comprehend how the clash of Middle Eastern and Western cultures affects relationships between people from Middle Eastern and people from Western cultures. • Know the importance of nuclear nonproliferation and the Iranian Issue for the United States. • Know the importance of the water problem in the Middle East. | 2 | 2* 4** |
| CSA-C2-L1: Asia -- An Introduction | Describe the geography, religions, and ethnic groups of Asia | <ul style="list-style-type: none"> • Know the geographic locations of Japan, Korea, China, India, Pakistan, and Afghanistan • Know the major religions of Asia • Know the main ethnic groups of Asia | 2 | 2* |
| CSA-C2-L2: Japan, Korea, and China | Review the history and economic development of Japan, Korea, and China | <ul style="list-style-type: none"> • Know the history of the unitary government and the rule of the warlords in China • Know what caused the shift from isolation to openness in Japan • Know the impact of domination and division on Korea • Know the political and economic impact of World War II on China and Japan • Know that Japan, South Korea, and China have become economic powerhouses | 2 | 2* |
| CSA-C2-L3: India, Pakistan and Afghanistan | Describe the history of political, ethnic and religious strife in India, Pakistan, and Afghanistan | <ul style="list-style-type: none"> • Know the pre-colonial history of the Mughals in the Indian subcontinent • Know the encounter with Europe and the colonial period in the region | 2 | 2* |

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| | | <ul style="list-style-type: none"> • Know the history of the struggle for independence in South Asia • Know what caused the partition and war between India and Pakistan • Know how Muslim-Hindu strife affects the politics and economics of South Asia • Know which groups have struggled for control in Afghanistan and why | | |
| CSA-C2-L4: Environmental and Social Issues in Asia | Identify the impacts of industrialization, population, economic inequality, and human trafficking in Asia | <ul style="list-style-type: none"> • Know the impacts of industrialization and pollution in China and India • Know the interactions between the rich, urban, and the poor rural areas in Asia • Know the role of women in India, Pakistan, and Afghanistan • Know China's one-child policy • Comprehend the challenges of human trafficking and sex tourism in Asia | 2 | 2* |
| CSA-C2-L5: US Interests and Regional Issues in Asia | Explain how US interests in Asia relate to economics and geopolitical tensions | <ul style="list-style-type: none"> • Comprehend the dilemma that North Korea creates for the US • Know the important issues of nuclear nonproliferation in India and Pakistan • Comprehend the impacts of global wages, labor, outsourcing, and offshoring in the US • Know why Asia represents a new target market for US corporations • Know the effects of Asian imports on the US market and economy • Comprehend the human rights issues in various Asian nations | 2 | 2* 4** |
| CSA-C3-L1: Africa: An Introduction | Describe the geography, natural resources and ethnic groups of Africa | <ul style="list-style-type: none"> • Know the five major regions of Africa • Know the natural resources of Africa • Know the distinctive characteristics of African culture • Know the main ethno-linguistic groups in Africa • Know the main language groups in Africa • Comprehend how Islam, Christianity, and indigenous religions influence Africa | 2 | 2* |
| CSA-C3-L2: The Shadow of Western Colonialism | Explain how the history of colonialism in Africa impacts the continent today | <ul style="list-style-type: none"> • Know the precolonial period of African history • Know the colonial period of African history • Know the history and impacts of African independence | 2 | 2* |
| CSA-C3-L3: Dictators, Leadership Challenges, and Ethnic Clashes | Review ethnic and cultural conflicts in Africa's recent history | <ul style="list-style-type: none"> • Comprehend how ethnic and sectarian politics undermined democracy in Africa • Comprehend the tensions between Arabs and Africans in | 2 | 2* |

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| | | <p>Sudan</p> <ul style="list-style-type: none"> • Comprehend the tensions between Hutus and Tutsis in Rwanda • Comprehend the tensions between Afrikaners, English, and Africans in Zimbabwe and South Africa • Know the civil wars of Liberia, Sierra Leone, and the Congo | | |
| CSA-C3-L4: AIDS, Health, Poverty, and Human Rights | Describe the key health, economic and environmental challenges on the African continent | <ul style="list-style-type: none"> • Know the main health challenges in Africa • Know the extent and impact of AIDS in Africa • Know the recurring problems with famine in Africa • Know the main environmental issues facing Africa • Know the human rights issues in Africa | 2 | 2* |
| CSA-C3-L5: US Interests and Regional Issues in Africa | Summarize US economic and political interests in Africa | <ul style="list-style-type: none"> • Know the challenges of resources and commerce in the regions of Africa • Know the immigration trends associated with Africa • Comprehend the challenges associated with pirating and lawlessness in Somalia • Comprehend the US and European development efforts in Africa | 2 | 2* 4** |
| CSA-C4-L1: Russia and the Former Soviet Republics: An Introduction | Describe the history, geography, and cultures of Russia and the former Soviet republics | <ul style="list-style-type: none"> • Know the geographic locations of Russia and the countries of the former Soviet Republics • Know the major religious groups of Russia and the former Soviet Republics • Know the historical context of Russia from the Kievan Rus through the time of Peter the Great • Know how events from the Nineteenth Century and World War I contributed to the October Revolution • Know the economic and political impacts of World War II and the Cold War on Russia • Know the effects of the fall of communism | 2 | 2* |
| CSA-C4-L2: Economic Restructuring: Communism and Capitalism | Explain the rise and fall of communism in the Soviet republics | <ul style="list-style-type: none"> • Know the characteristics of communism as an economic system • Know the economic and political influence of Marx, Lenin, and Stalin on communism in Russia • Know how the Soviet economic system worked and eventually failed • Know the importance of the export of resources for the restructured Russian economic system | 2 | 2* |

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| CSA-C4-L3: Russia and the Republics | Review the economic and diplomatic relationships between Russia and the former Soviet republics | <ul style="list-style-type: none"> • Know the political and economic influence of Russia on the Ukraine, Belarus, and Moldova • Know the political and economic influence of Russia on the Baltic States • Know the political and economic influence of Russia on Armenia, Georgia, and Azerbaijan • Know the political and economic influence of Russia on Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan | 2 | 2* |
| CSA-C4-L4: Russia and World Relationships | Summarize Russia's historic and military relationships with other nations | <ul style="list-style-type: none"> • Comprehend the historic relationship between Russia and the United Nations • Comprehend the historic relationships between Russia and neighboring European nations • Comprehend the historic relationships between Russia and China, Japan, and Korea • Comprehend the historic relationship between Russia and the United States | 2 | 2* |
| CSA-C4-L5: US Interests and Regional Issues in Russia and the Former Soviet Republics | Summarize US interests and tensions with Russia and the former Soviet republics | <ul style="list-style-type: none"> • Know the impact of the restructured Russian economic system on worldwide democracy • Know the Russia-US challenges of nuclear threats, nonproliferation, and missile defense • Know the impacts on the United States caused by Russian oil production and distribution • Know the importance of the cooperation in space between Russia and the United States | 2 | 2* 4** |
| CSA-C5-L1: Latin America--An Introduction | Identify the geography, religions, languages, and key historical events in Latin America | <ul style="list-style-type: none"> • Know the geographic locations of the five major regions of Latin America • Know the major religious groups and languages of Latin America • Know the region's history before and after the European conquest • Know some key historical events associated with Latin America since independence | 2 | 2* |
| CSA-C5-L2: Economic Reform, Leadership, and the Political Pendulum | Describe the key economic and political challenges facing Latin America | <ul style="list-style-type: none"> • Know the challenges of the region's economic systems • Know the challenges related to the political struggle for power • Comprehend how weak governments, corruption, and crime affect economic development • Know about the struggle for power between church and state • Know how free trade agreements have affected the region | 2 | 2* |

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| CSA-C5-L3: Cartels and the Growing Drug Trade | Explain how the drug trade affects Latin American governments, economies, and relations with other nations | <ul style="list-style-type: none"> • Know the key factors that drive and sustain the drug trade • Know how the drug trade undermines local governments and damages economies • Know how the US and local governments have tried to cut off the drug trade | 2 | 2* |
| CSA-C5-L4: Poverty, Educational Limitations, and Environmental Challenges | Identify the sources of poverty, pollution, and socioeconomic divisions in Latin America | <ul style="list-style-type: none"> • Know how reliance on commodities versus manufactured goods impacts poverty • Comprehend the impact of racial and socioeconomic divisions in Latin America • Know how poor education, urban overcrowding, and high population growth contribute to poverty • Know the challenges of environmental pollution and deforestation | 2 | 2* |
| CSA-C5-L5: US Interests and Regional Issues in Latin America | Summarize the historical, political and economic impact of US interests in Latin America | <ul style="list-style-type: none"> • Know the history of US relations with Cuba • Know the history of US relations with Haiti • Know the challenges of migration from Latin America to the United States • Know the effects on the US of the political and economic challenges in Latin America | 2 | 2* 4** |
| CSA-C6-L1: Europe: An Introduction | Explain the impact of ancient history, religion, nationalism, and socialism on Europe | <ul style="list-style-type: none"> • Know the geographic locations of the major nations of Europe on a map • Know how Ancient Greece and the Roman Empire influenced Europe's development • Know how Christianity, Islam, and Judaism affected the development of Europe • Know how nationalism destroyed the continental European empires • Know how Marxism, socialism, and fascism affected the development of Europe | 2 | 2* |
| CSA-C6-L2: The European Union | Describe the formation and functions of the European Union | <ul style="list-style-type: none"> • Know the origins of the European Union • Know which countries are members of the European Union • Know the political and economic structure of the European Union • Know the importance of the Euro as a world currency | 2 | 2* |
| CSA-C6-L3: Immigration, Terrorist Cells, and Ethnic Strife | Explain the challenges facing Europe on immigration, ethnic tensions and radical terrorists | <ul style="list-style-type: none"> • Know why European countries have permitted immigration • Know why immigrants have had difficulty assimilating into European societies • Know the difficulties Al Qaeda and its allies have posed for Europe | 2 | 2* |

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| | | <ul style="list-style-type: none"> • Know the background of ethnic and religious strife in Northern Ireland | | |
| CSA-C6-L4: The Creation and Collapse of Yugoslavia | Review the creation and dissolution of Yugoslavia | <ul style="list-style-type: none"> • Know how Yugoslavia was created after World War I • Know how World War II affected Yugoslavia • Know the role of Josip Broz Tito in uniting Yugoslavia after World War II • Know how Yugoslavia dissolved into seven independent countries • Know the history of ethnic cleansing in the Balkans | 2 | 2* |
| CSA-C6-L5: US Interests and Regional Issues in Europe | Summarize US interests in Europe's security and economy | <ul style="list-style-type: none"> • Know why the United States intervened in the two world wars and fought the Cold War • Know the historic purpose and current activities of North Atlantic Treaty Organization (NATO) • Comprehend the importance to the US economy of trade with Europe • Comprehend the development of human rights and democracy in Eastern Europe following the Soviet Union's collapse | 2 | 2* 4** |
| Total AF JROTC Lessons: 31 | | Total AF JROTC Contact Hours: | 62 | 84 |
| | | Total Geography Course Contact Hours (AF and Army) | 76 | 87 |

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Health Course with JROTC

A typical course for credit requires 180 contact hours. The lessons below have linked Army JROTC lessons to the National Health Education Standards (NHES). Each lesson has classroom hours and recommended lab hours as outlined in the lesson plan documentation below. For a detailed curriculum map showing how the NHES standards link to AJROTC Course Outcomes, look for the *JROTC to NHES Crosswalk* in the Course Credits folder in Curriculum Manager Global Resources. Notice that three lessons linked to the NHES include Service Learning. Some example projects might include:

- Cadet Challenge workshop for elementary or middle school students
- Decision-making workshop for freshmen in the school building off curriculum topics such as bullying, conflict resolution, and substance use decision-making are appropriate
- Teen CERT training and disaster simulation

To achieve contact hours for your state, additional lab time and/or content may be necessary to add to your health course framework. Consider the Teen Community Emergency Response Team (CERT) as a 3rd party elective resource. To offer the Teen CERT Basic Training course, Instructors must be CERT trained and certified to teach the 20-hour course. Information and materials about this Federal Emergency Management Agency provided resource can found in the AJROTC Curriculum Manager. There are nine units in the Teen CERT Basic Training. They are as follows:

- Unit 1: Disaster Preparedness
- Unit 2: Fire Safety and Utility Controls
- Unit 3: Disaster Medical Operations (Part 1)
- Unit 4: Disaster Medical Operations (Part 2)
- Unit 5: Light Search and Rescue Operations
- Unit 6: CERT Organization
- Unit 7: Disaster Psychology
- Unit 8: Terrorism and CERT
- Unit 9: Course Review, Final Exam, and Disaster Simulation

| Lesson | Competency | Objectives | Class Hours | Rec Lab Hours |
|------------------------|---------------------------------------|---|-------------|---------------|
| U1C2L2: Self-Awareness | Determine your behavioral preferences | <ul style="list-style-type: none"> • Explain the four clusters of behavior in the Winning Colors® framework • Illustrate your behavioral preferences using the four Winning Colors® | 3 | |

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| | | <ul style="list-style-type: none"> Identify strengths for each behavior cluster Express appreciation for your own uniqueness | | |
| U1C2L3: Appreciating Diversity through Winning Colors® | Apply an appreciation of diversity to interpersonal situations | <ul style="list-style-type: none"> Explain how awareness-enhancing behaviors affect better communication with others Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters Determine factors that impact the behavior of others Evaluate factors that impact how others perceive individual behavior Select behaviors that promote success in a variety of situations | 3 | |
| U1C2L8: Personal Growth Plan | Develop a plan for personal growth | <ul style="list-style-type: none"> Distinguish between the 14 critical emotional skills Relate the critical emotional skills to the five emotional skill dimensions Develop strategies for growth in emotional skill areas | 3 | 2 |
| U1C4L1: Making Decisions and Setting Goals | Apply the processes for making personal decisions and setting goals | <ul style="list-style-type: none"> Describe the steps used to make decisions Identify guidelines used to evaluate choices Evaluate decisions for positive outcomes Describe the SMART goal-setting system Analyze goals for potential success | 3 | |
| U1C4L2: Anger Management | Develop personal anger management strategies | <ul style="list-style-type: none"> Describe common causes of anger Identify physical effects of anger Examine possible reactions to anger Distinguish healthy from unhealthy reactions to anger Describe healthy anger management strategies | 3 | |
| U1C5L1: Understanding and Controlling Stress | Determine the causes, effects, and coping strategies for stress in your life | <ul style="list-style-type: none"> Differentiate between positive and negative stress Identify sources of stress Identify the stages of the body's stress response Describe physical and behavioral effects of prolonged stress Describe ways to manage stress | 2 | |
| U1C5L2: Cadet Challenge | Meet the physical fitness standards for the Cadet Challenge | <ul style="list-style-type: none"> Identify the five Cadet Challenge exercises Describe the proper techniques for the Cadet Challenge exercises Distinguish between the various fitness award categories Determine your personal Cadet Challenge goal | 2 | 10 |

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| U2C2L1: Becoming a Better Communicator | Develop your communication skills | <ul style="list-style-type: none"> • Compare verbal and nonverbal means of communication • Identify the steps of effective communication • Relate how the process of listening is essential to good communication • Distinguish among the types of listening • Identify barriers that prevent effective listening • Explain the types of roles individuals play in a group • Identify how roles in a group affect communication | 5 | 2 |
| U2C4L1: First Aid Emergencies | Assess first aid emergencies | <ul style="list-style-type: none"> • Identify ways to prepare for an emergency situation • Describe universal precautions • Explain the four emergency guidelines • Explain the sequence for evaluating an injured person | 2 | |
| U2C4L2: First Aid for Common Injuries | Explain how to respond to common injuries | <ul style="list-style-type: none"> • Describe how to treat minor cuts • Describe how to treat and prevent insect bites • Describe how to treat animal bites • Describe how to treat minor burns • Describe how to remove a foreign object in the eye • Describe how to stop a nosebleed • Describe how to help someone who has fainted • Identify injuries that may require medical attention | 2 | |
| U2C4L3: Severe Emergencies | Describe first aid for severe emergencies | <ul style="list-style-type: none"> • Identify the symptoms of choking, severe bleeding, heart attack, stroke, and shock • Describe first aid for choking • Describe first aid for severe bleeding • Explain when CPR and/or an AED should be used • Describe how to perform chest-only CPR • Describe first aid for a heart attack • Describe first aid for a stroke • Describe first aid for shock | 2 | |
| U2C5L1: Bullying | Evaluate methods to protect yourself and others from bullying | <ul style="list-style-type: none"> • Describe three types of bullying • Explain how cyberbullying is different from other types of bullying • Identify risk factors for bullying • Explain strategies for dealing with bullying • Describe the effects of bullying | 3 | |
| U2C5L2: Preventing Violence | Apply strategies to prevent violence | <ul style="list-style-type: none"> • Examine the problem of violence in our society • Identify ways to prevent violence in schools • Identify risk factors for teen violence | 2 | |

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| | | <ul style="list-style-type: none"> Describe strategies for preventing violence | | |
| U2C6L1: Elements of Health | Examine the elements of health | <ul style="list-style-type: none"> Identify the elements of health Describe how what you eat impacts health Describe how exercise impacts health Identify how stress impacts overall health Identify causes for lack of sleep Explain how lack of sleep affects the brain Identify unsafe behaviors | 2 | |
| U2C6L2: Benefits of Physical Activity | Develop ways to increase your fitness level | <ul style="list-style-type: none"> Identify the benefits of exercise Describe ways to increase your fitness level Examine methods for increasing aerobic capacity, strength and endurance, and flexibility Create a plan to set and achieve personal fitness goals Explore methods to monitor your fitness progress | 3 | |
| U2C6L3: Nutrition | Develop a personal nutritional plan to promote health | <ul style="list-style-type: none"> Identify common influences on food choices Describe how the body uses the six types of nutrients Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health Explain how to read food labels Identify key factors in making healthy food choices Explain how eating right and exercising can impact your health | 4 | |
| U2C6L4: Body Image | Examine how body image, eating, and physical activity affect whole health | <ul style="list-style-type: none"> Define body image Describe how to measure body composition Compare the factors that influence overweight and underweight people Explain how to balance exercise and calories for an appropriate weight Describe the symptoms of eating disorders | 3 | |
| U3C5L1: The Effects of Substance Abuse | Describe the effects of substance abuse | <ul style="list-style-type: none"> Recognize the difference between drug use, misuse, and abuse Explain how substance abuse develops Describe the effects of substance abuse Identify strategies for preventing substance abuse | 2 | |
| U3C5L2: Drugs | Assess the impact of drug abuse on whole health | <ul style="list-style-type: none"> Examine how psychoactive drugs affect your brain Describe the health dangers of commonly abused drugs Explain why drug addiction is associated with criminal activity | 3 | |

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| | | <ul style="list-style-type: none"> Describe the hazards of performance-enhancing drugs Identify benefits of living drug-free | | |
| U3C5L3: Alcohol and Tobacco | Assess the impact of alcohol and tobacco on whole health | <ul style="list-style-type: none"> Explain how media influences the use of alcohol and tobacco Describe the health hazards of alcohol abuse Describe the health hazards of tobacco use Identify reasons to refuse alcohol and tobacco | 3 | |
| U3C5L4: Decisions About Substance Abuse | Respond to substance abuse situations | <ul style="list-style-type: none"> Explain how substance abuse is related to what people consider normal behavior Describe strategies for handling pressure to use alcohol, drugs, or tobacco Explain how you can help someone who is a substance abuser | 2 | 1 |
| U4C2L1: Life After High School | Determine how to successfully manage yourself after high school | <ul style="list-style-type: none"> Identify how core abilities relate to life beyond high school Analyze the pros and cons of personal independence Explore aspects of a post-high school life Evaluate the importance of personal accountability | 3 | 3 |
| U4C3L1: Motivating Others | Apply motivational strategies to teams | <ul style="list-style-type: none"> Identify how individual performance within a team is influenced by the leader Explain the six tactics to motivate others | 2 | |
| U2C7L1: Evaluating a Service Learning Project | Evaluate the effectiveness of a service learning project | <ul style="list-style-type: none"> Describe a service learning experience using the four-quadrant model Identify the three stages of the after-action review Identify three types of service | 2 | 10 |
| U3C6L1: Planning for Service Learning | Create the plan and schedule for a service learning project | <ul style="list-style-type: none"> Assess the role of teamwork in completing a service learning project Develop a service learning project schedule Associate the roles and responsibilities of service learning teams, recorder, timekeeper, facilitator, reporter, and debriefer | 2 | 10 |
| U4C4L1: Managing a Service Learning Project | Manage a service learning project | <ul style="list-style-type: none"> Describe the four project management phases Identify the critical components needed for successful project management Identify the key features of Gantt and PERT charts | 2 | 10 |
| U5C3L1: Hygiene and Sanitation in the Field | Analyze the impact sanitation and hygiene has on health when camping | <ul style="list-style-type: none"> Recognize the benefits of maintaining good hygiene habits Explain how to keep clean in field conditions | 2 | |

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| | | <ul style="list-style-type: none"> • Explain the correlation between physical fitness and hygiene • Identify possible results of poor sanitation • Detail procedures for disinfecting water • Explain how to guard against food poisoning and the spread of germs through waste | | |
| U5C3L2: Treating for Shock and Immobilizing Fractures | Determine first aid treatment for shock, fractures, sprains, and strains | <ul style="list-style-type: none"> • Explain how to identify and treat shock • Distinguish between closed and open fractures • Identify procedures for treating fractures • Distinguish between dislocations, strains, and sprains • Identify procedures for treating dislocations, strains, and sprains | 2 | |
| U5C3L3: First Aid for Burns | Determine first aid treatment for burns | <ul style="list-style-type: none"> • Characterize degrees of burns • Describe how to treat first-, second-, and third-degree heat burns • Describe how to treat electrical burns • Describe how to treat chemical burns to the eyes and skin | 2 | |
| U5C3L4: First Aid for Poisons, Wounds, and Bruises | Determine first aid for poisoning, wounds, and bruises | <ul style="list-style-type: none"> • Identify the causes and symptoms of poisoning • Describe how to treat a poison victim • Distinguish among the four types of open wounds • Describe how to treat wounds and bruises | 2 | |
| U5C3L5: Heat Injuries | Determine first aid for heat injuries | <ul style="list-style-type: none"> • Explain the cause of heat injuries • Describe the symptoms of the three types of heat injuries • Explain how to treat heat cramps • Explain how to treat heat exhaustion • Explain how to treat heat stroke • Describe how to prevent heat injuries | 2 | |
| U5C3L6: Cold Weather Injuries | Determine first aid for cold weather injuries | <ul style="list-style-type: none"> • Explain the causes of cold weather injuries • Identify symptoms of cold weather injuries • Explain how to treat frostbite, immersion foot/trench foot, hypothermia, and snow blindness • Describe how to prevent cold weather injuries | 2 | |
| U5C3L7: Bites, Stings, and Poisonous Hazards | Determine the first aid for bites, stings, and poisonous hazards | <ul style="list-style-type: none"> • Identify four types of poisonous snakes • Describe symptoms of and treatment for snake bites • Describe symptoms of and treatment for human and animal bites | 2 | |

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| | | <ul style="list-style-type: none"> • Describe symptoms of and treatment for insect bites and stings • Describe symptoms of and treatment for poisonous plant exposure • Identify ways to prevent bites, stings, and poisonous plant exposure | | |
| U5C3L8: Controlling Bleeding | Demonstrate first aid procedures for bleeding victims | <ul style="list-style-type: none"> • Identify the three types of bleeding • Identify the best way to control most cases of bleeding • Distinguish among direct pressure, pressure points, and a tourniquet to control bleeding • Describe how to treat bleeding on the head or torso • Explain the importance of following Universal Precautions when dealing with blood and other body fluids | 2 | |
| Total Lessons: 34 | | Total Contact Hours | 84 | 48 |

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Physical Education Course with JROTC

This document outlines all JROTC lessons that map or associate with the SHAPE Standards*. SHAPE America – Society of Health and Physical Educators has developed the national standards and guidelines for physical education. This standard set is called the National Standards & Grade-Level Outcomes for K-12 Physical Education. Though physical fitness is a hallmark outcome for the Army JROTC program, the associations between national standards and JROTC student learning outcomes (competencies) do not meet SHAPE’s definition of a physical education course.

**Classes and activities that provide physical activity (e.g., marching band, ROTC, cheerleading, school and community sports) have important but distinctly different goals from those of physical education. Any opportunity for students to participate in sustained periods of meaningful physical activity can be valuable for their health and fitness, but these activities do not provide the content of a comprehensive, standards-based physical education program and thus should not be allowed to fulfill a physical education requirement.*

The table is presented to help your school, district, or state use JROTC lessons/outcomes to address requirements for physical education.

Additional learning outcomes and contact hours (lab/physical activity) may be necessary to meet your school, district, or state requirements for physical education credit.

Access the *Physical Education SHAPE Crosswalk* from the Course Credits folder in Curriculum Manager Global Resources.

| Lesson | Competency | Objectives | Class Hours | Rec Lab Hours |
|--|---|--|-------------|---------------|
| U1C3L1: Team Building and Drill | Relate drill competence to life skills | <ul style="list-style-type: none"> Summarize the origin of drill dating back to the Continental Army of the United States Identify skills learned by drilling Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today | 2 | |
| U1C3L2: Stationary Movements and Marching Techniques | Perform stationary movements and marching techniques on command | <ul style="list-style-type: none"> Describe the position of attention Describe how to respond to positions of rest commands Describe how to respond to facing commands Describe the correct way to salute in a variety of situations Describe how to execute marching movements from various commands Describe how to respond to halt commands | 4 | 18 |
| U1C3L3: Squad Drill | Demonstrate correct response to squad drill commands | <ul style="list-style-type: none"> Describe how to respond to commands when forming and marching the squad Identify the different types of squad formations and their related drill commands Identify the locations of key squad personnel in squad formation | 3 | 6 |

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| U1C5L1: Understanding and Controlling Stress | Determine the causes, effects, and coping strategies for stress in your life | <ul style="list-style-type: none"> • Differentiate between positive and negative stress • Identify sources of stress • Identify the stages of the body's stress response • Describe physical and behavioral effects of prolonged stress • Describe ways to manage stress | 2 | |
| U1C5L2: Cadet Challenge | Meet the physical fitness standards for the Cadet Challenge | <ul style="list-style-type: none"> • Identify the five Cadet Challenge exercises • Describe the proper techniques for the Cadet Challenge exercises • Distinguish between the various fitness award categories • Determine your personal Cadet Challenge goal | 2 | 10 |
| U2C3L1: Team Member Qualities | Assess your personal qualities as a team member | <ul style="list-style-type: none"> • Describe the characteristics of individual responsibility, followership, and teamwork • Describe the responsibilities of a team leader and the leadership factors that affect teamwork • Describe the three stages of team building | 3 | 5 |
| U2C3L2: Drill Leader Skills and Responsibilities | Demonstrate the skills and responsibilities of a good drill leader | <ul style="list-style-type: none"> • Describe the preparation a drill leader takes before a drill • Identify five attributes of a capable drill leader • Identify the types of drill commands | 2 | 5 |
| U2C3L3: Taking Charge: Leadership Responsibilities | Illustrate the duties of a team leader or squad leader | <ul style="list-style-type: none"> • Describe the duties and responsibilities of the team and squad leader positions within a platoon • Explain the four steps leaders should use when assuming a new leadership position • Demonstrate the responsibilities of a team leader and squad leader | 2 | 5 |
| U2C6L1: Elements of Health | Examine the elements of health | <ul style="list-style-type: none"> • Identify the elements of health • Describe how what you eat impacts health • Describe how exercise impacts health • Identify how stress impacts overall health • Identify causes for lack of sleep • Explain how lack of sleep affects the brain • Identify unsafe behaviors | 2 | |
| U2C6L2: Benefits of Physical Activity | Develop ways to increase your fitness level | <ul style="list-style-type: none"> • Identify the benefits of exercise • Describe ways to increase your fitness level • Examine methods for increasing aerobic capacity, strength and endurance, and flexibility • Create a plan to set and achieve personal fitness goals • Explore methods to monitor your fitness progress | 3 | |
| U2C6L3: Nutrition | Develop a personal nutritional plan to promote health | <ul style="list-style-type: none"> • Identify common influences on food choices • Describe how the body uses the six types of nutrients | 4 | |

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| | | <ul style="list-style-type: none"> • Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health • Explain how to read food labels • Identify key factors in making healthy food choices • Explain how eating right and exercising can impact your health | | |
| U2C6L4: Body Image | Examine how body image, eating, and physical activity affect whole health | <ul style="list-style-type: none"> • Define body image • Describe how to measure body composition • Compare the factors that influence overweight and underweight people • Explain how to balance exercise and calories for an appropriate weight • Describe the symptoms of eating disorders | 3 | |
| U2 Cadet Challenge | | | | 10 |
| LET 1 and 2 Total Contact Hours | | | 32 | 59 |
| Lesson | Competency | • Objectives | Class Hours | Rec Lab Hours |
| U3C3L1: Responsibilities of a Platoon Leader | Illustrate the duties of a platoon leader or sergeant | <ul style="list-style-type: none"> • Describe the duties and responsibilities of the different leadership positions within a platoon • Identify the responsibilities of a platoon sergeant and platoon leader | 2 | 5 |
| U3C3L2: Executing Platoon Drills | Execute platoon drills | <ul style="list-style-type: none"> • Describe the correct response to the commands for forming and marching the platoon • Compare platoon drills and squad drills • Match drill commands to platoon formations | 2 | 5 |
| U3 Cadet Challenge | | | | 10 |
| U4C3L1: Motivating Others | Apply motivation strategies to teams | <ul style="list-style-type: none"> • Identify how individual performance within a team is influenced by the leader • Explain the six tactics to motivate others | 2 | |
| U4C3L2: Communicating to Lead | Give feedback and direction to team members | <ul style="list-style-type: none"> • Determine how communication is important for effective leadership • Explain the basic flow and purpose of informal communication • Review the major elements of a communication model • Determine how to overcome barriers of effective communication | 4 | |
| U4C3L3: Company Drill | Execute company drills | <ul style="list-style-type: none"> • Describe the correct responses to commands when forming and marching the company • Identify the different types of company formations and related specific drill commands • Identify the locations of the key platoon and company personnel in company formations | 2 | 5 |
| U4C3L4: Battalion Drill | Execute battalion drills | <ul style="list-style-type: none"> • Identify the different types of battalion formations and related specific drill commands | 2 | 5 |

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| | | <ul style="list-style-type: none"> • Describe the correct responses to battalion drill commands • Describe the correct responses to inspection commands • Identify the locations of the key platoon, company, and battalion personnel in battalion formations | | |
| U4 Cadet Challenge | | | | 10 |
| U5C1L1: Stationary Movements with the M-1903 Rifle | Demonstrate the manual of arms with the M-1903 rifle | <ul style="list-style-type: none"> • Describe the correct response to the commands for order arms and the rest positions using the M-1903 rifle • Describe the correct response to the commands for port arms and present arms using the M-1903 rifle • Describe the correct response to the commands for inspection arms using the M-1903 rifle • Describe the correct response to the commands for right and left shoulder arms using the M-1903 rifle • Describe the correct response to the commands for sling and unsling arms using the M-1903 rifle | 2 | 2 |
| U5C1L2: The Saber and the Scabbard | Execute the manual of arms with the Saber and the Scabbard | <ul style="list-style-type: none"> • Describe the parts of a saber and a scabbard • Explain the proper way to wear the saber • Describe the correct responses to commands for the standing manual of arms • Describe the correct responses to commands for the marching manual of arms | 2 | 2 |
| U5C6L1: History of Marksmanship | Describe the history of marksmanship | <ul style="list-style-type: none"> • Identify different human marksmanship skills and recognize their historic applications • Discover how human marksmanship endeavors have evolved from martial/survival skills to sports skills • Report on important sports competitions that involve rifle shooting • Describe the basic rules of target shooting as a sport | 2 | |
| U5C6L2: Firearm Safety and Safe Range Operation | Demonstrate air rifle safety rules | <ul style="list-style-type: none"> • Identify the main parts of a firearm that concern safety (muzzle, action, and trigger) • Describe rules and procedures for safe range operation • Demonstrate rules for safe firearm handling | 2 | |
| U5C6L3: Target Shooting Equipment and Its Operation | Demonstrate safe operation of air rifle equipment. | <ul style="list-style-type: none"> • Recognize the basic equipment needed for target shooting. • Describe how air rifles function. • Recognize the first steps of cocking and firing an air rifle, including a correct trigger release. | 2 | |

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| | | <ul style="list-style-type: none"> Recognize how to load and fire air rifles. | | |
| U5C6L4: The First Target Position - Standing | Demonstrate correct marksmanship technique in the standing position | <ul style="list-style-type: none"> Assume the standing position used for target shooting Practice sight alignment on a blank target Dry fire by performing correct trigger release | 2 | |
| U5C6L5: Aiming and Firing | Demonstrate basic aiming and firing skills | <ul style="list-style-type: none"> Aim at a target from the standing position Describe how correct breathing enhances control and relaxation Shoot in the standing position while performing the basic techniques for firing a shot | 2 | |
| U5C6L6: Sight Adjustment and Scoring | Demonstrate correct sight adjustment and scoring | <ul style="list-style-type: none"> Practice shooting in the standing position while applying good shot technique Adjust sights so that shot groups are centered on the target Score targets correctly | 2 | |
| U5C6L7: The Prone Position | Demonstrate correct marksmanship technique in the prone position | <ul style="list-style-type: none"> Demonstrate how to properly use a sling in a target shooting position Assume the prone position used for target shooting Shoot in the prone position while performing correct shot technique | 2 | |
| U5C6L8: The Kneeling Position | Demonstrate marksmanship skills in the kneeling position | <ul style="list-style-type: none"> Use a sling correctly in the kneeling position Determine the correct placement of a kneeling roll in the kneeling position Perform the correct shot technique while shooting from a kneeling position | 2 | |
| U5C6L9: Practice and Skill Development | Develop practice skills to improve your marksmanship | <ul style="list-style-type: none"> Use a shooting diary to record critical lessons learned in marksmanship practice Develop and practice a shot plan Demonstrate the use of balance checks and relaxation to attain proper shot technique Complete a three-position 3x10 course of fire on the BMC target | 2 | |
| U5C6L10: Competition Opportunities | Demonstrate marksmanship proficiency in a regulation 3x10 course | <ul style="list-style-type: none"> Describe sports competition opportunities available to JROTC and school rifle team members Complete a regulation course of fire (3x10 shots) on the official air rifle target Complete a final using the Olympic final round format | 2 | |
| LET 3 and 4 and Unit 5 Electives Total Contact Hours | | | 38 | 44** |
| ** Lab hours are recommended contact hours for practice and assessment. JROTC Instructors and programs can allocate the necessary contact hours as appropriate for their Cadets and credit requirements. | | | | |

Civics/Government Course with JROTC

This course is built upon Center for Civic Education's We the People 2016 course curriculum, focusing on the founding principles and history of citizenship and government in the United States of America. All course outcomes link to the National Standards for Civics and Government's National Social Studies-Civics standards for high school. This document outlines all JROTC lessons that map or link to the National Civics Standards, developed by the Center for Civics Education.

The table is presented to help your school, district, or state use JROTC lessons/outcomes to address requirements for civics or government. Access the *JROTC to NSS-C Crosswalk* from the Course Credits folder in Curriculum Manager Global Resources to see the correlation between outcomes and standards.

Additional learning outcomes and contact hours (lab/physical activity) may be necessary in order to meet your school, district, state requirements for physical education credit.

| JROTC Leadership Elective - Chapter 5: Citizenship and Government | | | | |
|---|--|---|-------------|---------------|
| Lesson | Competency | Learning Objectives | Class Hours | Rec Lab Hours |
| U5C5L1: Organizing a Government | Analyze the Founders' ideas about constitutional government (WTP 1-1) | <ul style="list-style-type: none"> Describe the diverse features of the early American colonies and states and their populations Explain what the Founders learned about government from history and their firsthand experiences of government and how this knowledge shaped their thinking Explain the meanings of the terms constitution and constitutional government and describe Aristotle's ideas about forms of government Evaluate, take, and defend positions on how constitutional governments should be organized to prevent abuses of power by people in government | 4 | |
| U5C5L2: Philosophies of Civic Life | Examine the ideas about civic life that informed the founding generation [WTP 1-2] | <ul style="list-style-type: none"> Describe how and why natural rights philosophy differs from classical republicanism and how both systems of thought influenced the founding generation in America Explain the kinds of challenges that a society faces when it strives to preserve the rights to life, liberty, property, and "the pursuit of happiness" while at the same time promoting the common good and civic virtue Evaluate, take, and defend positions on the importance of civic virtue today and the role of political philosophy in thinking about government | 4 | |

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| U5C5L3: Influences on Individual Rights | Examine the historical developments that influenced modern ideas of individual rights (WTP 1-3) | <ul style="list-style-type: none"> • Explain the differences between classical republican and Judeo-Christian ideas about the importance of the individual • Explain how certain historical developments influenced modern ideas about government, constitutionalism, and individual rights • Evaluate, take, and defend positions on approaches to theories of morality, the importance of the rise of capitalism, and how the Enlightenment inspired the Founders | 4 | |
| U5C5L4: British Origins of American Constitutionalism | Explore the differences between British and American constitutionalism (WTP 1-4) | <ul style="list-style-type: none"> • Explain how rights and representative government evolved in England and how this evolution influenced the Founders, • Identify the origins of some of Americans' most important constitutional rights, and • Evaluate, take, and defend positions on the influence of the Magna Carta on the development of rights and the importance of habeas corpus and trial by jury. | 4 | |
| U5C5L5: Colonial Ideas About Rights and Government | Explain how colonial Americans' ideas about rights and government influenced our society (WTP 1-5) | <ul style="list-style-type: none"> • Describe the early development of America's traditions of constitutional government • Explain why the American colonists attached special importance to such constitutional principles as written guarantees of basic rights and representative government • Evaluate, take, and defend positions on the differences between life in colonial America and in England during the same period, the relationship between natural rights theory and slavery in America, and how natural rights philosophy and history help to explain the colonists' views of the proper role of government | 4 | |
| U5C5L6: Colonial Rebellion and the Declaration of Independence | Explain the circumstances that produced the Declaration of Independence (WTP 1-6) | <ul style="list-style-type: none"> • Describe the British policies that some American colonists believed violated basic principles of constitutional government and their rights as Englishmen • Explain why Americans resisted those policies and how that resistance led to the Declaration of Independence • Evaluate the arguments that the colonists made to justify separation from Great Britain • Evaluate, take, and defend positions on violations of colonists' rights before the Revolution and important questions about the meaning and implications of the Declaration of Independence | 4 | |
| U5C5L7: Early State Constitutions | Explain how early state governments promoted individual rights and limited government (WTP 1-7) | <ul style="list-style-type: none"> • Explain the basic ideas about government and rights that are included in state constitutions • Explain how the experiences of the states in developing their constitutions and bills of rights influenced the framing of the U.S. Constitution and Bill of Rights | 4 | |

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| | | <ul style="list-style-type: none"> Evaluate, take, and defend positions on the theory of legislative supremacy, the importance of the Virginia Declaration of Rights, and the role of declarations of rights in early state constitutions | | |
| U5C5L8: The Articles of Confederation | Analyze the Articles of Confederation and lack of sufficient authority to meet the nation's needs (WTP 1-8) | <ul style="list-style-type: none"> Distinguish between the United States' first national constitution and the Articles of Confederation Explain why some people thought the government under the Articles of Confederation was not strong enough Defend positions on the strengths and weaknesses of the Articles of Confederation, the Northwest Ordinance, and Americans' mistrust of a strong national government | 4 | |
| U5C5L9: The Philadelphia Convention | Explain how the Philadelphia Convention was organized (WTP 1-9) | <ul style="list-style-type: none"> Describe the organizing phase of the Philadelphia Convention Explain the significance of rules and agendas for effective civil discussion Explain the most important parts of the Virginia Plan Defend positions on determining what interests should be represented in a constitutional convention and the advantages and disadvantages of secrecy in governmental deliberations | 4 | |
| U5C5L10: The Debate Over Representation | Analyze the debate about representation at the Philadelphia Convention (WTP 2-10) | <ul style="list-style-type: none"> Explain the differences between the Virginia and New Jersey Plans and the importance of the Great Compromise Explain how the Framers addressed regional issues with the Three-Fifths Compromise and the provision for a periodic census of the population Evaluate why major issues debated at the Philadelphia Convention are still on the national agenda today | 4 | |
| U5C5L11: The Branches of National Government | Analyze how the Framers envisioned the role of the three branches of national government (WTP 2-11) | <ul style="list-style-type: none"> Explain the role of each branch of government and how the Constitution organizes them Explain how and why the system of checks and balances contributes to limited government Defend positions on how the president of the United States should be elected and issues relating to the appointment and service of justices of the Supreme Court | 4 | |
| U5C5L12: Balancing National and State Powers | Explain how the delegates distribute power between national and state governments (WTP 2-12) | <ul style="list-style-type: none"> Distinguish among the major powers and limits on the national government, the powers left to states, and the prohibitions the Constitution placed on state governments Explain how the Constitution did and did not address the issue of slavery Evaluate how limited government in the United States protects individual rights and promotes the common good, and issues involving slavery | 4 | |

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| U5C5L13: Anti-Federalist Positions | Describe the Anti-Federalist position in the debate about ratification (WTP 2-13) | <ul style="list-style-type: none"> • Explain why the Anti-Federalists opposed ratifying the Constitution • Explain the role of the Anti-Federalists in proposing a bill of rights • Defend a position on the validity and relevance of Anti-Federalist arguments | 4 | |
| U5C5L14: The Federalists Position | Examine the arguments and strategies the Federalists used to win support for the Constitution (WTP 2-14) | <ul style="list-style-type: none"> • Explain the key arguments of the Federalists and the process by which the Constitution was finally ratified • Defend positions on the continuing relevance and validity of the Federalists' arguments | 4 | |
| U5C5L15: Amendment and Judicial Review | Describe how amendments and judicial review changed the constitution (WTP 1-15) | <ul style="list-style-type: none"> • Describe two ways in which the Constitution can be amended • Identify major categories of constitutional amendments • Explain why James Madison introduced the Bill of Rights • Define key words: amendment, judicial review • Evaluate, take, and defend positions on the amendment process and judicial review. | 4 | |
| U5C5L16: Political Parties and the Constitutional System | Explain the role of political parties in the Constitutional system (WTP 1-16) | <ul style="list-style-type: none"> • Explain why the Framers opposed the idea of political parties • Describe the other ideas that helped political parties to gain acceptance • Explain the conflicting points of view that led to the development of parties and the roles they have played in the American constitutional system • Evaluate the importance of political parties today | 4 | |
| U5C5L17: The Constitution and the Civil War | Analyze how the Civil War tested and transformed the American constitutional system (WTP 1-17) | <ul style="list-style-type: none"> • Describe several important constitutional issues raised by President Lincoln's actions • Explain the similarities and differences between the United States Constitution and the constitution of the Confederate States of America • Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments • Defend positions on the conditions under which the writ of habeas corpus might be suspended and the constitutionality of secession | 4 | |
| U5C5L18: Due Process | Analyze how the due process clause of the Fourteenth Amendment changed the Constitution (WTP 1-18) | <ul style="list-style-type: none"> • Explain the historical origins of due process • Explain the difference between procedural and substantive due process • Define the concept of incorporation and its effect on the powers of the states • Defend positions on historical and contemporary issues involving due process | 4 | |

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| U5C5L19: Equal Protection of the Laws | Analyze how the equal protection clause of the Fourteenth Amendment prohibits state government from denying people "equal protection of the laws" (WTP-1-19) | <ul style="list-style-type: none"> • Define equal protection of the laws • Explain why neither state government nor the national government can deprive people of equal protection of the laws • Analyze the Supreme Court's ruling on the "separate but equal" doctrine of racial segregation • Describe the categories that the Supreme Court now uses to decide cases challenging governmental actions that treat some people differently from others • Defend a position on how conflicts between or among rights should be resolved | 4 | |
| U5C5L20: Expanding the Right to Vote | Analyze how the right to vote has been expanded since the adoption of the Constitution (WTP 1-20) | <ul style="list-style-type: none"> • Describe the extension of the franchise as a result of changes in voting laws in Congress and various states, amendments to the Constitution, and decisions of the Supreme Court • Defend positions on how extending the right to vote is related to fundamental ideas and principles of American constitutional government | 4 | |
| U5C5L21: The Role of Congress | Determine the role of Congress in American Constitutional democracy (WTP 4-21) | <ul style="list-style-type: none"> • Explain basic differences between Congress and the British Parliament and how Congress reflects America's commitment to representative government and federalism • Identify several constitutional sources of congressional power • Identify some of the challenges that members of Congress face in representing and serving their constituents • Evaluate, take, and defend positions on contemporary issues about congressional representation and organization | 4 | |
| U5C5L22: Congressional Powers | Explain how Congress functions to make laws and conduct investigations (WTP 4-22) | <ul style="list-style-type: none"> • Describe the role of rules, committees, and political parties in the organization and operation of Congress • Describe the process through which proposed legislation becomes law • Identify the primary sources on which members of Congress rely for information in the lawmaking process and to explain the importance of Congress's inherent power to investigate • Explain why compromise is required in the deliberative process • Evaluate, take, and defend positions on how Congress functions and whether it should streamline its procedures | 4 | |
| U5C5L23: Presidential Powers | Analyze traditional and modern presidential powers (WTP 4-23) | <ul style="list-style-type: none"> • Explain the president's constitutional responsibilities and how the office of president has evolved • Identify various constitutional and political checks on the president's power | 4 | |

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| | | <ul style="list-style-type: none"> • Explain fundamental differences between the office of prime minister in a parliamentary system and the American presidency • Evaluate, take, and defend positions on issues involving the exercise of presidential power and the relationship between the president and the other branches of government | | |
| U5C5L24: Administering National Laws | Determine how federal departments and agencies administer laws (WTP 4-24) | <ul style="list-style-type: none"> • Explain why Congress creates administrative units, the circumstances that contribute to their creation, and the range of governmental functions that administrative units perform • Identify some of the checks on the exercise of administrative power • Evaluate, take, and defend positions on public administration in the United States | 4 | |
| U5C5L25: The Supreme Court | Determine the role of the Supreme Court in shaping our nations' laws (WTP 4-25) | <ul style="list-style-type: none"> • Explain the difference between the Supreme Court's original and appellate jurisdictions • Explain four methods of constitutional interpretation • Explain how America's system of checks and balances limits the power of the Supreme Court • Evaluate, take, and defend positions on issues relating to the role of the Supreme Court in the constitutional system | 4 | |
| U5C5L26: American Federalism | Describe the benefits and pitfalls of American federalism (WTP 4-26) | <ul style="list-style-type: none"> • Explain how American federalism involves divided sovereignty and an ongoing effort to balance power between the national and state governments • Explain the function of three basic kinds of local governmental units -- counties, municipalities, and special districts • Examine examples of governmental innovations at the state and local levels • Evaluate, take, and defend positions on continuing issues related to America's unique system of federalism | 4 | |
| U5C5L27: The Bill of Rights | Evaluate the U.S. Bill of Rights and its foundations (WTP 5-27) | <ul style="list-style-type: none"> • Explain what bills of rights are and how they have evolved • Examine the Constitution and its amendments and identify which of the rights they contain are (1) held by individuals, classes, or categories of individuals, or institutions, (2) personal, economic, or political rights, and (3) positive or negative rights • Identify possible conflicts among these rights • Describe various interpretations of the Second, Third, Ninth, and Tenth Amendments • Evaluate, take, and defend positions about the kinds of rights protected by the U.S. Constitution and Bill of Rights | 4 | |

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| U5C5L28: Freedom of Religion | Explain how the First Amendment affects the establishment and free exercise of religion. (WTP 5-28) | <ul style="list-style-type: none"> • Explain the importance of religious freedom in the United States and to identify primary differences between the establishment and free exercise clauses • Describe how the Supreme Court has interpreted the religion clauses, ongoing issues involving those clauses, and how conflicts can arise between the establishment and free exercise clauses • Evaluate, take, and defend positions on issues arising from guarantees relating to the establishment and free exercise of religion clauses of the Constitution | 4 | |
| U5C5L29: Freedom of Speech and the Press | Evaluate the rights and limits of freedom of expression (WTP 5-29) | <ul style="list-style-type: none"> • Explain the importance of freedom of expression to both the individual and society • Explain considerations useful in deciding when the government should be able to place limits on freedom of speech and the press • Evaluate, take, and defend positions on issues involving the right to freedom of expression | 4 | |
| U5C5L30: Freedom to Assemble, Petition, and Associate | Explain the benefits and limitations of the freedoms to assemble, petition and associate (WTP 5-30) | <ul style="list-style-type: none"> • Explain the importance of the rights to assemble, petition, and associate • Describe the history of these rights and when they can be limited • Evaluate, take, and defend positions relating to the exercise of the rights to assemble, petition, and associate | 4 | |
| U5C5L31: Unreasonable Law Enforcement Procedures | Describe the applications and limitations of the Fourth and Fifth Amendments (WTP 5-31) | <ul style="list-style-type: none"> • Explain the purpose and history of the Fourth Amendment and issues raised by its interpretation • Explain the importance of the Fifth Amendment provision against self-incrimination • Evaluate, take, and defend positions on contemporary issues involving the Fourth Amendment and self-incrimination | 4 | |
| U5C5L32: Protecting Rights Within the Judicial System | Explain the constitutional rights of those who have been accused or convicted (WTP 5-32) | <ul style="list-style-type: none"> • Explain the Fifth and Sixth Amendment guarantees regarding indictments, double jeopardy, and due process of law • Identify the rights protected by the Sixth Amendment, particularly the right to counsel • Describe the Eighth Amendment provisions about bail and punishment • Evaluate, take, and defend positions on the death penalty | 4 | |
| U5C5L33: The Meaning of Citizenship | Analyze the historical and current concept of 'citizenship' in the United States (WTP 6-33) | <ul style="list-style-type: none"> • Explain the meaning of citizenship in the United States, the ways Americans become citizens, and why all-American citizens are citizens both of their states and their nation • Identify essential rights and responsibilities of citizens, and why citizenship is particularly complicated for Native Americans | 4 | |

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| | | <ul style="list-style-type: none"> Describe the process of naturalization, differences between citizens and resident aliens, and how citizenship can be lost Evaluate, take, and defend positions on the legal and moral rights and obligations of citizens | | |
| U5C5L34: The Importance of Civic Engagement | Relate the importance of civic engagement to American constitutional democracy (WTP 6-34) | <ul style="list-style-type: none"> Explain why Americans need to be engaged in civic affairs Identify opportunities for civic engagement through voluntary associations and nongovernmental organizations and participation in local, state, and national politics Evaluate, take, and defend positions on challenges associated with voting and other forms of participation in civic life in the United States | 4 | |
| U5C5L35: Civil Rights Movements | Explain how civil rights movements led to political and social changes in the United States (WTP 6-35) | <ul style="list-style-type: none"> Explain why African Americans, women, and other groups found it necessary to take concerted action to ensure recognition of their civil rights Describe some of the goals and tactics that civil rights movements have used Describe and explain the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 Identify some ongoing issues involving civil rights Evaluate, take, and defend positions on landmark legislation involving civil rights and the role of civil disobedience in America's constitutional democracy | 4 | |
| U5C5L36: The Influence of American Political Ideas | Explain how the American political ideas and constitutional system have influenced other nations (WTP 6-36) | <ul style="list-style-type: none"> Identify which aspects of the American Constitutional system have been influential elsewhere Explain why some countries and international organizations have chosen to modify the American system or to use other types of democratic systems Explain how the Bill of Rights has influenced other countries and how some countries have adopted bills of rights that are considerably different Evaluate, take, and defend positions on why some aspects of American constitutional democracy that have been effective in the United States have not been used in other countries | 4 | |
| U5C5L37: Domestic American Challenges | Describe key challenges that the United States may face in the future (WTP 6-37) | <ul style="list-style-type: none"> Discuss the effects of diversity and technology on the lives of Americans Explain the importance of civil discourse in debating divisive issues | 4 | |

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| | | <ul style="list-style-type: none"> Evaluate, take, and defend positions on the changing expectations of America's governments and potential constitutional amendments | | |
| U5C5L38: Participation in World Affairs | Consider challenges of the United States' participation in world affairs (WTP 6-38) | <ul style="list-style-type: none"> Identify the constitutional responsibilities of the three branches of the national government in shaping the involvement of the United States in world affairs Describe globalization and some challenges that it poses for citizenship and participation in world affairs Defend positions on issues involving globalization and improving the image of the United States abroad | 4 | |
| U5C5L39: Returning to Fundamental Principles | Relate fundamental principles to contemporary issues (WTP 6-39) | <ul style="list-style-type: none"> Define what is meant by the terms fundamental principles and first principles, Explain what is meant by a return to first principles, Explain in what ways the American experience in self-government can be called an "adventure in ideas" Evaluate, take, and defend positions on a number of issues related to the fundamental principles and values of government and individual rights in American society | 4 | |
| Total Lessons: 39 | | Total Contact Hours | 156 | |

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Army JROTC - University of California - Elective G

Leadership in Community Emergency Response

This course has been approved as a one-credit G-Elective by the University of California. Army ROTC high school seniors may include this course in their University of California applications. The course is focused on building the higher-level leadership skills required for participating and leading Community Emergency Response Teams (CERT). CERT is a Federal Emergency Management Administration program that educates individuals about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills.

The goal of the course is to develop well-rounded leaders who can be effective in emergency situations by using their people skills, knowledge of logistics and teamwork, sense of civic duty, as well as deep understanding of standard procedures in community emergencies. The course comprises the senior year of Army JROTC curriculum and includes greater depth and more challenging content on topics covered in previous years, such as leadership, personal growth, team building, service learning, and citizenship and government. The CERT content is new for students in their senior year. The content teaches fire safety, light search and rescue, team organization, disaster psychology, potential terrorist scenarios and disaster medical operations.

Classroom learning is augmented by reading, essay writing, reflective journal writing, group work, skills practice, and simulations. Over the course of the year, students will develop a capstone service learning project focused on community emergency response. The capstone is a disaster simulation service-learning project at the school.

The course includes the following units:

- Unit 1: Leadership
- Unit 2: Personal Growth
- Unit 3: Team Building
- Unit 4: Service Learning
- Unit 5: Citizenship and Government
- Unit 6: CERT-Disaster Preparedness
- Unit 7: CERT – Fire Safety and Utility Controls
- Unit 8: CERT – Disaster Medical Operations Part 1
- Unit 9: CERT – Disaster Medical Operations Part 2
- Unit 10: CERT – Light Search and Rescue Operations
- Unit 11: CERT – CERT Organization
- Unit 12: CERT – Disaster Psychology
- Unit 13: CERT – Terrorism and CERT
- Course Review, Final Exam, and Disaster Simulation

Additional CERT exercises are available as supplemental content. These exercises include simulations, as well as tabletop exercises on related emergency situations. Army JROTC electives include eight lessons on First Aid. This optional content is not detailed in the chart below.

| Lesson | Competency | Objectives | Class Hours | Rec Lab Hours |
|--------------------------------------|--|--|-------------|---------------|
| U4C1L1: Leadership Accomplishment | Apply leadership skills to continuous improvement and program outcomes | <ul style="list-style-type: none"> Examine the role of leadership in continuous improvement Identify team attitudes that foster continuous improvement Relate Army JROTC program outcomes to leadership Plan personal and battalion goals | 2 | |
| U4C1L2: Strategies for Teaching | Apply teaching strategies to a lesson plan or mentoring project | <ul style="list-style-type: none"> Explain the purpose of a lesson plan Describe the four phases of a lesson plan Relate teaching and learning to the four-phase lesson plan model Explore cooperative learning strategies | 2 | |
| U4C1L3: Using Feedback with Learners | Use feedback to enhance your effectiveness as a leader | <ul style="list-style-type: none"> Explain why feedback is important in the learning process Describe the characteristics of effective feedback Identify the basic ground rules and tips for giving effective feedback | 2 | |
| U4C2L1: Life After High School | Determine how to successfully manage yourself after high school | <ul style="list-style-type: none"> Identify how core abilities relate to life beyond high school Analyze the pros and cons of personal independence Explore aspects of a post-high school life Evaluate the importance of personal accountability | 3 | 3 |
| U4C2L2: Professional Development | Appraise your plans for the future | <ul style="list-style-type: none"> Distinguish between professional and personal goals Determine how personal goals and values affect professional success Explore aspects of professional development Identify your professional and personal goals for the next 10 years | 4 | 5 |
| U4C3L1: Motivating Others | Apply motivation strategies to teams | <ul style="list-style-type: none"> Identify how individual performance within a team is influenced by the leader Explain the six tactics to motivate others | 2 | |
| U4C3L2: Communicating to Lead | Give feedback and direction to team members | <ul style="list-style-type: none"> Determine how communication is important for effective leadership Explain the basic flow and purpose of informal communication Review the major elements of a communication model Determine how to overcome barriers of effective communication | 4 | |

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| U4C3L3: Company Drill | Execute company drills | <ul style="list-style-type: none"> Describe the correct responses to commands when forming and marching the company Identify the different types of company formations and related specific drill commands Identify the locations of the key platoon and company personnel in company formations | 2 | 5 |
| U4C3L4: Battalion Drill | Execute battalion drills | <ul style="list-style-type: none"> Identify the different types of battalion formations and related specific drill commands Describe the correct responses to battalion drill commands Describe the correct responses to inspection commands Identify the locations of the key platoon, company, and battalion personnel in battalion formations | 2 | 5 |
| U4C4L1: Managing a Service Learning Project | Manage a service learning project | <ul style="list-style-type: none"> Describe the four project management phases Identify the critical components needed for successful project management Identify the key features of Gantt and PERT Charts | 2 | 10 |
| U4C5L1: Challenges to Fundamental Principles | Examine how competing principles and values challenge the fundamental principles of our society | <ul style="list-style-type: none"> Explain the importance of fundamental principles Compare positions on issues related to the fundamental principles and values of government and individual rights in American society | 3 | |
| U4C5L2: The Future of Citizen Rights | Develop solutions for future challenges to citizen rights | <ul style="list-style-type: none"> Describe the potential impacts of increased diversity Explain some of the ways developments in technology might impact direct democracy, privacy, and free speech Explain how terrorism and cyberattacks can limit citizen freedoms Explain why economic instability can pose a threat to democracy and citizen rights | 2 | |
| Unit 4 Cadet Challenge | | | | 10 |

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| CERT 1: Disaster Preparedness | Describe basic skills used in emergencies | <ul style="list-style-type: none"> • Identify the roles and responsibilities for community preparedness, to include government, community leaders from all sectors, and the public. • Describe the types of hazards most likely to affect their community and their potential impact on people, health, and infrastructure. • Undertake personal and organizational preparedness actions. • Describe the functions of CERTs and their role as a CERT member. | 3 | 2 |
| CERT 2: Fire Safety and Utility Controls | Demonstrate fire safety skills | <ul style="list-style-type: none"> • Explain the role of CERTs in fire safety. • Identify and reduce potential fire and utility risks in the home and workplace. • Know the nine steps of the CERT size up process. • Conduct a basic size up for a fire emergency. • Operate a portable fire extinguisher correctly. • Understand minimum safety precautions, including safety equipment, utility control, buddy system, and backup teams. • Identify the locations of hazardous materials in the community and home and reduce the risk from hazardous materials in the home. • Extinguish small fires using a fire extinguisher. | 3 | |
| CERT 3: Disaster Medical Operations- Part 1 | Describe how to respond to life-threatening medical conditions in a disaster. | <ul style="list-style-type: none"> • Identify the “killers” in disaster medical operations • Apply techniques for opening airways, controlling bleeding, and treating for shock. • Conduct triage under simulated disaster conditions. | 3 | |
| CERT 4: Disaster Medical Operations- Part 2 | basic medical assessment and treatments for disaster survivors | <ul style="list-style-type: none"> • Take appropriate sanitation measures to help protect public health. • Perform head-to-toe patient assessments. • Establish a treatment area. • Apply splints to suspected fractures and sprains and employ basic treatments for other injuries. | 4 | |

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| CERT 5: Light Search and Rescue Operations | Describe the skills needed to conduct a light search and rescue operation | <ul style="list-style-type: none"> • Identify size-up requirements for potential search and rescue situations. • Describe the most common techniques for searching, both interior and exterior. • Use safe techniques for debris removal and survivor extrication. • Describe ways to protect rescuers during search and rescue. | 3 | |
| CERT 6: CERT Organization | Explain the role of the Incident Command System in CERT operations | <ul style="list-style-type: none"> • Describe the CERT structure. • Identify how CERTs interrelate with the Incident Command System (ICS). • Explain documentation requirements. | 2 | |
| CERT 7: Disaster Psychology | Identify factors in reducing psychological and physiological symptoms for survivors and rescuers | <ul style="list-style-type: none"> • Describe the disaster and post-disaster emotional environment for survivors and rescuers. • Describe the steps that rescuers can take to relieve their own stress and that of other disaster survivors. | 1 | |
| CERT 8: Terrorism and CERT | Apply CERT principles to a hypothetical suspected terrorist incident. | <ul style="list-style-type: none"> • Define terrorism. • Identify potential targets in the community. • Identify the eight signs of terrorism. • Identify CERT operating procedures for a terrorist incident. • Describe the actions to take following a suspected terrorist incident. | 3 | |
| CERT 9: Course Review, Final Exam, and Disaster Simulation | | | 3 | |
| Total contact hours | | | 54 | 40 |

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Approved Elective Resources

Electives are an essential component of the JROTC program and serve to enhance the core curriculum content, address new areas of content as required by your school or district, and increase the contact hours necessary for a one credit high school course. These are JROTC-approved resources; schools may not use these resources for other purposes. Approved electives are divided into four categories as follows:

- Category 1: Elective resources provided by JROTC and approved 3rd party education materials that can be added to your Curriculum Plan.
- Category 2: Elective resources available online for the Cadet and require a Cadet log-in. Access links to the online resources can be added to your Curriculum Plan.
- Category 3: Elective resources available online for Instructor’s use in the classroom. Some sites will require an Instructor log-in. Access links to the online resources can be added to your Curriculum Plan.
- Category 4: Electives designed or provided by the Instructor; Brigades must approve these electives *before* they can be taught in the JROTC curriculum. Check the JROTC Portal for updates on approved electives.

| Category 1 Provided Resources |
|---|
| AJROTC Unit 5: Continuing Education for Leaders |
| Personal Finance |
| AFJROTC Cultural Studies Awareness |
| Teen CERT |
| Will Interactive |
| Category 2 Online Resources – Cadet |
| Conover Online |
| March2Success |
| Category 3 Online Resources - Instructor |
| Medal of Honor Character Development |
| The Academic Initiative of the Cyber Innovation Center |
| Veterans National Education Program (VNEP) |
| We the People: Citizenship and the Constitution Program |

Category 1 Provided Resources

Unit 5: JROTC Continuing Education for Leaders

Unit 5 Chapter 1: Team Building

Two lessons are available to supplement or enhance Team Building in any Core Unit.

- To access Unit 5 Chapter 1 add it to your Curriculum Plan

| Lesson | Competency | Learning Objectives | Class Hours | Rec Lab Hours |
|--|--|---|-------------|---------------|
| U5C1L1: Stationary Movements with the M-1903 Rifle | Demonstrate the manual of arms with the M-1903 rifle | <ul style="list-style-type: none"> Describe the correct response to the commands for order arms and the rest positions using the M-1903 rifle Describe the correct response to the commands for port arms and present arms using the M-1903 rifle Describe the correct response to the commands for inspection arms using the M-1903 rifle Describe the correct response to the commands for right and left shoulder arms using the M-1903 rifle Describe the correct response to the commands for sling and unsling arms using the M-1903 rifle Define key words: balance, barrel, bolt, bolt handle, butt, chamber, hand guard, keeper, lower band, muzzle, port arms, sight, | 2 | 2 |
| U5C1L2: The Saber and the Scabbard | Execute the manual of arms with the Saber and the Scabbard | <ul style="list-style-type: none"> Describe the parts of a saber and a scabbard Explain the proper way to wear the saber Describe the correct responses to commands for the standing manual of arms Describe the correct responses to commands for the marching manual of arms Define key words: cant, guard, pistol belt, port, saber, | 2 | 2 |

Unit 5 Chapter 2: Personal Finance

The five Personal Finance lessons offer an introduction to goals and decisions Cadets will make while in high school, or soon after graduation. The lessons are based on documents from the USAA Educational Foundation (USAAEF) and have been modified to include Instructor lesson Plans, PowerPoint presentations, student learning plans, activities and assessment tasks.

To access Unit 5: Chapter 2 Personal Finance, add it to your Curriculum Plan.

| Lesson | Competency | Learning Objectives | Class Hours |
|---|---|--|-------------|
| U5C2L1: Financial Planning and Goal Setting | Determine how to achieve a personal financial goal | <ul style="list-style-type: none"> Identify your financial goals Determine your monthly financial inflows and outflows Identify the gap between your savings and your goals Describe ways to protect your finances from unexpected expenses Define keywords: prioritize, gross income, deduction, insurance, deductible, co-pay | 2 |
| U5C2L2: Building Your Savings | Determine how to improve your saving and investing | <ul style="list-style-type: none"> Explain the importance of saving money Identify strategies for saving Describe features of savings accounts and low risk investments Explain how inflation can impact savings and investments Define keywords: interest, inflation, principal | 2 |
| U5C2L3: Understanding Credit | Summarize ways to build good credit | <ul style="list-style-type: none"> Explain the importance of establishing a credit history Identify factors that determine credit scores Describe habits for building good credit Distinguish a debit card from a credit card Identify features to compare before getting a credit card Explain how to minimize the cost of credit cards Define key words: credit, debit card | 2 |
| U5C2L4: Managing Debt | Apply strategies for minimizing debt to achieve goals | <ul style="list-style-type: none"> Explain why some types of debt are better than others Identify considerations for taking on debt Calculate debt-to-income (DTI) ratios Describe how to limit credit card debt Determine the affordability of car loans | 2 |

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| | | <ul style="list-style-type: none"> • Identify alternatives to payday loans • Explain strategies for getting out of debt • Define key words: collateral, repossess, debt consolidation, bankruptcy | |
| U5C2L5: Financing College | Analyze options to pay for post-secondary education | <ul style="list-style-type: none"> • Identify expenses associated with college • Describe the options for federal student financial aid • Describe private options for financing post-secondary education • Identify service-to-country options to pay for post-secondary education • Determine criteria for choosing a college • Define key words: FAFSA, EFC | 2 |

Unit 5 JROTC Leadership Electives – Chapter 3: First Aid

- To access the JROTC Unit 5: Chapter 3 add it to your Curriculum Plan

| Lesson | Competency | Learning Objectives | Class Hours |
|---|--|---|-------------|
| U5C3L1: Hygiene and Sanitation in the Field | Analyze the impact sanitation and hygiene has on health when camping | <ul style="list-style-type: none"> • Recognize the benefits of maintaining good hygiene habits • Explain how to keep clean in field conditions • Explain the correlation between physical fitness and hygiene • Identify possible results of poor sanitation • Detail procedures for disinfecting water • Explain how to guard against food poisoning and the spread of germs through waste | 2 |
| U5C3L2: Treating for Shock and Immobilizing Fractures | Determine first aid treatment for shock, fractures, sprains, and strains | <ul style="list-style-type: none"> • Explain how to identify and treat shock • Distinguish between closed and open fractures • Identify procedures for treating fractures • Distinguish between dislocations, strains, and sprains • Identify procedures for treating dislocations, strains, and sprains | 2 |
| U5C3L3: First Aid for Burns | Determine first aid treatment for burns | <ul style="list-style-type: none"> • Characterize degrees of burns • Describe how to treat first-, second-, and third-degree heat burns | 2 |

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| | | <ul style="list-style-type: none"> • Describe how to treat electrical burns • Describe how to treat chemical burns to the eyes and skin | |
| U5C3L4: First Aid for Poisons, Wounds, and Bruises | Determine first aid for poisoning, wounds, and bruises | <ul style="list-style-type: none"> • Identify the causes and symptoms of poisoning • Describe how to treat a poison victim • Distinguish among the four types of open wounds • Describe how to treat wounds and bruises | 2 |
| U5C3L5: Heat Injuries | Determine first aid for heat injuries | <ul style="list-style-type: none"> • Explain the cause of heat injuries • Describe the symptoms of the three types of heat injuries • Explain how to treat heat cramps • Explain how to treat heat exhaustion • Explain how to treat heat stroke • Describe how to prevent heat injuries | 2 |
| U5C3L6: Cold Weather Injuries | Determine first aid for cold weather injuries | <ul style="list-style-type: none"> • Explain the causes of cold weather injuries • Identify symptoms of cold weather injuries • Explain how to treat frostbite, immersion foot/trench foot, hypothermia, and snow blindness • Describe how to prevent cold weather injuries | 2 |
| U5C3L7: Bites, Stings, and Poisonous Hazards | Determine first aid for bites, stings, and poisonous hazards | <ul style="list-style-type: none"> • Identify four types of poisonous snakes • Describe symptoms of and treatment for snake bites • Describe symptoms of and treatment for human and animal bites • Describe symptoms of and treatment for insect bites and stings • Describe symptoms of and treatment for poisonous plant exposure • Identify ways to prevent bites, stings, and poisonous plant exposure | 2 |
| U5C3L8: Controlling Bleeding | Demonstrate first aid procedures for bleeding victims | <ul style="list-style-type: none"> • Identify the three types of bleeding • Identify the best way to control most cases of bleeding • Distinguish among direct pressure, pressure points, and a tourniquet to control bleeding • Describe how to treat bleeding on the head or torso • Explain the importance of following Universal Precautions when dealing with blood and other body fluids | 2 |

Unit 5 Chapter 4: Geography

See [Geography Course for JROTC Credit](#) for or a list of all lessons, competencies, and learning objectives. Any lesson can be used to enrich or enhance a Unit 1-4 LET course. This also includes lessons from the *AF JROTC Cultural Studies Awareness*.

- To access JROTC Unit 5: Chapter 4 add it to your Curriculum Plan.

Unit 5 JROTC Leadership Electives – Chapter 5: Citizenship and Government

See [Civics/Government Course for JROTC](#) for a list of all lessons, competencies, and learning objectives. Any lesson can be used to enrich or enhance a Unit 1-4 LET course.

- To access JROTC Unit 5: Chapter 5 add it to your Curriculum Plan

Unit 5 JROTC Leadership Electives – Chapter 6: Safety and Marksmanship

- To access JROTC Unit 5: Chapter 6 add it to your Curriculum Plan

| Lesson | Competency | Learning Objectives | Class Hours |
|---|---|--|-------------|
| U5C6L1: History of Marksmanship | Describe the history of marksmanship | <ul style="list-style-type: none"> Identify different human marksmanship skills and recognize their historic applications Discover how human marksmanship endeavors have evolved from martial/survival skills to sports skills Report on important sports competitions that involve rifle shooting Describe the basic rules of target shooting as a sport | 2 |
| U5C6L2: Firearm Safety and Safe Range Operation | Demonstrate air rifle safety rules | <ul style="list-style-type: none"> Identify the main parts of a firearm that concern safety (muzzle, action, and trigger) Describe rules and procedures for safe range operation Demonstrate rules for safe firearm handling | 2 |
| U5C6L3: Target Shooting Equipment and Its Operation | Demonstrate safe operation of air rifle equipment. | <ul style="list-style-type: none"> Recognize the basic equipment needed for target shooting Describe how air rifles function Recognize the first steps of cocking and firing an air rifle, including a correct trigger release Recognize how to load and fire air rifles | 2 |
| U5C6L4: The First Target Position - Standing | Demonstrate correct marksmanship technique in the standing position | <ul style="list-style-type: none"> Assume the standing position used for target shooting Practice sight alignment on a blank target Dry fire by performing correct trigger release | 2 |
| U5C6L5: Aiming and Firing | Demonstrate basic aiming and firing skills | <ul style="list-style-type: none"> Aim at a target from the standing position * Describe how correct breathing enhances control and relaxation | 2 |

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| | | <ul style="list-style-type: none"> • Shoot in the standing position while performing the basic techniques for firing a shot | |
| U5C6L6: Sight Adjustment and Scoring | Demonstrate correct sight adjustment and scoring | <ul style="list-style-type: none"> • Practice shooting in the standing position while applying good shot technique • Adjust sights so that shot groups are centered on the target • Score targets correctly | 2 |
| U5C6L7: The Prone Position | Demonstrate correct marksmanship technique in the prone position | <ul style="list-style-type: none"> • Demonstrate how to properly use a sling in a target shooting position • Assume the prone position used for target shooting • Shoot in the prone position while performing correct shot technique | 2 |
| U5C6L8: The Kneeling Position | Demonstrate marksmanship skills in the kneeling position | <ul style="list-style-type: none"> • Use a sling correctly in the kneeling position • Determine the correct placement of a kneeling roll in the kneeling position • Perform the correct shot technique while shooting from a kneeling position | 2 |
| U5C6L9: Practice and Skill Development | Develop practice skills to improve your marksmanship | <ul style="list-style-type: none"> • Use a shooting diary to record critical lessons learned in marksmanship practice • Develop and practice a shot plan • Demonstrate the use of balance checks and relaxation to attain proper shot technique • Complete a three-position 3x10 course of fire on the BMC target | 2 |
| U5C6L10: Competition Opportunities | Demonstrate marksmanship proficiency in a regulation 3x10 course | <ul style="list-style-type: none"> • Describe sports competition opportunities available to JROTC and school rifle team members • Complete a regulation course of fire (3x10 shots) on the official air rifle target • Complete a final using the Olympic final round format | 2 |

Teen Community Emergency Response Team (CERT)

Teen CERT is a 9-unit high school emergency response National Training curriculum developed by the Federal Emergency Management Agency (FEMA). This 20-hour training initiative is designed to teach students about potential disasters that can affect their region and how to safely and responsibly respond to them. Critical skills addressed in this curriculum include identifying fire hazards and control techniques, light search and rescue, emergency response assistance, medical treatment set-up, assisting injured, and reducing survivor stress. Upon completion of CERT training students may be called upon to participate or lead a variety of emergency response activities in the school or community.

JROTC lessons link to Teen CERT resources when they may be seen as an appropriate enhancement to the core curriculum.

- To access Teen CERT units add them to your Curriculum Plan.

| CERT Lesson Resource | Class Hours | Lab Hours |
|--|-------------|-----------|
| Unit 1: Disaster Preparedness | 3 | 2 |
| Unit 2: Fire Safety and Utility Controls | 3 | |
| Unit 3: Disaster Medical Operations – Part 1 | 3 | |
| Unit 4: Disaster Medical Operations – Part 2 | 4 | |
| Unit 5: Light Search and Rescue Operations | 3 | |
| Unit 6: CERT Organization | 2 | |
| Unit 7: Disaster Psychology | 1 | |
| Unit 8: Terrorism and CERT | 3 | |
| Unit 9: Course Review, Final Exam, and Disaster Simulation | 3 | |

Will Interactive, Inc.®

Will Interactive, Inc.®, a leader in interactive training, behavior modification, and performance improvement, developed several virtual experiences that help cadets make better choices. Examples include: *Interactive Nights Out 2* (drug abuse prevention), *Hate Comes Home, Just 2 Days* (conflict resolution, diversity, responsibility), and *Challenge 1* (leadership principles).

Many JROTC lessons plans link to Will Interactive, Inc. videos and lesson plans as enhancement activities to the core curriculum.

- To access Will Interactive, Inc. resources add them to your Curriculum Plan

| Will Interactive, Inc.® Resources | Class Hours |
|--|--------------------|
| Hate Comes Home | 13 |
| Interactive Nights Out 2: On the Road and Friday Night | 2 |
| Just 2 Days | 5 |
| The Challenge 1 | 4 |

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Category 2 Online Resources – Cadet

Conover Online – Web-based Profile Assessments and Skill Interventions

Conover Online is a web-based assessment and curriculum system to enhance a core lesson or incorporate into a LET to meet the contact hour requirement for high school credit. Conover Online has given permission to AJROTC Instructors to use any materials from their program list below.

- To preview the Cadet course, log in as an Instructor at https://ajrotc.conovercompany.com/users/sign_in
- Access Conover online programs adding to your Curriculum Plan
- For Instructors and/or Cadets to use this content a computer and Internet access are necessary
- Cadets using Conover materials will require a Cadet log-in

| Conover Resource | Class Hours |
|---|-------------|
| Success Profiler® Assessments, Profile Assessments, and Skill Interventions | 59.5 |
| Bully Prevention Series: The Giver and the Receiver | 41 |
| Personal Responsibility Program Assessment and Skill Interventions | 49.5 |
| Anger Management Program Assessment and Skill Intervention | 12.5 |

March 2 Success

March 2 Success provides free online study materials to help improve standardized test scores including the ACT, SAT, and ASVAB. March 2 Success also provides a college application process to guide students through admissions, financial aid, and scholarships. Materials are referenced to LET core curriculum where appropriate.

- Preview March 2 Success resources at <https://www.march2success.com/main/courses>
- Access March 2 Success courses by adding to your Curriculum Plan
- For Instructors and/or Cadets to use this content a computer and Internet access are necessary
- For classroom use an Instructor log-in is required
- For Cadet use a Cadet log-in is required

| March 2 Success Resource | Class Hours |
|--|-------------|
| The online <i>High School Math and Verbal Skills</i> course features a math and verbal diagnostic test, a personalized learning path with lessons and quizzes, practice sets and a post-assessment, with detailed answer explanations for each question. Scoring is provided by content area and overall score. The self-paced online course features interactive games, exercises and flashcards. | 1 |
| The <i>College Readiness Online Course</i> features diagnostic tests, a personalized learning path with lessons and quizzes, and three full-length practice tests with detailed answer explanations for each question. Scoring is broken down by content area and overall score. Subject areas include Math, College-Level Math, English and Writing. The course prepares students for college placement exams and college-level course work. It features interactive games, exercises and flashcards. | 1 |
| <i>SAT Practice Tests</i> include seven full-length tests (Peterson's SAT practice tests) which mimic the structure and timing of the actual SAT exam. Additionally, each section within the practice tests can be reviewed after the section is scored. While reviewing the sections, students will be presented with their results along with the correct answer and a detailed explanation of the problem. | 1 |
| <i>ACT Practice Tests</i> include seven tests (Peterson's ACT practice tests) which mimic the structure and timing of the actual ACT exam. Additionally, each section within the practice tests can be reviewed after the section is scored. While reviewing the sections, students will be presented with their results along with the correct answer and a detailed explanation of the problem. | 1 |
| The <i>Complete Guide to College Financing and Admissions</i> is an effective interactive program that takes all the guesswork out of the college admission and financing process. It includes a special emphasis on scholarships and supplies hundreds of related web links. | 1 |

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Distance Learning (DL) Classroom

The Distance Learning Classroom is located in SMART Cadet at www.jrotc.education. The DL Classroom is intended to be used when a Cadet cannot be physically present in the classroom. To access the DL a Cadet must have a SMARTCadet account and have lessons assigned by their Instructor. The assigning Instructor is responsible for all feedback and assessment ratings. All lessons are designed for individual Cadets on a self-paced learning model.

| DL Classroom Resource | Class Hours |
|---|-------------|
| LET 1 | |
| U1C1L1 - Introducing JROTC | 1.5 |
| U1C1L2 - JROTC: The Organization and Traditions of Service Programs | 4.5 |
| U1C1L3 - Customs and Courtesies of JROTC | 2.25 |
| U1C2L2 - Self-Awareness | 2.25 |
| U1C2L3 - Appreciating Diversity Through Winning Colors | 2.25 |
| U1C2L8 - Personal Growth Plan | 2.25 |
| U5C5L11 - The Branches of National Government | 3 |
| U5C5L12 - Balancing National and State Powers | 3 |
| LET 2 | |
| U2C1L1 - Elements of Leadership | 1.5 |
| U2C1L2 - Leadership Attributes | 4.5 |
| U2C8L1 - Our American Government | 2.25 |
| U2C8L2 - Rights of Citizens | 2.25 |
| U5C5L22 - Congressional Powers | 3 |
| U5C5L23 - Presidential Powers | 3 |
| LET 3 | |
| U3C2L1 - Post-Secondary Action Plan | 4.5 |
| U3C2L2 - Personal Planning and Management | 3 |
| U3C2L3 - Portfolios and Interviews | 4.5 |
| U3C4L1 - Prejudice | 2.25 |
| U3C4L2 - Negotiating | 2.25 |

| | |
|--|------|
| LET 4 | |
| U4C1L1 - Leadership Accomplishment | 1.5 |
| U4C1L2 - Strategies for Teaching | 1.5 |
| U4C1L3 - Using Feedback with Learners | 1.5 |
| U4C3L1 - Motivating Others | 1.5 |
| U4C3L2 - Communicating to Lead | 3 |
| | |
| Electives | |
| First Aid | |
| U5C3L1 - Hygiene and Sanitation in the Field | 1.5 |
| U5C3L2 - Treating for Shock and Immobilizing Fractures | 1.5 |
| U5C3L3 - First Aid for Burns | 1.5 |
| U5C3L4 - First Aid for Poisons, Wounds, and Bruises | 1.5 |
| U5C3L5 - Heat Injuries | 1.5 |
| U5C3L6 - Cold Weather Injuries | 1.5 |
| U5C3L7 - Bites, Stings, and Poisonous Hazards | 1.5 |
| U5C3L8 - Controlling Bleeding | 1.5 |
| Geography | |
| U5C4L1 - Introduction to Maps | 1.5 |
| U5C4L2 - Using Topographic Maps | 1.5 |
| U5C4L3 - Grid Reference Systems | 1.5 |
| U5C4L4 - Determining Direction | 1.5 |
| U5C4L5 - The Grid-Magnetic Angle | .75 |
| U5C4L6 - Determining Location | 1.5 |
| U5C4L7 - Orienteering | 2.25 |

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Category 3 Online Resources – Instructor

Medal of Honor Character Development Program

The Medal of Honor Character Development Program (CDP) is a resource designed by teachers to provide students with opportunities to explore the important concepts of courage, commitment, sacrifice, patriotism, integrity and citizenship and how these values can be exemplified in daily life. The depth and breadth of our students' insight and reflection after interacting with these materials has been remarkable. We are confident that you will find these resources to be as rich and engaging as we have. Many JROTC lessons plans link to Medal of Honor videos and lesson plans as enhancement activities to the core curriculum.

- Preview the videos and lesson materials at: <https://themedalofhonor.com/character-development/>
- Instructor log-in is required
- Access Medal of Honor lessons by adding them to your Curriculum Plan
- Instructors will need to download the Medal of Honor lesson plans

| Medal of Honor Resource | Class Hours |
|---|-------------|
| The Medal of Honor: What Does It Mean lesson introduces Cadets to the history and meaning of the Medal of Honor. The lesson also explores the story on one Medal of Honor recipient. | 2 |
| The <i>My Challenge to You</i> lesson explains the history and purpose of a challenge coin and identifies the symbolism within various coins. | 1 |
| In the <i>Portrait of a Service Member</i> lesson, Cadets meet a Medal of Honor recipient. During a class visit by a recipient, Cadets develop insightful questions to ask a service member that cannot be easily researched through online resources. As a class, Cadets interview the recipient and analyze the various challenges of a service member. | 4 |
| The <i>Reflecting on Courage</i> lesson helps Cadets develop an awareness of universal acts of courage. Cadets identify careers that may require acts of courage, such as firefighter, police officer, doctor, or nurse. | 2 |
| In <i>an Unlikely Hero</i> , Cadets consider the values, characteristics and qualities of someone who may become a hero. | 2 |
| The <i>Integrity and the Power of Words</i> lesson explains the importance of integrity in reporting and the danger of rumors and misinformation. Cadets also explore the process of verifying sources. | 1 |
| In <i>A Student of Mine</i> , Cadets compare the values of Citizen Honors awardees to that of Medal of Honor recipients. | 3 |

| | |
|--|---|
| In <i>What Would You Do?</i> Cadets learn about the “fight-or-flight” response as a survival mechanism. They examine the values of a Medal of Honor Recipient and a Citizen Honors awardee and consider the ways a person may react to danger. | 2 |
| The <i>Be True to Yourself</i> lesson requires Cadets to analyze and interpret the poem “If” written by Rudyard Kipling. Cadets explore links between the poem and the actions of Rick Rescorla who is a Citizens Honors awardee. | 4 |
| In <i>You and Me, God</i> , Cadets determine that the Citizen Honors awardees display many of the same attributes as Medal of Honor Recipients. They also identify the character values and support their choices with evidence from a video vignette. | 2 |
| <i>The "Burden" of Leadership</i> lesson explores the character traits and leadership styles that are effective in leading groups and/or individuals in various situations and experiences in life. | 1 |
| In <i>What Can I Do?</i> Cadets explore their roles and how they can be part of a positive society through service, sacrifice and commitment. | 1 |
| The <i>Visualizing History</i> lesson explains how visualization helps with understanding history. The lesson also explores sacrifice and commitment in relation to the Medal of Honor criteria. | 2 |
| In the <i>Individual Leadership</i> lesson, Cadets will define leadership and identify leadership traits. | 1 |
| In the <i>Sacrifice Forward</i> lesson, Cadets will define sacrifice and identify how one sacrifice can have a ripple effect on others. | 1 |
| In the <i>Sacrifice Without Borders</i> lesson, Cadets will explore the sustained sacrifice of Dr. Jordy Cox, a trauma surgeon and a Citizen Honors awardee. Cadets will identify values of courage, sacrifice, patriotism, citizenship, integrity and commitment. | 2 |
| In the <i>Defining Citizenship</i> lesson, Cadets will analyze the meaning of citizenship. The lesson also asks Cadets to identify ways to improve and establish their roles and responsibilities as members of their community. | 1 |
| In <i>Cultural Background and Our Perception</i> , Cadets analyze the cultural backgrounds of Medal of Honor recipients. The lesson also explores how personal backgrounds of the recipients were not barriers to their willingness to serve. | 2 |

The Academic Initiative of the Cyber Innovation Center

The Academic Initiative of the Cyber Innovation Center

In an effort to provide relevant STEM content pertaining to careers and topics in cyber technology, AJROTC has established a relationship with CYBER.ORG – An Academic Division of the Cyber Innovation Center. There are multiple resources available to JROTC Instructors included several courses. CYBER.ORG curricula is available to K-12 teachers at no cost. CYBER.ORG will provide access and Instructors can search through a multitude of online courses.

Seven CYBER.ORG lessons from the Cyber Society course have been linked to JROTC Core Lessons as outlined below for enrichment and content exposure to cyber-related topics or issues. Learn more about these lessons by reading the CYBER.ORG document located in Curriculum Manager under Global Resources>Instructor Materials.

- Sign up for access to the lessons at <https://cyber.org/ArmyJROTC>
- Preview the CYBER.ORG Cyber-topic lessons at <https://cyber.instructure.com/>
- Instructor registration and log in are required
- Access CYBER.ORG lessons by adding them to your Curriculum Plan
- Instructors will need to download the CYBER.ORG lesson plans and to their Curriculum Manager through the Customize Lesson function
- This content requires computers and Internet connection to access

Cyber Society Law – Lesson 1: Technology and Criminal Law = 1 contact hour

Cyber Society Law – Lesson 2: Intellectual Property = 1

Cyber Society Law – Lesson 3: Your Permanent Electronic Record = 1

Cyber Society Law – Lesson 4: Privacy vs. Security = 1

Cyber Society Law – Lesson 5: Culminating Activity = 1

Cyber Society Business – Lesson 1: Business in a Digital Age = 1

Cyber Society Business – Lesson 2: You Are the Data = 1

Cyber Society Artificial Intelligence (AI) – Lesson 5: National Defense and AI = 1

Veterans National Education Program (V-NEP)

Veterans National Education Program (V-NEP) is a 501(c)(3) non-profit organization focused on educating students on Modern History by providing historically accurate, relevant educational resources. Based in Pennsylvania, V-NEP’s vision is to teach the history of our country *“through the eyes of veterans.”* The V-NEP team consists of former military officers and educators who are committed to the concept of preserving history based off of eyewitness accounts; this method of documentation places reliance on the history-makers, rather than those who interpret events through the prism of personal or political bias. Who better to teach succeeding generations of Americans than the men and women with boots-on-the-ground experience? V-NEP provides, free of charge, Modern History documentaries, associated media content and lesson plans that are empowering teachers by equipping them with the tools they need to engage students. Through our efforts, students are being taught U.S. Modern Military History: WWII, Korea, Vietnam, and now Iraq and Afghanistan.

JROTC lessons link to many V-NEP resources where seen as an appropriate enhancement to core curriculum.

- Preview the videos and lesson plans outlined below <http://v-nep.org/films-lessons/>
- Access VNEP lessons by adding them to your Curriculum Plan
- Instructors will need to download the VNEP lesson plans and to their Curriculum Manager through the Customize Lesson function
- This content requires computers and Internet connection to access

| V-NEP Resources | Class Hours |
|--|-------------|
| Lesson: Global Awareness (Regional Maps, Videos, History, Discussion Points) | 1 |
| Lesson: The Legendary Band of Brothers (5 days) Video: In the Company of Heroes | 10 |
| Lesson: The Story of the Tuskegee Airmen of World War II (5 days) Video: On Freedom’s Wing – Bound for Glory | 10 |
| Lesson: Out-Takes from Vietnam (5 days) Video: Out-takes from Vietnam | 10 |
| Lesson: Women in the Military-Willing, Able, Essential (5 days) Video: Women in the Military-Willing, Able, Essential | 10 |
| Lesson: Their Sacrifice Our Freedom – WWII in Europe (5 day) Video: Their Sacrifice, Our Freedom – WWII in Europe | 10 |
| Lesson: Their Sacrifice Our Freedom – WWII in Pacific (5 days) Video: Their Sacrifice, Our Freedom: WWII in the South Pacific | 10 |

We the People: The Citizenship and Constitution Program

We the People: The Citizenship and the Constitution Program promotes civic competence and responsibility among the nation's upper elementary and secondary students. AJROTC was given permission to re-purpose the *We the People* textbook and many student learning activities, which make up the 39 lessons in JROTC [LET 5 Electives: Chapter 5 – Citizenship and Government](#). However, if your school or class would like to participate in the *We the People* (WTP) simulated congressional hearing competitions, it is necessary to order your curriculum materials directly from the Center for Civic Education.

- Preview *We the People: The Citizenship and the Constitution Program* at <http://www.civiced.org/wtp-the-program>
- Instructor and student log-in required
- *We the People: The Citizenship and the Constitution* student textbooks must be acquired through <http://www.civiced.org/wtp-the-program>
- Access the *We the People* online by adding to your Curriculum Plan
- This content requires computers and Internet connection to access

| We the People Program Resources | Class Hours |
|--|-------------|
| We the People full curriculum – student and instructor materials | 160 |

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Army JROTC

Unit 1: Leadership and Education Training (LET) - The Emerging Leader

Unit 1 Course Outcome Summary

Course Information

Alternate Title

LET 1

Description

This is the first of four core courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This course supports 22 lessons designed for first-year Cadets. Because the central focus of the JROTC program is to help develop strong leaders and model citizens. First year Cadets are introduced to content that will help the inner leader begin to emerge. Knowledge, skills, and abilities acquired in this unit are covered in five chapters. They are:

Chapter 1: JROTC Foundations introduces Cadets to the mission of the program and how it helps prepare personal success and citizenship. They are exposed to the traditions, organizational structure, and disciplines of JROTC and begin putting into practice customs and courtesies important in the program.

Chapter 2: Personal Growth and Behaviors focuses on the Cadet. In this chapter they take a close look at personal behavioral preferences, interpersonal skills and abilities, and strategies to help build personal success -- in the high school classroom, the JROTC program, and the Cadet's community.

Chapter 3: Team Building introduces Cadets to the discipline and structure of military drill. The individual role responding to commands and moving with precision is essential when participating in drill exercises at future competitions or community events.

Chapter 4: Decision Making introduces Cadets to a process and system for addressing goals and handling conflict, both internal and with others.

Chapter 5: Health and Fitness looks at stress and its effect on health. In this chapter, Cadets will examine ways to address and manage stress in life. Physical fitness is one effective strategy for maintaining health and is an essential component of this JROTC program through Cadet Challenge.

Chapter 6: Service Learning is a required element of the JROTC program. In LET 1, Cadets learn the features and benefits of service learning for the community, one's self, and the JROTC program.

Instructional Level High School: Grades 9-12
Total Credits 1

Types of Instruction

| Instruction Type | Credits/Hours |
|-------------------------|----------------------|
| Classroom | 68 hours |
| Recommended Lab | 51 hours |

Course Competencies

1. U1C1L1: Describe how the Army JROTC program promotes personal success and citizenship

Assessment Strategies

1.1. By identifying how the Army JROTC program can make people better citizens and more successful in life

Criteria

1.1. When they complete a scenario activity identifying Cadets and which parts of the JROTC program supports the skills needed in the scenario

Learning Objectives

- 1.a. Describe the origin of the Army JROTC program
- 1.b. Describe activities you'll participate in as a Cadet
- 1.c. Identify the program outcomes of the Army JROTC program
- 1.d. Explain the mission and benefits of the Army JROTC program
- 1.e. State the Army JROTC Cadet Creed

- 1.f. Describe the core curriculum of the Army JROTC program Define key words: cadet, challenges, JROTC, leadership, mantle, mission, motivate, National Defense Act, opportunities, unique

2. U1C1L2: Analyze the organization and traditions of JROTC programs

Assessment Strategies

- 2.1. By creating a presentation for an Introduction to the Army JROTC program

Criteria

- 2.1. when their presentation includes benefits of JROTC program
- 2.2. when their presentation includes descriptions and visual images of standard uniforms worn by Army JROTC cadets
- 2.3. when their presentation includes titles and visual images of ranks and insignias of the Army and Army JROTC program
- 2.4. when their presentation includes the drill competitions and other special activities in which JROTC participates
- 2.5. when their presentation includes the community service and projects in which JROTC participates

Learning Objectives

- 2.a. Explain the organization of JROTC programs
- 2.b. Explain the lines of responsibility and authority in JROTC programs
- 2.c. Correlate duties and responsibilities with positions in the JROTC Battalion
- 2.d. Explain uniform wear and history
- 2.e. Explain the purpose of uniform wear, restrictions, and standards
- 2.f. Describe the proper care and maintenance of each piece of the uniform
- 2.g. Describe cadet appearance and grooming standards
- 2.h. Match Army ranks to their proper titles
- 2.i. Identify military rank and grade insignia
- 2.j. Demonstrate placement of uniform awards, insignias and decorations
- 2.k. Classify the components of individual award categories
- 2.l. Define award criteria
- 2.m. Define key words: standards, uniform, citizenship, insignia, Army Combat Uniforms, bisecting, Class A and B uniforms, chevron, ferrule, gray beret, nonsubdued, sized, shoulder marks, tarnish, military awards, responsibility, battalion, company, enlisted, platoons, subordinate, succession, team(s), organization, organizational chart

3. U1C1L3: Demonstrate customs and courtesies in the JROTC environment

Assessment Strategies

- 3.1. by completing a written exercise identifying correct and incorrect JROTC customs
- 3.2. by writing a summary about JROTC customs and courtesies

Criteria

- 3.1. when they correctly complete the exercise on JROTC customs

- 3.2. when their written summary describes the customs of respect demonstrated in the JROTC program
- 3.3. when their written summary explains why demonstrations of respect are important
- 3.4. when their summary is coherent and well-organized

Learning Objectives

- 3.a. Explain how our nation arrived at the current design of the United States flag
- 3.b. Explain the symbolism of the parts and colors on the United States flag
- 3.c. Explain the origin of the lyrics in our national anthem
- 3.d. Demonstrate a salute
- 3.e. Demonstrate the correct way to fold the United States flag
- 3.f. Demonstrate how to show respect for the United States flag
- 3.g. Compare the rules for displaying the United States flag in different situations
- 3.h. Describe customs when the national anthem is played
- 3.i. Explain why there are rules for saluting and addressing officers
- 3.j. Distinguish among the types of personal salutes and when they are executed
- 3.k. Identify situations requiring a salute or other forms of respect to senior officers
- 3.l. Define key words: anthem, bombardment, colors, courtesies, custom, ensign, esprit de corps, half-staff, halyard, pennant, reveille, retreat, staff, standard, under arms, union

4. U1C1L4: Demonstrate proper etiquette in social settings

Assessment Strategies

- 4.1. when they explain and demonstrate social etiquette, manners, and courtesies for a Cadet Ball

Criteria

- 4.1. when they describe and demonstrate how to respond to an invitation/RSVP
- 4.2. when they explain and demonstrate proper introductions and actions in the receiving line
- 4.3. when they explain and demonstrate what to do during posting of the colors and playing of the national anthem
- 4.4. when they demonstrate proper dining etiquette
- 4.5. when they explain the proper dress guidelines
- 4.6. when they draft a sample thank you note

Learning Objectives

- 4.a. Analyze etiquette and manners in formal and informal settings
- 4.b. Explain the handling of social invitations
- 4.c. Demonstrate proper dining etiquette
- 4.d. Correlate the historical significance of Dining-In, Dining-Out to the Cadet Ball
- 4.e. Define key words: etiquette, manners, receiving line, dignitary, place card, monopolize, RSVP, stilted, Dining-In, Dining-out, protocol, comradeship,

5. U1C2L1: Use Thinking Maps® to enhance learning

Assessment Strategies

- 5.1. by creating eight Thinking Maps® for a current course of study

Criteria

Your performance will be successful when:

- 5.1. when their Thinking Maps® visually represent the appropriate thought process
- 5.2. when their Thinking Maps® represent content required within one course of study
- 5.3. when their Thinking Maps® represent all eight thought processes
- 5.4. when their Thinking Maps® are accompanied by a written summary explaining the impact on their learning
- 5.5. when their written summary uses correct and appropriate grammar, punctuation, and spelling

Learning Objectives

- 5.a. Identify the types of thinking processes
- 5.b. Relate thinking to learning
- 5.c. Correlate thinking processes to the eight Thinking Maps®
- 5.d. Use Thinking Maps® to visually represent a learning objective
- 5.e. Define key words: analogy, Brace Map, Bridge Map, Circle Map, Bubble Map, Double-bubble Map, Flow Map, Multi-Flow Map, Tree Map

6. U1C2L2: Determine your behavioral preferences

Assessment Strategies

- 6.1. by completing a Self-Awareness Matrix using the Winning Colors® behavior model
- 6.2. by writing a reflection about applying Winning Colors® to a situation

Criteria

Your performance will be successful when:

- 6.1. when they apply your Winning Colors® to a variety of situations
- 6.2. when they rank the behaviors that they are most likely to exhibit in each situation
- 6.3. when they provide specific examples of how they would like to demonstrate each color in each situation
- 6.4. their written reflection summarized how preferred behaviors help or hinder a given situation
- 6.5. when their written reflection identifies strategies for dealing with a situation more effectively by applying your knowledge of Winning Colors®

Learning Objectives

- 6.a. Explain the four clusters of behavior in the Winning Colors framework

- 6.b. Illustrate your behavioral preferences using the four Winning Colors
- 6.c. Identify strengths for each behavior cluster
- 6.d. Express appreciation for your own uniqueness
- 6.e. Define key words: assessment, associate, cluster, differentiate, and introspection

7. U1C2L3: Apply an appreciation of diversity to interpersonal situations

Assessment Strategies

- 7.1. by writing a summary about an experience that illustrated the importance of valuing diversity using Winning Colors®

Criteria

Your performance will be successful when:

- 7.1. when their written summary includes a description of the event or project they participated in
- 7.2. when their written summary includes the information that supports what the strongest Winning Colors® is for each person in the group or team
- 7.3. when their written summary provides a solution on how they could have adjusted responses to affect or motivate behavior based on knowing more about each person's behavioral preferences
- 7.4. when their written summary describes how each person's strengths can be valuable in working as a team to solve problems or accomplish goals
- 7.5. when their reflection summarizes the value of diversity in working as a group
- 7.6. when their reflection includes how adjusting their responses to others' behaviors can help communication in the future

Learning Objectives

- 7.a. Explain how awareness-enhancing behaviors affect better communication with others
- 7.b. Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters
- 7.c. Determine factors that impact the behavior of others
- 7.d. Evaluate factors that impact how others perceive individual behavior
- 7.e. Select behaviors that promote success in a variety of situations
- 7.f. Define key words: comfort zone, diversity, natural, and preference

8. U1C2L4: Analyze how thinking and learning affect your academic performance

Assessment Strategies

- 8.1. By writing an action plan to improve their thinking and learning

Criteria

- 8.1. When their plan describes how personal behavior or characteristics have impacted how they learn and think
- 8.2. When their plan details the thinking behaviors that are targeted for improvement (critical, creative, objective, subjective)
- 8.3. When their plan details their learning preferences, using the five categories of the Dunn and Dunn model, and targets the ones the Cadet want to improve or expand

- 8.4. When their plan lists specific strategies for improving personal behavior or characteristics to become a more active learner
- 8.5. When their plan identifies their strongest experiential learning style (Kolb's model) and their top three styles from the Multiple Intelligences model
- 8.6. When their plan identifies how their learning styles and intelligences have helped or hindered performance in school
- 8.7. When their plan lists the resources and activities they will use to expand personal learning styles and intelligences
- 8.8. When their plan summarizes how they will record progress
- 8.9. When their plan describes how and when they will assess improvement

Learning Objectives

- 8.a. Distinguish between active learner and passive learner traits
- 8.b. Explain how creative and critical thinking work together
- 8.c. Describe the difference between objective and subjective thinking
- 8.d. Explain the essential elements of the learning process
- 8.e. Examine different models of learning preferences
- 8.f. Describe the eight types of intelligences
- 8.g. Explore how to expand your learning preferences and your intelligences
- 8.h. Define key words: assumption, context, creative thinking, critical thinking, data, kinesthetic, linguistic, metacognition, objectivity, passive, pragmatist, schema, sociological, spatial, stimuli, subjective

9. U1C2L5: Apply strategies for reading comprehension

Assessment Strategies

- 9.1. when they apply reading and vocabulary comprehension strategies to assigned readings

Criteria

- 9.1. when they define the type and purpose of a selected reading
- 9.2. when they explain your preparation for the reading assignment
- 9.3. when they explain the reading comprehension strategy applied
- 9.4. when they explain the vocabulary comprehension strategy applied
- 9.5. when they explain the type of experience they had using the strategy
- 9.6. when they summarize how any strategy improved your reading comprehension

Learning Objectives

- 9.a. Identify the purposes of reading
- 9.b. Distinguish among reading comprehension strategies
- 9.c. Distinguish among the types of context clues readers use to determine word meaning
- 9.d. Recognize how to apply strategies that build your vocabulary
- 9.e. Relate how vocabulary contributes to reading comprehension

- 9.f. Define the key words: analogy, antonym, appositive, comprehension, concept, context, hypothesis, inventory, mood, prediction, prefix, property, purpose, root word, strategy, suffix, synonym

10. U1C2L6: Develop study skills and test-taking strategies

Assessment Strategies

- 10.1. by writing a summary evaluating the results
10.2. by applying study skill strategies to various courses over a two or three-week time span
10.3. by keeping a journal of activities

Criteria

Your performance will be successful when:

- 10.1. when they log daily study activities
10.2. when they assess the strengths and weaknesses of their study habits and study skills
10.3. when they apply one or more study skills and test-taking strategies over a two or three-week time span
10.4. when they evaluate the results of their activities in a written summary

Learning Objectives

- 10.a. Describe effective study habits
10.b. Demonstrate effective textbook reading strategies
10.c. Analyze effective note-taking strategies
10.d. Explain effective strategies for test preparation and test taking
10.e. Define keywords: abbreviations, association, critical thinking, efficiently, notehand, objective questions, preview, qualifier, retention, review, subjective questions, test anxiety

11. U1C2L7: Develop a personal code of conduct

Assessment Strategies

- 11.1. by writing a paper on their personal code of conduct

Criteria

- 11.1. when the paper expresses the Cadet's key values
11.2. when the paper identifies items that the Cadet needs to work on
11.3. when the paper explains a plan for adopting habits that will support the Cadet's code of conduct

Learning Objectives

- 11.a. Describe how values affect behavior
11.b. Identify the seven values of the U.S. Army
11.c. Describe the basic rules of ethics
11.d. Compare cultural, universal, and non-universal norms

- 11.e. Explain the process for making ethical decisions
- 11.f. Describe the benefits of a personal code of conduct
- 11.g. Describe ways to form good habits
- 11.h. Define key words: conscience, cultural norms, ethics, Golden Rule, habits, integrity, morals, non-universal norms, priorities, universal norms, values

12. U1C2L8: Develop a plan for personal growth

Assessment Strategies

- 12.1. by creating a Personal Growth Plan

Criteria

Your performance will be successful when:

- 12.1. when the plan charts the Cadets' Key Emotional Skills by Skill Dimension according to the levels provided
- 12.2. when the plan details the skills that the Cadets are targeting for improvement
- 12.3. when the plan lists the resources and activities the Cadets will use to help their skill development
- 12.4. when the plan summarizes how the Cadets will record their progress
- 12.5. when the plan describes how and when the Cadets will assess their improvement at the end of the time period
- 12.6. when their Cadet Portfolio includes your Success Profiler Assessment for Year 1
- 12.7. when their Cadet Portfolio includes completed Exercise #3 - Personal Growth Plan Worksheet

Learning Objectives

- 12.a. Distinguish between the 14 critical emotional skills
- 12.b. Relate the critical emotional skills to the five emotional skill dimensions
- 12.c. Develop strategies for growth in emotional skill areas
- 12.d. Define key words: adaptability, assertion, change orientation, deference, emotional intelligence, intrapersonal, persistence

13. U1C3L1: Relate drill competence to life skills

Assessment Strategies

- 13.1. by writing a reflection on how drill competence relates to Cadet's goals

Criteria

- 13.1. when their essay indicates one or two goals that you would most like to achieve
- 13.2. when their essay describes how the skills and knowledge from drill will help you achieve those goals
- 13.3. when their essay is free of grammatical and spelling errors

Learning Objectives

- 13.a. Summarize the origin of drill dating back to the Continental Army of the United States
- 13.b. Identify skills learned by drilling

- 13.c. Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today
- 13.d. Define: dedication, discipline, drill, followership, maneuver, precision, professionalism, self-discipline, teamwork, unison

14. U1C3L2: Perform stationary movements and marching techniques on command

Assessment Strategies

- 14.1. by participating in squad drill as a leader and a member of a squad

Criteria

- 14.1. when they demonstrate facing movements upon command
- 14.2. when they demonstrate the correct way to salute in a variety of situations
- 14.3. when they give the commands for a squad to perform stationary movements
- 14.4. when they demonstrate the correct marching movements as commanded
- 14.5. they respond correctly to halt command
- 14.6. when they assist other Cadets in performing the correct movements as needed

Learning Objectives

- 14.a. Describe the position of attention
- 14.b. Describe how to respond to positions of rest commands
- 14.c. Describe how to respond to facing commands
- 14.d. Describe the correct way to salute in a variety of situations
- 14.e. Describe how to execute marching movements from various commands
- 14.f. Describe how to respond to halt commands
- 14.g. Define key words: at ease, attention, double time, facing, halt, hand salute, parade rest, quick time, rest, rest movements, steps

15. U1C3L3: Demonstrate correct response to squad drill commands

Assessment Strategies

- 15.1. by participating in a squad formation during a squad drill

Criteria

- 15.1. when they correctly assemble as a member of a squad formation
- 15.2. when they demonstrate changing direction in a squad formation
- 15.3. when they demonstrate marching to the flank in a squad formation
- 15.4. when they respond correctly to halt commands
- 15.5. when they assist other Cadets in performing the correct squad drill movements as needed

Learning Objectives

- 15.a. Describe how to respond to commands when forming and marching the squad
- 15.b. Identify the different types of squad formations and their related drill commands
- 15.c. Identify the locations of key squad personnel in squad formation

15.d. Define key words: close interval, column, double interval, file, flank, formation, line, normal interval, pivot, rank

16. U1C4L1: Apply the processes for making decisions and setting goals.

Assessment Strategies

16.1. By describing a plan for achieving a long-term goal in a written summary

Criteria

16.1. When their summary describes their long-term, intermediate, and short-term goal(s)

16.2. When their summary explains how and when they'll measure progress toward their short-term goals

16.3. When their summary explains how they'll stay motivated to achieve their short-term goals

Learning Objectives

16.a. Describe the steps used to make decisions

16.b. Identify guidelines used to evaluate choices

16.c. Evaluate decisions for positive outcomes

16.d. Describe the SMART goal-setting system

16.e. Analyze goals for potential success

16.f. Define key words: assess, attainable, decision-making, goal setting

17. U1C4L2: Develop personal anger management strategies

Assessment Strategies

17.1. by creating a written anger management action plan using the SMART process

Criteria

17.1. when the plan describes situations that typically make the Cadet angry

17.2. when the plan identifies specific behaviors for improvement

17.3. when the plan includes measurable steps the Cadet will take to implement healthy anger management behaviors

17.4. when the plan is realistic and attainable

17.5. when the plan lists the resources and activities the Cadet will use to help their skill development

17.6. when the plan summarizes how the Cadet will evaluate their progress

17.7. when the plan describes how and when the Cadet will assess their improvement

Learning Objectives

17.a. Describe common causes of anger

17.b. Identify physical effects of anger

17.c. Examine possible reactions to anger

17.d. Distinguish healthy from unhealthy reactions to anger

17.e. Describe healthy anger management strategies

- 17.f. Define key words: aggression, anger management, assertion, change orientation, deference, empathy, passive-aggressive behavior, suppress

18. U1C4L3: Apply conflict resolution techniques

Assessment Strategies

- 18.1. By writing a summary about using conflict resolution techniques in a real or hypothetical conflict

Criteria

- 18.1. when their summary identifies the cause and type of conflict
- 18.2. when their summary describes communication keys for resolving the conflict, based on the Winning Colors® of the parties involved
- 18.3. when their summary explains the process for resolving the conflict
- 18.4. when their summary suggests at least three possible options for solving the problem
- 18.5. when their summary identifies positive and negative consequences for each option

Learning Objectives

- 18.a. Explain how conflict affects relationships
- 18.b. Describe the causes and types of conflicts
- 18.c. Evaluate options and consequences for dealing with conflict
- 18.d. Use communication skills to respond positively to a conflict
- 18.e. Apply the six steps for conflict resolution
- 18.f. Apply knowledge of Winning Colors® to resolve conflicts
- 18.g. Define key words: active listening, apologize, compromise, conflict, consequences, effective speaking, either-or fallacy, escalate, harassment, mutual, negotiate

19. U1C5L1: Determine the causes, effects and coping strategies for stress in your life

Assessment Strategies

- 19.1. By summarizing ways they can deal with stress in their own life

Criteria

- 19.1. when they identify the major causes of stress in their own life
- 19.2. when they identify how they typically react to stress
- 19.3. when they describe strategies they'll use to cope more effectively with stress

Learning Objectives

- 19.a. Differentiate between positive and negative stress
- 19.b. Identify sources of stress
- 19.c. Identify the stages of the body's stress response
- 19.d. Describe physical and behavioral effects of prolonged stress
- 19.e. Describe ways to manage stress

- 19.f. Define key words: distress, endorphins, fatigue, fight, flight, or freeze response, psychosomatic response, relaxation response, resistance, stress, stressor

20. U1C5L2: Meet the physical fitness standards for the Cadet Challenge

Assessment Strategies

- 20.1. by using the SMART process to set personal goals for the Cadet Challenge
- 20.2. by performing required physical fitness exercises for the Cadet Challenge

Criteria

- 20.1. when they set attainable physical fitness goals for the Cadet Challenge
- 20.2. when they meet the Cadet Challenge criteria for the one-mile run/walk
- 20.3. when they meet the Cadet Challenge criteria for the shuttle run
- 20.4. when they meet the Cadet Challenge criteria for pull-ups (or flexed-arm hang or right angle push-ups)
- 20.5. when they meet the Cadet Challenge criteria for curl-ups (or partial curl-ups)
- 20.6. when they meet the Cadet Challenge criteria for the V-sit reach (or sit and reach)

Learning Objectives

- 20.a. Identify the five Cadet Challenge exercises
- 20.b. Describe the proper techniques for the Cadet Challenge exercises
- 20.c. Distinguish between the various fitness award categories
- 20.d. Determine their personal Cadet Challenge goal
- 20.e. Define key words: Cadet Challenge, curl-ups, flexed-arm hang, pull-ups, shuttle run, right angle push-up, V-sit reach

21. U1C6L1: Identify the components of service learning

Assessment Strategies

- 21.1. by evaluating examples of service learning projects to determine if they meet the requirements for a JROTC Service Learning project
- 21.2. by submitting their learning log with reflection responses about the features and benefits of service learning

Criteria

Your performance will be successful when:

- 21.1. when they describe how the project benefits the community (school or greater community)
- 21.2. when they describe how the project enhances learning
- 21.3. when they describe the role of teamwork in accomplishing the project
- 21.4. when they identify one or more JROTC competencies addressed by the service learning project
- 21.5. when they reflect on your insights, thoughts and ideas concerning the features and benefits of service learning

Learning Objectives

- 21.a. Distinguish between service learning and community service

- 21.b. Explain how service learning projects relate to Cadet learning in the classroom
- 21.c. Compare the types of service opportunities within your community
- 21.d. Identify the benefits of serving others within a community
- 21.e. Define Key Words: community service, learning log, reflection, orientation, service learning

22. U1C6L2: Prepare for a service learning project

Assessment Strategies

- 22.1. by completing a service learning project plan for a selected project

Criteria

Your performance will be successful when:

- 22.1. when their project plan includes all steps in the process necessary to conduct a service learning experience
- 22.2. when their project plan defines the goals of the project
- 22.3. when their project plan references the JROTC curriculum competencies/outcomes addressed by the project
- 22.4. when their project plan details the Who?, What?, When?, Where?, Why?, and How? of the project

Learning Objectives

- 22.a. Identify the steps needed to conduct a service learning experience
- 22.b. Identify the essential components of a service learning project
- 22.c. Develop a service learning project plan
- 22.d. Identify the roles of team members in completing a service-learning project
- 22.e. Define key words: Debriefing, field education, Facilitator, Recorder, Reporter, Timekeeper, training

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Army JROTC

Unit 2: Leadership and Education Training (LET) - The Developing Leader

Unit 2 Course Outcome Summary

Course Information

Alternate Title

LET 2

Description

Unit 2: Leadership Education and Training (LET) 2 – Developing Leader builds upon the mastery of LET 1 skills and abilities, providing Cadets with new and more challenging opportunities in leadership development. There are 24 active-learning lessons within eight chapters. The chapters are:

Chapter 1: Leadership introduces Cadets to the elements of leadership, encouraging the analysis of personal leadership attributes and their relationship to program goals. As well, Cadets examine their own leadership competencies and style and the role they play in teams.

Chapter 2: Personal Growth and Behaviors focuses on the communication. Good leaders are effective communicators. Writing, listening, and speaking are essential outcomes in this learning module. Communication also supports personal confidence and Cadets will begin to see how their strengths relate to their vocational interests and begin to explore post-secondary options. Finally, Cadets examine the role ethics plays in leadership and how core values effect their personal code of conduct.

Chapter 3: 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.

Chapter 4: First Aid exposes Cadets to the citizen’s role in helping others during an emergency. This learning module helps Cadets identify emergency situations and the universal precautions to address them. Additionally, Cadets will explain first aid response to common and severe emergencies.

Chapter 5: Decision Making uses the model for making good choices and decisions to situations that involve bullying and violence. Cadet leaders take a stance against bullying and encourage others to make those same good choices.

Chapter 6: Health and Fitness focuses on nutrition, body image, and the elements of good health. In this learning module, Cadets use decision-making and goal setting in their plans for life-long health. Cadets strive for physical fitness goals through Cadet Challenge and regular program exercise, as possible.

Chapter 7: Service Learning provides LET 2 Cadets 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.

Chapter 8: Citizenship and Government introduces Cadets to the purpose of government and the role of the U.S. Constitution on democracy and the rights of its citizens.

Instructional Level High School: Grades 9-12

Total Credits 1

Types of Instruction

| Instruction Type | Credits/Hours |
|-------------------------|----------------------|
| Classroom | 73 hours |
| Recommended Lab | 42 hours |

Course Competencies

1. U2C1L1: Describe the elements of leadership

Assessment Strategies

1.1. By writing a narrative about a leadership experience

Criteria

1.1. When their narrative describes a personal leadership situation

1.2. When their narrative describes the leadership attribute demonstrated

1.3. When their narrative describes the leadership competencies demonstrated

- 1.4. When their narrative reflects on what they might do differently if they were in the same situation again

Learning Objectives

- 1.a. Identify leadership opportunities in JROTC
- 1.b. Explain how perspectives on leadership have changed over time
- 1.c. Define leadership
- 1.d. Describe the Army Leadership Model
- 1.e. Define keywords: autocratic, competencies, contingency, democratic, direction, innate, laissez-faire, leadership, motivation, purpose

2. U2C1L2: Analyze your leadership attributes

Assessment Strategies

- 2.1. By writing a paper analyzing their leadership attributes

Criteria

- 2.1. When they identify the strengths and weaknesses of their current leadership attributes
- 2.2. When they describe at least one personal situation where strong leadership attributes would have helped them
- 2.3. When they describe ways to strengthen their leadership attributes

Learning Objectives

- 2.a. Describe the leadership attribute of character
- 2.b. Describe the leadership attribute of presence
- 2.c. Describe the leadership attribute of intellect
- 2.d. Analyze how character, presence and intellect affect leadership
- 2.e. Define keywords: ethos, expertise, innovation, inquisitiveness, intellect, mental agility, resilience, self-concept, tact

3. U2C1L3: Analyze your leadership competencies

Assessment Strategies

- 3.1. By writing a paper analyzing their leadership competencies

Criteria

- 3.1. When they identify the strengths and weaknesses of their current leadership competencies
- 3.2. When they describe at least one personal situation where strong leadership skills would have helped them
- 3.3. When they describe ways to strengthen their leadership competencies

Learning Objectives

- 3.a. Describe the competencies involved in leading your team
- 3.b. Describe the competencies involved in developing your team members
- 3.c. Describe the competencies involved in achieving results for your team
- 3.d. Analyze how leadership competencies impact goals

3.e. Define keywords: commitment, compliance, initiative, micromanaged, priorities, steward, welfare

4. U2C1L4: Apply appropriate leadership styles

Assessment Strategies

- 4.1. By evaluating a team scenario and choosing the most appropriate leadership style
- 4.2. By writing a short paper explaining the reasons for the leadership choice

Criteria

- 4.1. when their paper identifies the choice and the reason for it
- 4.2. when their paper describes how the leadership choice was influenced by the team's readiness and willingness

Learning Objectives

- 4.a. Describe how to identify the willingness and readiness of team members
- 4.b. Identify three different styles of leadership
- 4.c. Choose the most effective leadership style for various situations
- 4.d. Define keywords: competent, delegating, directing, leadership styles, participating

5. U2C2L1: Develop your communication skills

Assessment Strategies

- 5.1. when they evaluate communication within a variety of group settings

Criteria

Your performance will be successful when:

- 5.1. when they select three different types groups they are involved in
- 5.2. when they explain the type of role(s) within each group
- 5.3. when they provide an example of their effective or ineffective communication in each group
- 5.4. when they provide an example of how to more effectively communicate in each group
- 5.5. when they provide an example of how they used effective listening skills within each group role

Learning Objectives

- 5.a. Compare verbal and nonverbal means of communication
- 5.b. Identify the steps of effective communication
- 5.c. Relate how the process of listening is essential to good communication
- 5.d. Distinguish among the types of listening
- 5.e. Identify barriers that prevent effective listening
- 5.f. Explain the types of roles individuals play in a group
- 5.g. Identify how roles in a group affect communication
- 5.h. Define key words: barrier, channel, feedback, hearing, listening, mixed messages, noise, nonverbal, receiver, verbal

6. U2C2L2: Improve your writing skills

Assessment Strategies

- 6.1. by developing a writing checklist to help improve on their writing
- 6.2. by using their writing checklist to improve a writing assignment
- 6.3. by reflecting on improvements in their writing

Criteria

Your performance will be successful when:

- 6.1. when their checklist includes criteria that support the basics of writing
- 6.2. when their checklist includes the principles of writing
- 6.3. when their checklist includes flaws to avoid
- 6.4. when they describe how their checklist helped to improve their writing

Learning Objectives

- 6.a. Identify various reasons for writing
- 6.b. Distinguish among the principles of good writing
- 6.c. Confirm the basics of writing
- 6.d. Explore the common pitfalls and mistakes in writing
- 6.e. Define key words: active voice, bibliography, body, conjunction, conclusion, entice, fragment, information cards, introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement

7. U2C2L3: Deliver a speech that you wrote

Assessment Strategies

- 7.1. by writing a speech for a specific purpose
- 7.2. by delivering the speech that they wrote

Criteria

Your performance will be successful when:

- 7.1. when their speech is clearly directed to a specific audience
- 7.2. when their speech uses a style that is either informative, persuasive, actuating, argumentative, entertaining, or impromptu
- 7.3. when their speech introduction includes an attention-getting strategy appropriate for the audience and purpose
- 7.4. when their speech includes evidence of research and supporting information
- 7.5. when their speech includes support of ideas
- 7.6. when their speech is organized
- 7.7. when their speech presentation shows evidence of practice and preparation
- 7.8. when their speech presentation uses support visuals (if appropriate)

7.9. when their speech delivery addresses the audience with appropriate eye contact and audible voice

Learning Objectives

7.a. Compare the various types of speeches

7.b. Analyze the purpose and audience for a speech

7.c. Relate the elements of effective writing to speech writing

7.d. Develop coping strategies for stressful speaking situations

7.e. Identify ways to improve speaking skills

7.f. Define the key words: articulate, commemorative, constructive criticism, coping, demographics, eye contact, impromptu, modulation, persuasive

8. U2C2L4: Analyze career possibilities and requirements

Criteria

Your performance will be successful when:

8.1. By considering how to move forward toward a long-term career goal

8.2. By developing introductory materials for a Career Development section of the Cadet Portfolio

8.3. When they complete a personal inventory of skills and interests related to career exploration in Exercise #1: - Interest Skill Inventory and Career Link

8.4. When they complete exploration of various occupations and career requirements in Exercise #2: - Job Information Exploration

8.5. When they complete the questionnaire on career goals, occupation interests, and next steps in Exercise #4: - Thinking Future

8.6. When they complete a career strategy form gathering information and resources and developing a plan to an established timeline in Exercise #5: - Your Career Exploration Strategy and Timeline

Learning Objectives

8.a. Distinguish between a job and a career

8.b. Examine the various types of jobs that interest you

8.c. Explore various career pathways

8.d. Associate your interests and aptitudes to a career path

8.e. Examine career opportunities provided by the US Military

8.f. Distinguish between various post-secondary education options

8.g. Define key words: apprenticeship, career, Career Cluster, Career Pathway, Cooperative Education, job

9. U2C2L5: Relate ethical concepts to your personal code of conduct

Assessment Strategies

9.1. when they revise their code of conduct from Unit 1

9.2. when they provide a written summary on how their code of conduct supports ethics

Criteria

- 9.1. when their summary explains how their code of conduct represents their personal standards
- 9.2. when their summary explains how their code of conduct represents their professional standards
- 9.3. when their summary explains how their value system affects their code of conduct
- 9.4. when their summary explains how their code of conduct is demonstrated in other areas of life besides the JROTC program

Learning Objectives

- 9.a. Relate ethics to personal standards
- 9.b. Examine how ethical qualities affect leadership
- 9.c. Explore the types of values
- 9.d. Compare the core values of the US Military Services
- 9.e. Define the key words: conscience, ethics, integrity, moral, philosophy, prudent, psychology, value system

10. U2C3L1: Assess your personal qualities as a team member

Assessment Strategies

- 10.1. by writing a plan to improve a team skill

Criteria

- 10.1. when they identify the skill they wish to improve
- 10.2. when they include the actions they will take
- 10.3. when they include dates to complete the actions
- 10.4. when they include an explanation of why they chose the skill they want to improve

Learning Objectives

- 10.a. Describe the characteristics of individual responsibility, followership, and teamwork
- 10.b. Describe the responsibilities of a team leader and the leadership factors that affect teamwork
- 10.c. Describe the three stages of team building
- 10.d. Define key words: constructive criticism, cooperate, cultivate, self-reliance

11. U2C3L2: Demonstrate the skills and responsibilities of a good drill leader

Assessment Strategies

- 11.1. by orally presenting a response to a drill scenario

Criteria

- 11.1. when they illustrate at least two attributes that a good drill leader would have
- 11.2. when they illustrate how the drill leader should prepare for drill in the drill scenario
- 11.3. when they illustrate the steps to take to improve the performance of the leader in the drill scenario

Learning Objectives

- 11.a. Describe the preparation a drill leader takes before a drill

- 11.b. Identify five attributes of a capable drill leader
- 11.c. Identify the types of drill commands
- 11.d. Define key words: command of execution, command voice, preparation, procedure

12. U2C3L3: Illustrate the duties of a team leader or squad leader

Assessment Strategies

- 12.1. when they create a Rap, poem, song or graphic that describes the responsibilities of the squad leader

Criteria

- 12.1. when they include the leaders responsibilities
- 12.2. when they explain which responsibilities are most important
- 12.3. when they include the steps a leader should use when taking charge of a unit

Learning Objectives

- 12.a. Describe the duties and responsibilities of the team and squad leader positions within a platoon
- 12.b. Explain the four steps leaders should use when assuming a new leadership position
- 12.c. Demonstrate the responsibilities of a team leader and squad leader
- 12.d. Define key words: implement, observe, plan

13. U2C4L1: Assess first aid emergencies

Assessment Strategies

- 13.1. By writing a summary of the seven life-saving steps

Criteria

- 13.1. when their summary includes the seven life-saving steps in the correct order
- 13.2. when their summary explains why each step is included
- 13.3. when their summary explains the reasoning for the sequence of the steps

Learning Objectives

- 13.a. Identify ways to prepare for an emergency situation
- 13.b. Describe universal precautions
- 13.c. Explain the four emergency guidelines
- 13.d. Explain the sequence for evaluating an injured person
- 13.e. Define keywords: conscious, contaminated, first aid, fracture, Good Samaritan laws, immobilize, paralysis, persistent, shock, universal precautions

14. U2C4L2: Explain how to respond to common injuries

Assessment Strategies

- 14.1. By creating first aid response cards

Criteria

- 14.1. When their cards include the name of the injury
- 14.2. When their cards describe first aid treatment for the injury
- 14.3. When their cards describe “alert” situations that may need medical attention

Learning Objectives

- 14.a. Describe how to treat minor cuts
- 14.b. Describe how to treat and prevent insect bites
- 14.c. Describe how to treat animal bites
- 14.d. Describe how to treat minor burns
- 14.e. Describe how to remove a foreign object in the eye
- 14.f. Describe how to stop a nosebleed
- 14.g. Describe how to help someone who has fainted
- 14.h. Identify injuries that may require medical attention
- 14.i. Define keywords: allergic, antibiotic, hydrogen peroxide, ligament, rabies

15. U2C4L3: Describe first aid for severe emergencies

Assessment Strategies

- 15.1. By summarizing first aid for severe emergencies in a written format
- 15.2. By describing the steps for hands-only CPR in a written format

Criteria

- 15.1. When their summaries include descriptions of the signs of choking, severe bleeding, heart attack, stroke and shock
- 15.2. When their hands-only CPR summary identifies when the procedure should be used
- 15.3. When their summaries are accurate and complete

Learning Objectives

- 15.a. Identify the symptoms of choking, severe bleeding, heart attack, stroke and shock
- 15.b. Describe first aid for choking
- 15.c. Describe first aid for severe bleeding
- 15.d. Explain when CPR and/or an AED should be used
- 15.e. Describe how to perform chest-only CPR
- 15.f. Describe first aid for heart attack
- 15.g. Describe first aid for stroke
- 15.h. Describe first aid for shock
- 15.i. Define keywords: automatic external defibrillator, cardiac arrest, cardiopulmonary resuscitation, circulatory system, stroke

16. U2C5L1: Evaluate methods to protect yourself and others from bullying

Assessment Strategies

16.1. By writing a summary about a real or hypothetical bullying (or cyberbullying) situation

Criteria

- 16.1. when their summary identifies the aspects of the situation that make it bullying – not just bad behavior
- 16.2. when their summary describes how the situation affected the bullying target
- 16.3. when their summary explains why the person bullying took those actions
- 16.4. when their summary suggests at least four actions they can take to prevent additional bullying in this situation
- 16.5. when their summary speculates about which of the actions will be the most effective in the situation

Learning Objectives

- 16.a. Describe three types of bullying
- 16.b. Explain how cyberbullying is different from other types of bullying
- 16.c. Identify risk factors for bullying
- 16.d. Explain strategies for dealing with bullying
- 16.e. Describe the effects of bullying
- 16.f. Define key words: cyberbullying, extort, intimidate

17. U2C5L2: Apply strategies to prevent violence

Assessment Strategies

17.1. by creating a violence prevention action plan

Criteria

- 17.1. when their action plan includes a statement of their personal commitment to prevent violence
- 17.2. when their action plan describes how they will enhance their personal violence prevention skills
- 17.3. when their action plan describes how they will involve others in violence prevention in their school
- 17.4. when their action plan describes guidelines for safe intervention in potentially violent situations
- 17.5. when their action plan lists specific strategies for preventing violence

Learning Objectives

- 17.a. Examine the problem of violence in our society
- 17.b. Identify ways to prevent violence in schools
- 17.c. Identify risk factors for teen violence
- 17.d. Describe strategies for preventing violence Define keywords: antisocial, gang, retaliate, zero tolerance

18. U2C6L1: Examine the elements of health

Assessment Strategies

18.1. by completing a survey of their current health habits

18.2. by writing a summary describing how to improve their health habits

Criteria

18.1. when they identify current health habits

18.2. when they compare current health habits with desired health habits

18.3. when they summarize their negative health habits and what they are going to do to change them

Learning Objectives

18.a. Identify the elements of health

18.b. Describe how what you eat impacts health

18.c. Describe how exercise impacts health

18.d. Identify how stress impacts overall health

18.e. Identify causes for lack of sleep

18.f. Explain how lack of sleep affects the brain

18.g. Identify unsafe behaviors

18.h. Define keywords: caffeine, cardio-respiratory, correlation, impulse control, irrational, melatonin, sedentary

19. U2C6L2: Develop ways to increase your fitness level

Assessment Strategies

19.1. by writing a summary describing the Cadet's physical fitness improvement plan

Criteria

19.1. when their summary describes their fitness goals

19.2. when their summary reflects on the current level of physical activity

19.3. when their summary describes changes the Cadet will make in current physical activities

19.4. when their summary describes the steps the Cadet will take to achieve his or her goals, using the SMART process

Learning Objectives

19.a. identify the benefits of exercise

19.b. describe ways to increase your fitness level

19.c. examine methods for increasing aerobic capacity, strength and endurance, and flexibility

19.d. create a plan to set and achieve personal fitness goals

19.e. explore methods to monitor your fitness progress

19.f. define keywords: aerobic exercise, anaerobic exercise, cross-training, metabolism, muscle strength, muscle endurance, physical fitness

20. U2C6L3: Develop a personal nutritional plan to promote health

Assessment Strategies

20.1. By creating a written plan for improving personal nutritional health

Criteria

- 20.1. when their plan describes their current weaknesses in nutrition
- 20.2. when their plan describes their healthy-eating goals
- 20.3. when their plan describes changes that they will make in eating habits to improve nutrition
- 20.4. when their plan describes the steps that they will take to achieve their goals, using the SMART process

Learning Objectives

- 20.a. Identify common influences on food choices
- 20.b. Describe how the body uses the six types of nutrients
- 20.c. Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health
- 20.d. Explain how to read food labels
- 20.e. Identify key factors in making healthy food choices
- 20.f. Explain how eating right and exercising can impact your health
- 20.g. Define keywords: appetite, calories, carbohydrates, cholesterol, electrolytes, essential amino acids, hunger, hydration, legumes, nutrients, obese, protein, saturated fats, trans fats, unsaturated fats

21. U2C6L4: Examine how body image, eating and physical activity affect whole health

Assessment Strategies

- 21.1. By writing a summary evaluating body image

Criteria

- 21.1. when their summary explains why their current body image is accurate or not
- 21.2. when their summary includes changes they want to make to improve their image
- 21.3. when their summary reflects on what a positive body image means for their whole health

Learning Objectives

- 21.a. Define body image
- 21.b. Describe how to measure body composition
- 21.c. Compare the factors that influence overweight and underweight people
- 21.d. Explain how to balance exercise and calories for an appropriate weight
- 21.e. Describe the symptoms of eating disorders
- 21.f. Define key words: anorexia nervosa, Basal Metabolic Rate, body composition, body image, Body Mass Index, bulimia nervosa, empty calories, endocrine system, fasting, obsession

22. U2C7L1: Evaluate the effectiveness of a service learning project

Assessment Strategies

- 22.1. when they present evaluation results in a report or presentation
- 22.2. when they reflect on the learning experience, adding thoughts, insights, and processes into your Learning Logs

Criteria

- 22.1. when they evaluate your service learning experience using the four quadrant model
- 22.2. when they identify what was learned, and how the experiences fostered change
- 22.3. when they summarize the impact the experience had on the team and individual members
- 22.4. when they compare the service learning goals to the actual results
- 22.5. when their Learning Log includes regular (defined by Instructor) entries throughout the duration of the project
- 22.6. when their Learning Log entries reflect observations and reactions to experiences throughout the project
- 22.7. when their Learning Log entries document that learning objectives were met
- 22.8. when their Learning Log entries are dated, in chronological order, and grammatically correct

Learning Objectives

- 22.a. Describe a service learning experience using the four quadrant model
- 22.b. Identify the three stages of the after action review
- 22.c. Identify three types of service
- 22.d. Define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project

23. U2C8L1 - Evaluate the important elements of our democratic government

Assessment Strategies

- 23.1. By writing a summary evaluating a change to one part of the Constitution

Criteria

- 23.1. The summary identifies the part of the Constitution the Cadet is “changing” and the changes made to it
- 23.2. The summary describes how the change might affect different aspects of American life
- 23.3. The summary includes both potential advantages and disadvantages to the change
- 23.4. The summary realistically evaluates the value of the change and provides reasons for or against making the change

Learning Objectives

- 23.a. Explain the need for government.
- 23.b. Identify the principles of American democracy
- 23.c. Explain how the U.S. Constitution provides the basis for our government
- 23.d. Compare the roles of the executive, legislative and judicial branches of government
- 23.e. Explain how our constitution can change over time
- 23.f. Describe the different ways the Constitution is interpreted
- 23.g. Define keywords: amendments, articles, constitution, direct democracy, federal government, government, preamble, representative democracy

24. U2C8L2 - Analyze the rights of U.S. citizens

Assessment Strategies

24.1. By writing a persuasive paper on a current citizen rights issue.

Criteria

24.1. The paper describes a current citizen rights issue

24.2. The paper identifies one or more Amendments to the Constitution that may have a bearing on this issue

24.3. The paper describes at least two different opinions on the issue

24.4. The paper supports the Cadet's own opinion on the issue with facts and appropriate reasoning

Learning Objectives

24.a. Explain how a person becomes a U.S. citizen

24.b. Compare the rights of U.S. citizens to the rights of legal and illegal immigrants

24.c. Identify the amendments in the Bill of Rights

24.d. Explain how the Bill of Rights contributes to a free society

24.e. Identify changes made to the Constitution to protect the voting rights of all American citizens.

24.f. Define keywords: asylum, double jeopardy, due process, eminent domain, extracurricular, forfeited, green card, immigrant, indictment, libel, naturalization, petition, poll taxes, search warrant, self-incrimination, slander, visa

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Army JROTC

Unit 3: Leadership and Education Training (LET) - The Supervising Leader

Unit 3 Course Outcome Summary

Course Information

Alternate Title

LET 3

Description

Unit 3: Leadership Education and Training (LET) 3 - Supervising Leader builds upon the mastery of LET 1 and 2 skills and abilities, providing Cadets with new and more challenging opportunities as a leader by overseeing planning, project implementation, and team personnel. Cadets at this level can acquire battalion staff positions and responsibilities and help integrate improvements in the local JROTC program and community. There are 20 active-learning lessons within seven chapters. The chapters are:

Chapter 1: Leadership looks at the command and staff roles and their relationship to leadership in the battalion and with battalion projects. Cadets evaluate their personal management skills and help prepare and lead meetings and continuous improvement plans as supervisors.

Chapter 2: Personal Growth and Behaviors focuses on personal planning and management, looking at opportunities after high school and making plans for college, military, or work place. Career action planning occurs in this learning module and Cadets develop a career portfolio to showcase their JROTC program and academic achievements.

Chapter 3: Team Building provides Cadets an opportunity to earn duties and responsibilities of a platoon leader or sergeant and execute platoon drill.

Chapter 4: Decision Making provides Cadets leadership development opportunity to use strategies for neutralizing prejudice in relationships and negotiate an agreement.

Chapter 5: Health and Fitness takes a hard look at the effects of substance use and abuse on health. While examining the influences that impact teen culture today, Cadets take a leadership stance on their response to substances such as tobacco, alcohol and drug use. In this course, Cadets explore response strategies for substance abuse situations.

Chapter 6: Service Learning projects often lie in the hands of upper class men and women to lead service learning initiatives for the JROTC program. In this learning module, Cadet will create a service learning plan, helping to organize teams and their roles in the project schedule.

Chapter 7: Citizenship and Government will look deeper at the citizen's role in society as contribution to a strong community.

Instructional Level High School: Grades 9-12

Total Credits 1

Types of Instruction

Instruction Type

Classroom

Recommended Lab

Credits/Hours

59 hours

54 hours

Course Competencies

1. U3C1L1: Explain how command and staff roles relate to leadership duties in your battalion

Assessment Strategies

1.1. By writing a resume for a leadership position

Criteria

1.1. when their resume lists their name and contact information

1.2. when their resume lists their objective and education

1.3. when their resume lists the experience, skills and activities/service that are relevant to the position the Cadet wants to hold

1.4. when their resume includes examples of previous leadership duties

Learning Objectives

1.a. Define keywords: command channels, coordinating staff, logistics, personal staff, staff channels

- 1.b. Describe typical functions of a battalion commander and staff
- 1.c. Examine common JROTC battalion command and staff structure

2. U3C1L2: Prepare to lead a meeting

Assessment Strategies

- 2.1. By playing the role of leader, timekeeper, recorder and process observer in four different meetings
- 2.2. By participating in a peer review session about the meetings
- 2.3. By writing a reflection about how they can improve their skills at leading meetings

Criteria

Performance will be satisfactory when:

- 2.1. when they demonstrate the six steps of meeting planning
- 2.2. when they prepare and distribute an agenda
- 2.3. when they ensure the group follows the agenda and ground rules
- 2.4. when they facilitate effective discussion
- 2.5. when they keep track of time allotted for meeting topics
- 2.6. when they prepare minutes to record the actions of a meeting
- 2.7. when they use constructive criticism in a peer evaluation session
- 2.8. when their written reflection accurately describes what strategies they used to lead the meeting
- 2.9. when their written reflection includes a summary of how well they used the strategies
- 2.10. when their written reflection includes an explanation of what they will improve when leading meetings in the future

Learning Objectives

- 2.a. Describe how to plan for a meeting
- 2.b. Explain the general rules for leading and participating in effective meetings
- 2.c. Define key words: agenda, minutes

3. U3C1L3: Develop a plan for a battalion or school project

Assessment Strategies

- 3.1. By writing a Memorandum of Instruction (MOI)
- 3.2. By giving a briefing

Criteria

- 3.1. when their MOI includes: a mission statement, the location and setting of the project, a narrative describing the project, a task list for staff and subordinates, supply and logistics information, and information that applies to everyone
- 3.2. when their briefing includes the information the team needs about the project
- 3.3. when their briefing is concise and well organized
- 3.4. when their briefing is delivered with good eye contact, appropriate volume, verbal expression, and pacing for your target audience

- 3.5. when their briefing makes effective use of visuals

Learning Objectives

- 3.a. Describe the seven-step decision-making process for projects/missions
- 3.b. Identify command and staff roles in the planning/decision making process
- 3.c. Define key words: Memorandum of Instruction, standard operating procedure

4. U3C1L4: Develop a continuous improvement plan for your JROTC Battalion

Assessment Strategies

- 4.1. By writing a Continuous Improvement Plan for your Battalion
- 4.2. By revising the plan as needed

Criteria

- 4.1. when their plan clearly identifies an area for improvement
- 4.2. when their plan includes data/research to support the need for improvement
- 4.3. when their plan uses a SMART goal-setting process (timelines are included in this process)
- 4.4. when their plan documents the battalion's progress
- 4.5. when their plan includes revisions based on the results of an evaluation

Learning Objectives

- 4.a. Identify battalion problem areas or areas in need of improvement
- 4.b. Establish goals that facilitate continuous improvement
- 4.c. Outline milestones for progress toward your battalion goal
- 4.d. Document progress toward the goal
- 4.e. Revise your plan based on the results of an evaluation
- 4.f. Define key words: accreditation, collaboration, continuous improvement, incremental, mitigate

5. U3C1L5: Assess personal management skills

Assessment Strategies

- 5.1. By writing a self-improvement plan for leadership and management skills

Criteria

- 5.1. when they summarize their leadership strengths and weaknesses
- 5.2. when they describe their level of proficiency in management skills
- 5.3. when they describe their time management strengths and weaknesses
- 5.4. when they create a plan for improving their leadership and management skills

Learning Objectives

- 5.a. Explain how the five management skills contribute to preparation and execution of projects

- 5.b. Compare management skills and leadership skills
- 5.c. Explain how time management strategies can improve effectiveness
- 5.d. Define key words: allocate, iterative, procrastinate, workflow

6. U3C1L6: Apply a process for making ethical choices and resolving ethical dilemmas

Assessment Strategies

- 6.1. By writing a reflection about an ethical dilemma

Criteria

- 6.1. when they describe the ethical dilemma
- 6.2. when they list ethical questions raised by the dilemma
- 6.3. when they describe at least three options for resolving the dilemma
- 6.4. when they identify the most compelling option for resolving the dilemma
- 6.5. when they identify the personal values used in making the decision
- 6.6. when they identify potential consequences of the decision
- 6.7. when they explain why the decision is one they can live with

Learning Objectives

- 6.a. Identify questions that can help you make ethical choices
- 6.b. Explain the process for resolving ethical dilemmas
- 6.c. Identify pressures to be unethical
- 6.d. Explain how leaders can promote ethical behavior
- 6.e. Define key words: ethical dilemma, hypothetical

7. U3C1L7: Analyze personal supervisory skills

Assessment Strategies

- 7.1. By writing a reflection about personal supervisory skills and experience

Criteria

- 7.1. When their reflection describes one or more situations where they have supervised someone
- 7.2. When their reflection analyzes their skills and experience in supervising others
- 7.3. When their reflection gives specific examples to support their analysis
- 7.4. When their reflection outlines supervisory functions they want to improve or gain experience in
- 7.5. When their reflection describes how they will improve supervisory skills in future situations

Learning Objectives

- 7.a. Identify the roles of a supervisor
- 7.b. Explain how supervisors can improve team and individual performance
- 7.c. Describe examples of effective supervisory skills

7.d. Define key words: group cohesion, remediating

8. U3C2L1: Create a post-secondary education action plan

Assessment Strategies

8.1. when they develop a personal plan of action for attending a post-secondary institution

Criteria

Your performance will be successful when:

8.1. when their plan includes the name of the institution

8.2. when their plan includes a time line

8.3. when their plan includes transcript improvement goals

8.4. when their plan includes test-taking goals

8.5. when their plan includes personal accomplishments goals (extra-curricular, volunteer or service hours, part-time employment, multi-cultural experiences)

8.6. when their plan includes financial obligation

8.7. when their plan includes appropriate scholarship information

Learning Objectives

8.a. Explore various post-secondary options that support your career goals

8.b. Determine the admissions process for post-secondary institutions

8.c. Explore ways to finance post-secondary education

8.d. Relate how the military can help you meet your career goals

8.e. Assess the personal and community benefits of AmericCorps

8.f. Define key words: admissions, college, community college, financial aid, grants, open-admission policy, room and board, ROTC, scholarship, transcript, tuition, university

9. U3C2L2: Develop personal planning and management strategies

Assessment Strategies

9.1. by completing a personal time management plan for a specified long-term goal

Criteria

9.1. when their time management plan includes completed Exercise #2 - Your Goal – Your Schedule

9.2. when their time management plan includes at least one completed monthly schedule with activity(ies) supporting the stated goal

9.3. when their time management plan includes a weekly calendars/schedules to include events and activities that support the stated goal

9.4. when their time management plan includes weekly calendars/schedules with to-do Lists (as appropriate)

Learning Objectives

9.a. Analyze the importance of time management

- 9.b. Identify strategies for overcoming procrastination
- 9.c. Explore time management strategies
- 9.d. Explore methods for managing your current and future schedule
- 9.e. Define key words: habitual, internship, multitasking, prioritize, time management

10. U3C2L3: Create a career portfolio

Assessment Strategies

- 10.1. When they create a Career Portfolio
- 10.2. When they develop personal résumé
- 10.3. When they provide a written summary about their character, consistency, and competence

Criteria

Your performance will be successful when:

- 10.1. when their portfolio includes a cover page
- 10.2. when their portfolio includes a table of contents
- 10.3. when their portfolio includes their personal mission statement
- 10.4. when their portfolio includes their high school transcript
- 10.5. when their portfolio includes a current résumé
- 10.6. when their portfolio includes at least one letter of recommendation
- 10.7. when their portfolio includes examples of their work, school work, awards, certificates, and other proof of skills or abilities
- 10.8. when their portfolio includes a list of references and contacts
- 10.9. when their portfolio is neatly arranged and clearly labeled

Learning Objectives

- 10.a. Explain the importance of developing and maintaining a career portfolio
- 10.b. Determine what types of documents and artifacts represent your personal achievements and goals
- 10.c. Develop a résumé to showcase your skills and abilities
- 10.d. Analyze aspects of interviewing
- 10.e. Define key words: human resources, industry sector, job objective, networking, portfolio, résumé

11. U3C3L1: Illustrate the duties of a platoon leader or sergeant

Assessment Strategies

- 11.1. when they provide a written paper or illustration summarizing the duties and responsibilities of a platoon leadership position

Criteria

- 11.1. when they identify how the role of supervision is integrated into a platoon leadership position
- 11.2. when they describe the structure of the platoon chain of command
- 11.3. when they identify the major duties and responsibilities for a platoon leadership position

Learning Objectives

- 11.a. Describe the duties and responsibilities of the different leadership positions within a platoon
- 11.b. Identify the responsibilities of a platoon sergeant and platoon leader
- 11.c. Define key words: correction, supervise

12. U3C3L2: Execute platoon drills

Assessment Strategies

- 12.1. when they participate as a leader and follower in a platoon drill session

Criteria

- 12.1. when they correctly respond to commands that form and march the platoon
- 12.2. when they use the proper command voice to demonstrate preparatory, execution, and two-part commands
- 12.3. when they demonstrate the commands that form, move, and dismiss a platoon
- 12.4. when they observe fellow Cadets as drill leaders and provide constructive feedback

Learning Objectives

- 12.a. Describe the correct response to the commands for forming and marching the platoon
- 12.b. Compare platoon drills and squad drills
- 12.c. Match drill commands to platoon formations
- 12.d. Define key words: cover, formations, interval

13. U3C4L1: Develop strategies for neutralizing prejudice in your relationships

Assessment Strategies

- 13.1. by writing an action plan for addressing prejudice

Criteria

- 13.1. when their action plan describes two or more situations where they have witnessed or experienced prejudice
- 13.2. when their action plan describes specific strategies for how they will use dialogue, confrontation and education to deal with prejudice
- 13.3. when their action plan used the SMART goal-setting process

Learning Objectives

- 13.a. Identify common stereotypes in our culture
- 13.b. Explain how stereotypes relate to prejudice
- 13.c. Describe ways prejudice affects behavior
- 13.d. Analyze the causes of prejudice and discrimination
- 13.e. Determine strategies to lesson prejudice
- 13.f. Define key words: benevolence, culture, discrimination, diversity, ethnicity, impartial, majority-minority, nativism, prejudice, stereotyping

14. U3C4L2: Use negotiation strategies to make agreements

Assessment Strategies

14.1. By writing a negotiation plan for an assigned conflict situation

Criteria

- 14.1. when their plan describes the situation they are negotiating
- 14.2. when their plan identifies the positions and interests of the sides
- 14.3. when their plan describes the relationship between the sides
- 14.4. when their plan develops at least three legitimate options for resolving the situation
- 14.5. when their plan identifies the best negotiated agreement
- 14.6. when their plan explains why the sides would agree to the selected option

Learning Objectives

- 14.a. Explain the relationship between conflict and negotiation
- 14.b. Identify common reasons negotiations fail
- 14.c. Describe the components of negotiations
- 14.d. Explain the benefits and disadvantages of the five different approaches to negotiating
- 14.e. Explain how principled negotiations increase the outcome for win-win agreements
- 14.f. Define key words: accommodate, compromise, deadlock, legitimacy, negotiation

15. U3C5L1: Describe the effects of substance abuse

Assessment Strategies

15.1. By writing a summary describing how substance abuse can impact various aspects of a person's life

Criteria

- 15.1. when their summary describes how substance abuse can affect a person's overall health
- 15.2. when their summary describes how substance abuse can affect a person's relationships
- 15.3. when their summary describes how substance abuse can affect a person's performance in school, in sports or at a job
- 15.4. when their summary describes how substance abuse can affect a person's life goals

Learning Objectives

- 15.a. Recognize the difference between drug use, misuse, and abuse
- 15.b. Explain how substance abuse develops
- 15.c. Describe the effects of substance abuse
- 15.d. Identify strategies for preventing substance abuse
- 15.e. Define keywords: addict, dependency, depressant, inevitable, drug abuse, drug misuse, progression, stimulant

16. U3C5L2: Assess the impact of drug abuse on whole health

Assessment Strategies

16.1. By giving a short persuasive speech about the advantages of a drug-free life

Criteria

- 16.1. when their speech contains persuasive arguments
- 16.2. when their speech uses factual information
- 16.3. when their language and delivery is appropriate for the audience
- 16.4. when their speech is clear and concise
- 16.5. when their speech uses at least one visual

Learning Objectives

- 16.a. Examine how psychoactive drugs affect your brain
- 16.b. Describe the health dangers of commonly abused drugs
- 16.c. Explain why drug addiction is associated with criminal activity
- 16.d. Describe the hazards of performance-enhancing drugs
- 16.e. Identify benefits of living drug-free
- 16.f. Define keywords: anabolic steroids, compulsive, detoxification, hallucinogens, hypothermia, inhalants, intravenous, narcotics, narcolepsy, paranoia, PEDS, psychoactive, sedatives, THC

17. U3C5L3: Assess the impact of alcohol and tobacco on whole health

Assessment Strategies

17.1. By writing a summary on the effects of alcohol and tobacco use

Criteria

- 17.1. when their summary lists the short-term and long-term health effects of these substances
- 17.2. when their summary explores the mental, social and economic effects of these substances

Learning Objectives

- 17.a. Explain how media influences the use of alcohol and tobacco
- 17.b. Describe the health hazards of alcohol abuse
- 17.c. Describe the health hazards of tobacco use
- 17.d. Identify reasons to refuse alcohol and tobacco
- 17.e. Define keywords: alcoholism, antiseptic, binge drinking, ethanol, intoxicant, nicotine, peer, recovery, sobriety, solvent, tar

18. U3C5L4: Respond to substance abuse situations

Assessment Strategies

18.1. By writing a refusal plan for responding to a substance abuse scenario

Criteria

- 18.1. when their plan describes the situation
- 18.2. when their plan considers facts and assumptions related to the problem
- 18.3. when their plan proposes at least three possible solutions
- 18.4. when their plan analyzes the potential benefits and disadvantages of each solution
- 18.5. when their plan chooses one solution
- 18.6. when their plan describes how you will carry out your solution

Learning Objectives

- 18.a. Explain how substance abuse is related to what people consider normal behavior
- 18.b. Describe strategies for handling pressure to use alcohol, drugs or tobacco
- 18.c. Explain how you can help someone who is a substance abuser
- 18.d. Define key words: intervention, normal

19. U3C6L1: Create the plan and schedule for a service learning project

Assessment Strategies

- 19.1. by completing a service learning project plan and schedule for a selected project

Criteria

Your performance will be successful when:

- 19.1. when their project plan defines the goals of the project
- 19.2. when their project plan references the JROTC competencies/outcomes addressed by the project
- 19.3. when their project schedule details the who, what, when, where, why and how of the project
- 19.4. when their project schedule includes references to team/individual reflection about the project implementation

Learning Objectives

- 19.a. Assess the role of teamwork in completing a service learning project
- 19.b. Develop a service learning project schedule
- 19.c. Associate the roles and responsibilities of service learning teams, recorder, timekeeper, facilitator, reporter, debriefer
- 19.d. Define key words: strategic goal, tactical goal, and operational goal

20. U3C7L1 - Explain how the mandatory and voluntary responsibilities of citizens contribute to a strong community

Assessment Strategies

- 20.1. by giving a persuasive presentation about a community volunteer effort
- 20.2. by providing feedback on team presentations

Criteria

- 20.1. the presentation describes the task and the sponsoring organization/community
- 20.2. the presentation states the Cadets' reasons for volunteering

- 20.3. the presentation gives persuasive reasons why others should volunteer
- 20.4. the presentation contains a concluding “action” step
- 20.5. the presentation uses visual, music or other elements to get the attention of your audience
- 20.6. the feedback on presentations addresses the presentation criteria constructively

Learning Objectives

- 20.a. Describe the legal duties of U.S. citizens.
- 20.b. Describe the voluntary responsibilities of citizens
- 20.c. Explain the value of community involvement in building a strong nation
- 20.d. Identify opportunities for civic involvement
- 20.e. Describe the benefits of civic involvement
- 20.f. Define keywords: civic, civil disobedience, community, felony, mandatory, Selective Service, tolerance

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Army JROTC

Unit 4: Leadership Education and Training (LET) - The Managing Leader

Unit 4 Course Outcome Summary

Course Information

Alternate Title

LET 4

Description

Unit 4: Leadership Education and Training (LET) 4 - Managing Leader provides Cadets multiple opportunities to manage and lead in the battalion, in the school, and their respective communities. The LET 4 Cadet is ready to assume responsibilities and manage him or herself and others whom they work with or oversee as a Cadet manager. There are 12 active-learning lessons within five chapters. The chapters are:

Chapter 1: Leadership looks closely at the leadership role in continuous improvement, recognizing team attitudes that contribute to achieving personal and battalion goals. LET 4 Cadets are mentors and leaders to younger Cadets and work with Instructors and other Cadets on lesson development and delivery. Leaders encourage feedback from their subordinates and teammates.

Chapter 2: Personal Growth and Behaviors encourages the LET 4 Cadet to look beyond high school into adulthood. Cadets are challenged to identify personal management and accountability strategies and develop a 10-year plan for professional and personal success.

Chapter 3: Team Building provides LET 4 Cadets an opportunity to apply motivation strategies to teams and use effective communication models to provide feedback to others for encouragement and improvement. Drill leadership opportunities include executing company and battalion drills.

Chapter 4: Service Learning provides LET 4 Cadets an opportunity to manage a service learning project, using several project management tools.

Chapter 5: Citizenship and Government will examine how competing principles and values challenge the fundamental principles of society. Cadets develop solutions for future challenges to citizen rights.

Instructional Level High School: Grades 9-12

Total Credits 1

Types of Instruction

| Instruction Type | Credits/Hours |
|------------------|---------------|
| Classroom | 30 hours |
| Recommended Lab | 38 hours |

Course Competencies

1. U4C1L1: Apply leadership skills to continuous improvement and program outcomes

Assessment Strategies

1.1. By creating a written plan for working on their capstone project

Criteria

- 1.1. When the plan lists program outcomes
- 1.2. When the plan lists things or skills they want to achieve by the end of the year
- 1.3. When the plan indicates a timeline for reaching their goals

Learning Objectives

- 1.a. Examine the role of leadership in continuous improvement
- 1.b. Identify team attitudes that foster continuous improvement
- 1.c. Relate Army JROTC program outcomes to leadership
- 1.d. Plan personal and Battalion goals
- 1.e. Define key word: capstone

2. U4C1L2: Apply teaching strategies to a lesson plan or mentoring project

Assessment Strategies

- 2.1. By revising an assigned lesson plan or creating a lesson plan related to a current project

Criteria

- 2.1. When their lesson plan includes a competency statement describing observable skills or measurable knowledge
- 2.2. When their lesson plan is organized using the four phase lesson plan model
- 2.3. When their lesson plan describes learner and teacher activities
- 2.4. When their lesson plan includes cooperative learning strategies

Learning Objectives

- 2.a. Explain the purpose of a lesson plan
- 2.b. Describe the four phases of a lesson plan
- 2.c. Relate teaching and learning to the four phase lesson plan model
- 2.d. Explore cooperative learning strategies
- 2.e. Define key words: group dynamics, lesson competency, lesson plan

3. U4C1L3: Use feedback to enhance your effectiveness as a leader

Assessment Strategies

- 3.1. By creating feedback for a role play scenario
- 3.2. By giving other Cadets feedback on their role play scenario

Criteria

- 3.1. When their feedback addresses the major strengths and weaknesses of the learner's performance or product
- 3.2. When their feedback is objective, acceptable to the learner, and constructive
- 3.3. When their feedback is appropriately suited to the situation and complete
- 3.4. When their feedback addresses specific aspects of the performance or product
- 3.5. When their feedback provides specific and reasonable suggestions for improvement
- 3.6. When they modify the role play based on the feedback
- 3.7. When they provide feedback to others

Learning Objectives

- 3.a. Explain why feedback is important in the learning process
- 3.b. Describe the characteristics of effective feedback
- 3.c. Identify the basic ground rules and tips for giving effective feedback
- 3.d. Define key words: conviction, preconceived, rapport

4. U4C2L1: Determine how to successfully manage yourself after high school

Criteria

- 4.1. when they identify areas that challenge their future goals and identify solutions to help stay focused on the goals
- 4.2. when they self-assess their strengths and weaknesses of the JROTC Core Abilities

- 4.3. when they identify two after high school graduation goals
- 4.4. when their goals are SMART Goals
- 4.5. when they determine what kinds of challenges they could face as a young adult that might be an obstacle toward achieving their goals
- 4.6. when they research types of support resources available to help maintain balance and goal achievement
- 4.7. when they reflect upon the importance of strong life skills (or core abilities)

Learning Objectives

- 4.a. Identify how core abilities relate to life beyond high school
- 4.b. Explore the aspects of a post-high school life
- 4.c. Analyze the pros and cons of personal independence
- 4.d. Evaluate the importance of personal accountability
- 4.e. Define key words: academic adviser, academic organization, academic probation, accountability, credit, fraternity, hazing, intramural athletics, international organization, off-campus housing, on-campus housing, professional organization, political organization, religious organization, residential adviser, rush, service organization, social organization

5. U4C2L2: Appraise your plans for the future

Criteria

- 5.1. when they chart a 10-year path of success
- 5.2. when their chart provides professional goals
- 5.3. when their chart provides personal goals
- 5.4. when their chart provides personal development areas
- 5.5. when their chart provides professional development areas
- 5.6. when their chart portrays a 10-year timeline with benchmarks of professional and personal development

Learning Objectives

- 5.a. Identify your professional and personal goals for the next 10 years
- 5.b. Distinguish between professional and personal goals
- 5.c. Explore aspects of professional development
- 5.d. Determine how personal goals and values affect professional success
- 5.e. Define key words: appraise, attitudes, career ladder, compassion, courtesy, dependability, equity, fruition, loyalty, mutual trust, organizational values, perseverance, professional development, risk-taking, work ethic

6. U4C3L1: Apply motivational strategies to teams

Assessment Strategies

- 6.1. when they prepare a Double T-Chart that describes how you would develop motivation tactics
- 6.2. when they analyze their ability to motivate others and how to improve your motivational skills

Criteria

- 6.1. when they assess how they applied at least two of the six motivation tactics
- 6.2. when they plan how they will improve on at least one of the six motivation tactics

Learning Objectives

- 6.a. Identify how individual performance within a team is influenced by the leader
- 6.b. Explain the six tactics to motivate others
- 6.c. Define key words: complement, intangible

7. **U4C3L2: Give direction and feedback to team members**

Assessment Strategies

- 7.1. by analyzing their leadership communication skills and reflecting on ways to improve those skills

Criteria

- 7.1. when they classify their communication tendencies
- 7.2. when they reflect on how their communication skills have a positive and negative impact on others
- 7.3. when they reflect on their communication skills can be adapted to better give direction and feedback to others

Learning Objectives

- 7.a. Determine how communication is important for effective leadership
- 7.b. Explain the basic flow and purpose of informal communication
- 7.c. Review the major elements of a communication model
- 7.d. Determine how to overcome barriers of effective communication
- 7.e. Define key words: communication, decode, emotional intelligence, encode, feedback, message, transference, transmitted

8. **U4C3L3: Execute company drills**

Assessment Strategies

- 8.1. when they execute company drills in Leadership Lab
- 8.2. when they develop a diagram showing one type of company formation
- 8.3. when they create a Flow Map or written summary to support the commands and movements of the company drill

Criteria

- 8.1. when their diagram shows the details and positions of the company formation selected
- 8.2. when their Flow Map or written summary describes the procedures for forming, opening and closing ranks, and dismissing the company
- 8.3. when their Flow Map or written summary describes the procedures for changing the direction of movement of the company formation
- 8.4. when they lead company drills using correct formation and movement

Learning Objectives

- 8.a. Describe the correct responses to commands when forming and marching the company
- 8.b. Identify the different types of company formations and related specific drill commands
- 8.c. Identify the locations of the key platoon and company personnel in company formations
- 8.d. Define key words: arc, base, double time, guide, mark time, mass formation, post

9. U4C3L4: Execute battalion drills

Assessment Strategies

- 9.1. when they create a diagram of a battalion formation
- 9.2. when they create a Flow Map or written summary describing the sequence
- 9.3. when they execute battalion drills in Leadership Lab

Criteria

- 9.1. when their diagram shows the type and spacing between elements in a battalion formation
- 9.2. when their diagram shows the color guard
- 9.3. when their diagram shows positions of the Cadet officers (battalion commander, XO, company commanders and battalion staff) in the battalion formation
- 9.4. when their diagrams show positions of the Cadet NCO's (sergeant major, first sergeant, platoon sergeants and squad leaders) in the battalion formation
- 9.5. when their Flow Map of written summary describes the procedures for forming, inspecting, and dismissing the battalion
- 9.6. when they follow correct formation, dismissal, and inspection procedures of battalion drill

Learning Objectives

- 9.a. Identify the different types of battalion formations and related specific drill commands
- 9.b. Describe the correct responses to battalion drill commands
- 9.c. Describe the correct responses to inspection commands
- 9.d. Identify the locations of the key platoon, company, and battalion personnel in battalion formations
- 9.e. Define key words: en route, facilitate, respective

10. U4C4L1: Manage a service learning project

Assessment Strategies

- 10.1. when they manage a service learning project utilizing a project management tool: Gantt Chart
- 10.2. when they write a reflection about the project management process used for service learning

Criteria

- 10.1. when their GANTT Chart lists project tasks in sequential order
- 10.2. when their GANTT Chart includes timelines for each activity
- 10.3. when their GANTT Chart includes names of those responsible for each activity
- 10.4. when their GANTT Chart is computer generated as a word-processed document or spreadsheet.

- 10.5. when their reflection includes summary of how well the project was managed
- 10.6. when their reflection accurately describes what they contributed to managing the project
- 10.7. when their reflection includes explanation of what they will improve when managing a project in the future

Learning Objectives

- 10.a. Describe the four project management phases
- 10.b. Identify the critical components needed for successful project management
- 10.c. Identify the key features of Gantt and PERT charts
- 10.d. Define key words: Gantt Chart, implementation, PERT chart, project management

11. U4C5L1 - Examine how competing principles and values challenge the fundamental principles of our society.

Assessment Strategies

- 11.1. By writing a persuasive paper or giving a persuasive speech on a topic related to this lesson

Criteria

- 11.1. When the Cadet defines his or her topic or question with an attention-getting strategy appropriate for the audience
- 11.2. When the thesis statement describing the Cadet's position on the topic is clear
- 11.3. When the Cadet's style is persuasive
- 11.4. When the content includes evidence of research and supporting information
- 11.5. When the content is well-organized and easy to follow
- 11.6. When the persuasive product is the result of revising and improving the first draft and/or practice and preparation

Learning Objectives

- 11.a. Explain the importance of fundamental principles
- 11.b. Compare positions on issues related to the fundamental principles and values of government and individual rights in American society
- 11.c. Define key words: fundamental, principle, surveillance, transparency

12. U4C5L2: Develop solutions for future challenges to citizen rights

Assessment Strategies

- 12.1. By writing a position paper on one of the issues from this lesson

Criteria

- 12.1. When the paper describes the issue and the ways in which it challenges citizen rights and democracy
- 12.2. When the paper includes evidence of research and supporting information
- 12.3. When the solution or solutions are well-developed
- 12.4. When the solutions show evidence of consideration for consequences

Learning Objectives

- 12.a. Describe the potential impacts of increased diversity

- 12.b. Explain some of the ways developments in technology might impact direct democracy, privacy, and free speech
- 12.c. Explain how terrorism and cyberattacks can limit citizen freedoms
- 12.d. Explain why economic instability can pose a threat to democracy and citizen rights
- 12.e. Define key words: automation, cyberattack, infrastructure, instability, social cohesion

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