

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

Leadership Education and Training

JROTC

Program of Instruction

U.S. Army
Cadet Command
Ft. Monroe, VA

15 September 2006

(Updated 15 September 2006)

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A TOAST TO THE FLAG by John J. Daly

Here's to the red of it-
There's not a thread of it,
No, nor a shred of it
In all the spread of it
From foot to head,
But heroes bled for it,
Faced steel and lead for it,
Precious blood shed for it,
Bathing it Red!
Here's to the white of it-
Thrilled by the sight of it,
Who knows the right of it,
But feels the might of it
Through day and night?
Womanhood's care for it
Made manhood dare for it,
Purity's prayer for it
Keeps it so white!
Here's to the blue of it-
Beauteous view of it,
Heavenly hue of it,
Star-spangled dew of it
Constant and true;
Diadems gleam for it,
States stand supreme for it,
Liberty's beam for it
Brightens the blue!
Here's to the whole of it-
Stars, stripes and pole of it,
Body and soul of it,
O, and the roll of it,
Sun shining through;
Hearts in accord for it,
Swear by the sword for it,
Thanking the Lord for it,
Red White and Blue!

Contributed by LTC George W. Gehr, Senior Army Instructor, Fort Knox High School

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Program of Instruction Cover Page

Total Computed Academic Hours: 720 (180 hours per year for four years)

Approval Authority: U.S. Army Cadet Command, Deputy Chief
of Staff, Junior Reserve Officers' Training Corps

Approval Date: 31 July 2006

Supersedes: This POI supersedes the POI updated 16 August 2004.

Minor Changes and Additions: Changes and additions that do not substantially alter the intent of this Program of Instruction (POI) will be posted on the JROTC web portal. The changes and additions should be annotated where needed and the original notice kept behind the POI in the Instructor Desk Reference.

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Preface

Status: Directorate Approved

Training Location(s): Three- or four-year high schools

Purpose

The JROTC/NDCC (Junior Reserve Officer Training Corps/National Defense Cadet Corps) program is hereafter referred to as simply the JROTC program, although provisions of this document are still applicable to the NDCC program. It is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline.

The program's focus is reflected in its mission statement, "To Motivate Young People to be Better Citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. 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.

Collaboration

In the production of this curriculum the Junior ROTC Directorate has incorporated the latest educational theories used in secondary education. McREL standards have been linked to each lesson to show a cross-connection with this curriculum and the standard curriculum taught in high school. Consultants were used to validate the changes and to assist in the rewriting. Other commercially available materials have been incorporated and many times the authors of these programs have customized them for the JROTC program. These organizations and programs are:

The Worldwide Instructional Design System (WIDS) Team, an educational group operating under the Wisconsin Technical College System Foundation, Inc, provided the model, methodology, and software used to develop core abilities, competencies, performance standards, and learning plans. The WIDS Team also updated lesson plans and incorporated the McREL Standards. They have also linked core curriculum lessons to each state's standards.

Student-centered (Intellilearn) learning techniques from the National Academy of Integrative Learning, Inc. (NAIL) have been incorporated in the lessons and instructor preparation materials.

The lesson format is an accepted standard and was provided by Dr. Steven Dunn, author of *Brain Compatible Learning for the Block*. Dr. Dunn provided training to curriculum work groups and writers; additionally he assisted the writers in the review of the lessons during production.

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The National Endowment for Financial Education (NEFE) also uses Dr. Dunn's lesson format, and provides all material for the High School Financial Planning Program (HSFPP).

Written Communication for Sergeants, developed by Susan Hughes is an excellent resource for students to learn writing skills and to prepare for the written portion of the SATs.

Winning Colors (WC) by Stefan Nielson and Shay Thoeke of Aeon Communications, Inc. has been used in schools and corporations as a present time behavioral observation indicator that is readily understandable.

The Success Profiler has been integrated in this Program of Instruction in cooperation with the Conover Company. It is designed to measure and improve emotional intelligence.

Unlocking Your Potential (UYP), a youth motivational program from Edge Learning Institute, Inc, is incorporated in many lessons and is used as additional elective material.

Components of the You the People (YTP) curriculum have been incorporated into the program and Charles Heberle, the author, has worked with the writers to integrate the process into the lessons.

Robert Aucone, the creator and author of Chief Justice, worked closely with U. S. Army Cadet Command to add this active learning program that addresses the judicial branch.

We the People (WTP), developed by the Center for Civic Education to promote civic responsibility in students, is integrated into the Citizenship in American History and Government lessons.

Interactive Nights Out 2, produced by Will Interactive, Inc., is integrated into the drug awareness lessons.

Hate Comes Home and *Just 2 Days* also produced by Will Interactive, are integrated into conflict resolution lessons.

Saving SGT Pabletti was developed for the Army by Will Interactive to create an awareness of sexual harassment in a unit. It is available for use by the Senior and Junior ROTC cadets at the discretion of the Professor of Military Science and JROTC instructors. It emphasizes the importance of Army values.

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Challenge I and *Challenge II* are highly effective when used with Unit 2 lessons on leadership. *Challenge I* addresses basic principles of leadership for LET 1 (core) or LET 2 leadership lessons. *Challenge II* addresses leading oneself as well as leading teams. It also integrates core leadership principles found in Franklin-Covey's **7 Habits of Highly Effective Teens**.

In Real Life: Sexual Harassment in Schools, by Concentrics, Inc., provides insight into how to recognize and resolve incidents of sexual harassment.

Lions-Quest is a comprehensive, values based, program that focuses on a positive prevention approach and a broad range of life skills that can be consistently taught and reinforced. Lions-Quest Service Learning is a teaching strategy that facilitates skills-based classes and the successful execution of a service-learning program.

Thinking Maps by Innovative Learning Group create a common visual language that promotes integrated thinking and interdisciplinary learning. Eight graphic organizer-like maps are used to teach specific thought processes across disciplines and LET levels.

Classroom Performance System (CPS) by e-Instruction is a technology based productivity tool used for direct instruction, assessment, evaluation and management. It promotes active learning with full student engagement and participation.

Course Scope

This Program of Instruction (POI) focuses on the development of better citizens by building skills in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment. The JROTC program is a cooperative effort on the part of the Army and the host institution to provide secondary school students with opportunities for total development. The flexibility of the program allows it to bear the scrutiny of professional educators and to meet the needs of the community. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces. Several components of the course have been identified for college credit that is awarded to cadets upon successful completion of the specified requirements.

The JROTC program is one of the Army's contributions to assisting America's youth to become better citizens. The program produces successful students and productive adults, while fostering in each school a more constructive and disciplined learning environment. This program makes substantial contributions to many communities and ultimately to the nation's future. It is the centerpiece of the Department of Defense's commitment to America's Promise for Youth through its emphasis on service learning, community service and teen anti-drug efforts.

Program and Student Learning Outcomes

This program intends to teach cadets to

1. Maximize potential for success through learning and self-management
2. Develop leadership skills
3. Incorporate principles of mental and physical wellness into behaviors and decisions
4. Build effective relationships with peers, co-workers, and the community
5. Apply physical and political geography to building global awareness
6. Correlate the rights and responsibilities of citizenship to the purposes of U.S. government
7. Relate events in U.S. history to choices and responsibilities Americans have today
8. Characterize the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society

These program outcomes describe what JROTC cadets will know and be able to do upon successful completion of the JROTC program. They serve as a tool for summarizing and communicating the intended results of the JROTC program. The program outcomes provide the foundation for mastery of the "big picture" proficiencies and help instructors and cadets begin and progress "with the end in mind."
Program outcomes can be used, along with core abilities, to communicate over-all learning outcomes to cadets, principals, school boards, parents, and members of the community. Instructors use them as a tool for credentialing and showing the value of JROTC when a school or program is under-going re-accreditation.

Core Abilities

1. Build your capacity for life-long learning
2. Communicate using verbal, non-verbal, visual, and written techniques
3. Take responsibility for your actions and choices
4. Do your share as a good citizen in your school, community, country, and the world
5. Treat self and others with respect
6. Apply critical thinking techniques

The JROTC Core abilities describe the broad, life-long skills that every cadet needs for success in all career and life roles. They are drawn from the over-all goals and values that drive the JROTC program. Core abilities are not learned in one lesson or LET, but rather they are linked to lesson competencies in order to integrate or thread them throughout the JROTC curriculum.

When they teach each lesson, instructors explicitly introduce, teach, reinforce, and assess the core abilities that are designated as particularly relevant to the lesson competency. The core abilities will be displayed prominently in JROTC classrooms. Cadets should know and be able to recite them early in their JROTC experience. They should view them as the essential, value-added skills that every employer seeks.

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Competencies

A competency is a major skill or ability needed to perform a task effectively and efficiently. Performance assessment is driven by competencies. Each JROTC lesson addresses a competency as the intended learning result. Competencies describe discipline-specific skills, knowledge, and attitudes that are measurable and observable. 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, pointing out that informing themselves about the performance expectations is the cadets' first step towards learning success. Instructors use the competency as the target for all assessment and the performance standards as the guidelines for evaluating and providing feedback about cadet performance.

National Standards

The JROTC curriculum fully or partially addresses a number of the McREL academic standards:

Citizenship	Health	Self Regulation
Civics	Language Arts	Thinking and Reasoning
Economics	Life Skills	U.S. History
Geography	Life Work	Working with Others

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www.mcrel.org/standards-benchmarks

The Army JROTC curriculum is linked to McREL K-12 content standards entitled *Content Knowledge: Compendium of Standards and Benchmarks for K-12 Education*. McREL is a nationally recognized, private, nonprofit organization dedicated to improving education for all through applied research, product development, and service. The purpose of McREL standards is "to address the major issues surrounding content standards, provide a model for their identification, and apply this model in order to identify standards and benchmarks in the subject areas."

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Course Prerequisites

1. Completion of the eighth grade.
2. For LETs 2-8, completion of a previous LET program. *
3. Schools must provide at least two classrooms or schedule students so that all LET levels are not in one classroom at the same time or schools will go on probation. (LET 1 should always be taught separately except for the LET 4 cadets who may assist in instruction).

**When LETs 2 and 3 are taught together, LET 3 may be sequenced before LET 2. LET 1 is prerequisite to both LET 2 and LET 3.*

Course Length

The course length is normally four years at a traditional high school (grades 9 - 12). Military institutes require a four-year program. High schools have the option to conduct a three-year program and are encouraged to use pertinent parts of the LET 4 curriculum.

Spring/Summer JROTC Cadet Leadership Challenge (JCLC) is an additional component of the three- and four-year programs and supplements the JROTC curriculum for selected upper class cadets. For those attending, additional focus is placed on developing cadets' character, leadership skills, and abilities. Cadets also expand on their Foundations for Success; Leadership; Wellness; Geography; and teaching math and science skills.

Normal Course Length – Weeks: 104 at 26 per year
Hours: 720 at 180 per year

Academic Hours:

	<u>Normal (LET 1-4)</u>	<u>Accelerated (LET 5-8)</u>
Mandatory:	520	520
Supplemental:	200	200
Total:	720	720

Class Sizes: Optimum: 20

Instructor Student Ratio: Worst Case – 1:30

NOTE: Units will conduct integrated curricular activities (formerly called co-curricular activities) that are mentally and physically challenging. The command will organize structured programs that include guidelines and competitions for the purpose of developing cadet's self-confidence, teamwork and leadership skills.

The integrated curricular activities include some or all of the following: service learning/community service, JCLC, Raider Team activities, academic bowl, drill and ceremony, safety and civilian marksmanship, and the George C. Marshall Foundation Leadership Symposium.

The objective of these activities is to:

- a. provide cadets with the opportunity to practice leadership skills
- b. allow cadets a chance to participate in citizenship building exercises
- c. help cadets develop team spirit and unit esprit
- d. give cadets the skills to demonstrate individual mental and physical fitness

Equivalency Credit

If funding and recruitment issues are surfacing, an alternative to this dilemma is to pursue equivalency or substitution credit for JROTC courses and apply that credit toward courses required for graduation.

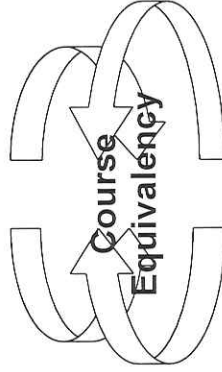
As an approved equivalency credit for any required course, JROTC will fulfill the prerequisite for graduation. Each school district has its own approval process; therefore JROTC personnel should follow local procedures to achieve a positive outcome.

For example, in some schools in Florida, Army JROTC cadets are allowed to earn equivalent required graduation credit in life management skills for completing LET I and LET 2. Many other states, such as Missouri, Tennessee, Texas, California, South Carolina, etc., also allow equivalency credit if locally approved.

Upon completion of the approved JROTC course, a cadet receives credit toward graduation in the equivalent required area. However, the cadet does not receive an extra course credit toward graduation, just the assurance that the graduation requirement was fulfilled and the course credit (or Carnegie Unit) awarded for those JROTC courses.

How might JROTC instructors approach their own state or local administrators to see about locally approved course substitutions?

Equivalency Credit for JROTC Courses



First, the student required academic course standards, such as PE, civics, or health education, should be identified and reviewed. Next, a simple matrix can be used to match JROTC course standards to the required academic course standards.

When the correlation is completed, and it is obvious that the course standards of the JROTC course satisfy the course standards for the substitution course, the local (or state) policy makers can be approached for course equivalency/substitution approval. Since this may be a new concept to some

JROTC Program Student Outcomes	Required Course Student Outcomes
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administrators, they may need not only to accept the correlation matrix, but also have time to absorb this concept as a solution to funding or scheduling frustrations.

Special Information

This program consists of up to eight levels of LET instruction and one Pre-LET, elective course. The Military Order of World Wars (MOWW) "Project High School Prep" one-year course is generally used for the Pre-LET instruction, as outlined in table D.

Materials are provided for the Core LET 1 to LET 4 curriculum and the traditional curriculum for LET 1 to LET 4 and the add on levels of LET 5 to LET 8 (or LET 1 – 4 a and b) for high schools under accelerated block scheduling. Each LET level must total 180 academic hours or the number of academic hours required to meet school requirements for 1.0 credit in courses such as Math or English. Host institutions are required to award credit toward graduation for each year of the JROTC program.

The curriculum is linked to the McREL national standards. Every lesson and assessment actively engages students in higher order thinking along with skill performance. The POI provides the flexibility to link the standards for elective credit, and additional credit in subject areas such as Physical Education, Health, Wellness, Life Management Skills, Freshman Orientation, Government, Civics, Practical and Performing Arts, Careers, etc. All schools are encouraged to allow substitution of credit where practical.

Instructors can teach alone or on teams with teachers licensed in the appropriate areas to gain credit other than elective. JROTC units, in cooperation with host institutions, may also allow credit for college level, honors, and advanced placement courses in subject areas that are commensurate with this POI.

Schools with low cadet enrollment (less than 10% of the school population; 100 is cost effective) need to seek as much substitute credit as possible to maintain enrollment.

Units where cadets do not reflect 10% of the school population or where cadets must leave the program to meet other requirements (especially in the subjects above) must seek/acquire substitute credit to the greatest extent possible for cost efficiency.

Training Start Date

Training is conducted on a school-year basis. In year-round schools, JROTC will follow the school policy in establishing the start of a new school year.

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Proponent

Design and Development: U.S. Army Cadet Command (USACC) DCS, Army JROTC

Course Proponent: USACC DCS, Army JROTC/Host High Schools

Instructor Provided Support: USACC DCS, Army JROTC, Brigades and Host Schools

Training Evaluation Proponent: USACC DCS, Army JROTC, Brigades, and JROTC Unit/Host Schools

Course Remarks

The JROTC web portal serves as a valuable resource for all JROTC instructors and must be accessed 3 times weekly. Curriculum enhancements, student texts and instructor materials are available for downloading from the school, home or library. Updates to the curriculum are posted to the web portal monthly. It is the instructor's responsibility to acquire and implement the updates.

The web portal also provides access for world wide threaded discussion groups to enable JROTC instructors to share best practices, lessons learned and successful classroom strategies or activities. (www.usarmyjrotc.com)

JROTC units may elect to conduct a technical program (tailored to support programs such as Cisco Academies and other skills-based career programs), an academic (traditional) program, or a combination of both programs.

JROTC units may also elect to form a band and/or drum and bugle corps at the discretion/approval of the Senior Army Instructor/Director of Army Instruction/Commandant, host institution, and Cadet Command as integrated curricular activities.

JROTC curriculum materials must be ordered electronically through the U.S. Army Publishing Agency, Army Publishing Directorate, St. Louis, MO, using the USAPA website at www.apd.army.mil. Curriculum inventory items and ordering procedures can be found on the JROTC web portal under Curriculum/Forms and Publications.

How to Use this Curriculum

To begin with the end in mind
means to start with a clear understanding of your destination.
It means to know where you're going
so that you better understand where you are now
so that the steps you take are always in the right direction.

--Stephen Covey

The Seven Habits of Highly Effective People

What is JROTC performance-based learning?

Cadet success is the main goal of all JROTC learning experiences. The JROTC curriculum is based on the principles of performance-based, learner-centered education. Following the stages identified by Grant Wiggins and Jay McGighe, the designers first identified desired results; next they determined acceptable evidence; and finally they planned learning experiences and instruction that would be effective in preparing the cadets to achieve the desired results. (Understanding by Design, p. 9) Learner-centered, performance-based learning specifies desired results (knowledge, skills, and attitudes) in advance of instruction; explicitly states standards used to measure performance, requires learners to perform the competency as evidence of achievement, and provides learners opportunity to develop each competency. 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

Assessment

Because the JROTC curriculum is performance-based, it requires that cadet's master the competencies so that they can do the skills, apply the knowledge, and model or exhibit behaviors representing the desired attitudes. To help instructors and cadets determine when cadets have reached proficiency, each competency is defined by a set of performance standards. The performance standards include conditions for assessment (a statement describing what the cadets must do to show proficiency) and criteria (specifications that describe the quality of a proficient performance).

The JROTC curriculum uses a balanced assessment approach to assessing learning. Three different types of assessments are used:

1. Traditional assessments focus on fundamental curriculum knowledge through the use of classroom assessments, assignments, tests, quizzes and standardized tests.
2. Cadet portfolios focus on process, product and growth. Key features are reflection, goals setting, emotional intelligence, academic growth over time, and self evaluation.
3. Performance assessments focus on standards, competency, application and transfer of knowledge. Cadets document mastery of the competencies by completing performance assessment tasks included in the Student Learning Plans, or by completing an adaptation of the assessment task developed by the instructor.

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The JROTC curriculum requires that cadets demonstrate their mastery of the competencies by completing assessments 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

Though multiple-choice, paper-pencil exams may be useful in providing feedback to cadets about their initial grasp of knowledge and ability to remember facts and information, they are not adequate for the task of assessing cadet mastery of the competencies. The JROTC program requires that cadets' document mastery of the competencies by completing the performance assessment tasks included in the curriculum, or by completing an adaptation of the assessment task. *(Adaptations should be rated using a scoring guide that includes the criteria for the target competency.)*

Learning

The JROTC program is intended to engage cadets in active learning. This means that "learner-centered" learning activities should dominate the cadet learning experience. Learner-centered learning activities place cadets in active roles in all stages (inquire, gather, process, and apply) of the lesson. This means that cadets should do the work of learning. They should also be actively involved in self and peer assessment (with backup and feedback from instructors.) Cadets should spend a minimal amount of their learning time passively listening to a lecture or viewing PowerPoint slides created by the instructor.

Teaching

Placing cadets in the role of active learners requires that the instructors assume a supporting role. JROTC instructors should view themselves as facilitators of learning. This means that they take a leadership responsibility for creating an inviting and productive learning environment. Whenever possible they should act as "guides on the side," directing, coaching, encouraging, and giving feedback.

The designers of the JROTC curriculum have developed recommended learning activities that take cadets through all four phases of learning for each competency. Activities that actively engage the cadets are the primary focus of the learning experience. The recommended learning activities also incorporate varied learning styles and multiple intelligences, honoring and supporting the diversity that is represented in the cadet population.

A few of the learning activities will suggest that instructors, on occasion, assume the role of information-giver because it may be most efficient way to ensure that cadets get the well-organized, accurate information they need at that time. When the curriculum suggests instructor "presentations", they should be brief and should not be the dominant teaching strategy.

What curriculum tools does the JROTC program provide?

Lesson Plans

JROTC lesson plans provide a guide for facilitating the cadet learning described in the student learning plans. Each lesson plan identifies the target competency, linked core abilities, and learning objectives. It goes on to provide detailed guidelines for facilitating the cadet learning activities. Lesson plans also provide information about the learning materials, supplies, and resources required to support the learning.

Instructors should use the lesson plans in conjunction with the learning plans as tools for planning, guiding, and assessing learning. Instructors can also use lesson plans to document how the lesson incorporates sound learning principles (e.g. multiple intelligences, thinking processes, reflection, Bloom's taxonomy, and authentic assessment) and how the lesson addresses the McREL Standards, JROTC program outcomes, and core abilities.

Learning Plans

JROTC learning plans are designed to support cadet learning. Learning Plans answer the questions cadets need to know about what they will learn, guide cadets through the four-phase lesson, help cadets take responsibility for own learning, and support cadets' ability to manage and adjust their own thinking and learning processes (metacognition). Instructors should ensure that cadets have the learning plan for each lesson at the beginning of the lesson. They should engage cadets in a review of the learning plan at the start of each lesson. Instructors or cadet leaders should:

- Highlight the target competency and other information provided

- Explain why that information is important (ex. criteria/conditions – tells them how they will be evaluated on their performance)

- Show cadets how learning plans can help them

- Guide cadets to refer to and use the learning plan throughout the learning process

Assessment Tasks

The JROTC curriculum provides assessment tasks to serve as tools for verifying and documenting that cadets have mastered the competencies. Assessment tasks should also be used as tools for providing feedback to cadets so that they can improve their learning and feedback to instructors so they can continually improve teaching. Assessment tasks feature scoring guides that spell out the criteria for evaluating cadet performance. Scoring guides serve as a tool for providing concrete feedback to cadets and thus are key to the continual improvement of learning and teaching.

Learning Materials

The JROTC curriculum provides a rich assortment of learning materials that are keyed to the learning outcomes. Student textbooks are provided in two formats. The hardbound textbooks for Units 1-6 contain the entire JROTC curriculum (required

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and elective lessons). The required curriculum for Cadets is pulled from those texts and organized in Core LET Textbooks (softbound). Both the instructor lesson and student learning plans identify suggested learning materials. The JROTC program provides the recommended learning materials on CDs, DVDs and in textbooks. Additional recommended materials are available online or from other sources at little or no cost. JROTC cadets and instructors are encouraged to enrich and expand learning by seeking out additional learning materials that align with the JROTC program outcomes, core abilities, and competencies.

What if my school already offers one of the components of the JROTC Curriculum?

JROTC leaders have selected several curriculum products that have been developed nationally and are recognized as being of exceptional quality and relevance to today's high school students. Because these products align so well with the JROTC target learning outcomes, the designers have incorporated them into the curriculum. Prime examples are the *NEFE High School Financial Planning Program* and *We the People*.

If a host school already offers one of more of these curricula, JROTC instructors have a number of options:

1. Determine whether the duplication is actual or perceived. If differences are more a matter of perception; and the JROTC curriculum will add significant enhancement and extension of learning; continue to teach the course.

Are the JROTC cadets actually enrolled in the courses that address the same curriculum? Do the other courses engage students in active learning and measure performance at the application level or above? Is the JROTC learning experience in this area different enough to provide an extension and enhancement of the learning in the other courses?

2. Collaborate with the local teacher who uses the curriculum to maximize the learning results.

Learning time is rarely adequate for cadets to maximize the full learning potential of a given lesson or series of lessons. By working with another teacher, JROTC instructors can offer cadets additional opportunities for practice and application of the competencies. Collaboration with another teacher may bring opportunities for collaborative learning among JROTC cadets and other students in the school, thus exposing students who are not part of the JROTC program to the benefits of JROTC active learning.

3. Substitute approved electives for the duplicated curriculum and count on the other course to do the job.

Share your assessment tasks, lesson plans and learning plans with the other teacher. Confirm that students master competencies at the application level or

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higher. Determine that assessment of learning requires student-generated responses that go beyond regurgitation of information on a paper/pencil test. Keep in mind, JROTC inspectors will expect to see evidence that cadets have mastered the competencies from all required lessons at the application level or above.

The term "hours" is defined for JROTC courses the same as it would apply to any school system. A unit hour translates as a 45/50-minute block of instruction/class period. Schools on an accelerated block provide 90/100 minutes of instruction that can be taught as two 45- and 50-minute classroom sessions.

Courses will be taught using the following two tables as guides.

Army JROTC PROGRAM OF INSTRUCTION

July 2006

	LET 1	LET 2	LET 3	LET 4	TOTAL
Mandatory Training Hours*					
Unit 1 - Citizenship in Action*	18		2	6	26
Unit 2 - Leadership Theory & Application*	18		12	10	40
Unit 3 - Foundations For Success*	30		36	16	82
Unit 4 - Wellness, Fitness and First Aid*		28			28
Unit 5 - Geography, Map Skills & Environmental Awareness*		2			2
Unit 6 - Citizenship in American History & Government*		10/36*	16		52
Physical Activity/Leader Assessment					
Leadership Application	20	20	20	20	80
Cadet Challenge	10	10	10	10	40
Activities					
Service Learning/Community Service*	10	10	10	10	40
Administration/Testing/Inspections	24	24	24	24	96
Additional Required Teaching & Leadership Hours*	0	0	0	34	34
State & JROTC Elective Hours	50	50	50	50	200
TOTAL HOURS	180	180	180	180	720
NOTE: Use category 2 Approved Electives (Table C) if your JROTC unit gets approval from Bde for alternate training specifically in remediation subjects. 25% reduction in hours does not apply to required lessons.					

Table A

Scheduling Options

Preferably the JROTC curriculum can be taught in separate classrooms for each year and classes can be scheduled so that when combining them, cadets can work together (e.g. scheduling a company at the same time). If logistics do not allow this, or if classes are too small, the best way to combine them is to schedule LET 1 and 4 in the same classroom. LET 4 students can assist with LET 1 classes and lead first year students in projects. LET 2 and 3 students can be taught together on a two year cycle. LET 2 subjects can be taught to both LET 2 and 3 students the first year of the cycle. LET 3 subjects can be taught to both groups the second year of the cycle. These subjects will be taught over a period of two years to the same students.

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LET 1 students can enter either LET 2 or 3 depending on where in the cycle they enter their second year. **Regardless of which scheduling options instructors elect, by the fourth year all required lessons must be taught.** Instructors should work collaboratively to identify specific subject areas to teach. Schools on accelerated block that teach 90-minute period days allowing students to remain in JROTC for the equivalent of eight years, are required to follow Table B (below) for LET 5-8. Cadets in LET 5 and LET 6 will normally assume the leadership and command functions held at a LET 3 level in a traditional program. Cadets in LET 7 and LET 8 will normally assume the leadership and command functions held at the LET 4 level in a traditional program. Review of leadership lessons and additional study in leadership responsibilities will be required.

JROTC ACCELERATED PROGRAM OF INSTRUCTION

	LET 5	LET 6	LET 7	LET 8	TOTAL
Mandatory Training Hours **					
Unit 1 – Citizenship in Action	11	11	11	11	44
Unit 2 – Leadership Theory and Application	11	11	11	11	44
Unit 3 – Foundations for Success	11	11	11	11	44
Unit 4 – Wellness, Fitness and First Aid	11	11	11	11	44
Unit 5 – Geography, Map Skills & Environmental Awareness	11	11	11	11	44
Unit 6 – Citizenship in American History and Government	11	11	11	11	44
Physical Activity/Leader Assessment					
Leadership Application	20	20	20	20	80
Cadet Challenge	10	10	10	10	40
Activities					
Service Learning/Community Service	10	10	10	10	40
Administration/Testing/Inspections	24	24	24	24	96
Approved Elective Hours					
TOTAL HOURS	180	180	180	180	720

**** These hours are interchangeable – all hours can be used in one or all subjects. The introduction is included in case upper level cadets are teaching LET 1.**

Table B

NOTES: (for both Table A and B)

1. There are specific lessons required in LET 1-4. Cadets will be expected to answer questions relating to those lessons at the time of the formal inspection and off year visits. Use the times in LET 5-8 as guides but ensure approved curriculum (See Category 1 and 3 approved electives) is being taught. Cadets should be prepared to answer related questions. Category 1, 2 and 3 approved electives can be used in the Approved JROTC Electives category (50 hours).
2. Instruction is provided in 90-minute lessons capable of being taught as two 45- and 50-minute classroom sessions.
3. Electives are a required component of the Junior ROTC program and must be taught. Schools may not use these hours for other purposes. Electives are used to provide

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cadets with additional opportunities outside the scope of the mandatory section of the curriculum. Such opportunities are intended to supplement or reinforce the instruction or permit JROTC units to align their programs according to their desired academic focus. Approved electives are divided into the following three categories:

- (1) Electives that have supporting curriculum materials developed.
- (2) Electives in which instructors must provide/develop their own curriculum materials.
- (3) Electives in which partial materials are available and/or can be ordered (such as Lion's Quest). Their use is highly recommended to support/reinforce specific subjects.

4. LET 4 mandatory options (34 hours) must be in categories identified on the LET 4 Master Training Schedule (MTS) and come from electives underlined in Table C, Approved Electives.

5. If JROTC units make reductions in a particular year in order to add coursework to achieve core credit in another subject or to support a technical program or remediation subjects, they may request permission for an exception to reduce hours but must complete lessons in the mandatory categories.

6. Conduct service-learning projects yearly based on knowledge/LET level of cadets.

7. If "Marksmanship" is an elective, U7, C1, L2, Firearm Safety and Safe Range Operation is a required lesson

Note: Electives not pre-approved by Cadet Command must be approved before they can be taught in the JROTC curriculum.

Category 1 Approved Electives	Category 2 Approved Electives	Category 3 Approved Electives (some of these materials are provided in the core curriculum)
Extensions of Mandatory Subjects	Extensions of Mandatory Subjects outside the provided materials or remediation subjects	Teen eGetgoing web based activities
Any material from the hardbound texts	Computer Training	High School Financial Planning Program (303-224-3510 – no cost for this program)
Advanced portions of Success Profiler	Media Communications	Chief Justice (415-883-3530)
Quantum Learning	Physical Training	You the People and We the People

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Command and Staff Procedures	Water Safety Hunter Safety Exhibition Drill Safety Wilderness Survival Safety	Written Communications for Sergeants (703-680-7488 or mailto:hughes-s@erols.com)
Safety and Marksmanship	Admin/Supply Procedures	<u>IntelliLearn Materials</u> (843-686-4050)

Table C

Training Units and Chapters

*Mandatory core lessons are shown in gray. Mandatory lessons that can be substituted with the approval of Brigades in Unit 6 are highlighted. In order to justify substitution, these hours need to be dedicated to remedial or other lessons that are value-added to the school's annual yearly progress.

Mandatory Core Service Learning

These three lessons are mandatory and should be taught in any LET level in conjunction with service learning projects in the 10 hours available in that category.

Any LET LEVEL

Unit 3 - Foundations for Success

Chapter 8: Making a Difference with Service Learning

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
U3-C8-L1	Orientation to Service Learning	(L1) 265, (L2) 357, (L3) 340, (L4) 121	230	2
U3-C8-L2	Plan and Train for Your Exploratory Project	(L1) 271, (L2) 363, (L3) 346, (L4) 127	236	2
U3-C8-L3	Project Reflection and Integration	(L1) 277, (L2) 369, (L3) 352, (L4) 133	243	2

Total Service Learning Core Hours 6

LET 1

Unit 1 - Citizenship in Action

Chapter 1: Foundations of Army JROTC and Getting Involved

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
U1-C1-L1	Army JROTC - The Making of a Better Citizen	3	3	2
U1-C1-L2	The Past and Purpose of Army JROTC	8	8	2
U1-C1-L3	Moving Up in Army JROTC - Rank and Structure	11	14	2
U1-C1-L4	The Signs of Success	28	31	2
U1-C1-L5	Your Personal Appearance and Uniform	39	42	4
U1-C1-L6	The Stars and Stripes	52	55	2
U1-C1-L7	Proudly We Sing - The National Anthem	60	63	2
U1-C1-L8	American Military Traditions, Customs, and Courtesies	65	69	2

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Unit 2 – Leadership Theory and Application

Chapter 1: Being a Leader					
Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours	
U2-C1-L1	Leadership Defined	75	196	2	
U2-C1-L2	Leadership Reshuffled	81	202	2	
U2-C1-L3	Leadership from the Inside Out	86	207	2	
U2-C1-L4	Principles and Leadership	98	221	2	
U2-C1-L5	Sexual Harassment/Assault	113	236	4	
Chapter 2: Leadership Skills					
U2-C2-L1	Steps from the Past	120	247	2	
U2-C2-L2	Roles of Leaders and Followers in Drill	124	251	2	
U2-C2-L3	Using Your Leadership Skills/Taking Charge	131	257	2	
U2-C2-L4	Stationary Movements		261		
U2-C2-L5	Steps and Marching		266		
U2-C2-L9	Squad Drill		273		

Unit 3 - Foundations for Success

Chapter 1: Know Yourself Socrates					
Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours	
U3-C1-L1	Self Awareness	137	3	2	
U3-C1-L2	Appreciating Diversity through Winning Colors	143	10	2	
U3-C1-L3	Personal Growth Plan	148	16	2	
U3-C1-L4	Becoming an Active Learner	154	22	2	
Chapter 2: Learning to Learn					
U3-C2-L1	Brain Structure and Function	162	29	2	
U3-C2-L2	Left Brain/Right Brain		42		
U3-C2-L3	Learning Style and Processing Preferences	175	53	2	
U3-C2-L4	Multiple Intelligences	187	71	2	
Chapter 3: Study Skills					
U3-C3-L1	Thinking Maps	193	78	2	
UC-C3-L2	Reading for Meaning	199	84	2	
UC-C3-L3	Study Habits that Work for You	213	100	2	
Chapter 4: Communication Skills					
U3-C4-L1	The Communication Process	225	114	2	
U3-C4-L2	Becoming a Better Listener	230	120	2	
U3-C4-L3	Communicating in Groups		129		
Chapter 5: Conflict Resolution					
U3-C5-L1	Causes of Conflict	239	142	2	
U3-C5-L2	Conflict Resolution Techniques [Just Two Days]	250	153	2	
Chapter 11: NEFE High School Financial Planning Program					
U3-C11-L1	NEFE Introduction: Setting Financial Goals	261	376	2	
Total LET 1 Core Hours				66	

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LET 2

Unit 4 – Wellness, Fitness and First Aid

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
Chapter 1: Achieving a Healthy Lifestyle				
U4-C1-L1	Choosing the Right Exercise Program for You		439	
U4-C1-L2	Cadet Challenge (62 units)		463	
U4-C1-L3	You Are What You Eat	3	472	2
U4-C1-L4	Nutrition - Nourishing Your Body	10	479	2
U4-C1-L5	Dietary Guidelines		492	
U4-C1-L6	Controlling Fat		504	
U4-C1-L7	Taking Care of Yourself		529	
U4-C1-L8	Understanding and Controlling Stress		539	
Chapter 2: First Aid for Emergency and Non-Emergency Situations				
U4-C2-L1	The Need for First Aid/Your Response	23	554	2
U4-C2-L2	The First Life-Saving Steps	30	562	2
U4-C2-L3	Controlling Bleeding	39	570	2
U4-C2-L4	Treating for Shock and Immobilizing Fractures	46	576	2
U4-C2-L5	First Aid for Burns	54	583	2
U4-C2-L6	First Aid for Poisons, Wounds, and Bruises	64	594	2
U4-C2-L7	Heat Injuries	72	602	2
U4-C2-L8	Cold Weather Injuries	77	608	2
U4-C2-L9	Bites, Stings, and Poisonous Hazards	86	618	2
Chapter 3: Drug Awareness				
U4-C3-L1	Use & Effect of Drugs, Alcohol, and Substances	97	628	4
U4-C3-L2	Critical Decisions about Substances [Interactive Nights Out]	122	655	2

Unit 5 - Geography, Map Skills and Environmental Awareness

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
Chapter 1: Map Skills				
U5-C1-L1	The Globe: An Overview		3	
U5-C1-L2	Introduction to Maps	141	14	2
U5-C1-L3	Introduction to Topographic Maps		23	
U5-C1-L4	Grid Reference System		31	
U5-C1-L5	Contours and Landforms		41	
U5-C1-L6	Determining Distance		53	
U5-C1-L7	Determining Direction		60	
U5-C1-L8	Converting the Grid-Magnetic Angle		69	
U5-C1-L9	Determining Location		76	
U5-C1-L10	Orienteering		88	
U5-C1-L11	Air Navigation		100	
Chapter 2: Exploring the World				
U5-C2-L1	Before You Get Started		113	
U5-C2-L2	North America--From Tundra to Tropics		124	
U5-C2-L3	South America--Through the Tropics Toward Antarctica		149	
U5-C2-L4	Europe--The Peninsular Continent		160	
U5-C2-L5	Asia--The Largest, Most Populous Continent		186	
U5-C2-L6	Africa--The Plateau Continent		212	
U5-C2-L7	Australia and the Rest of Oceania		229	

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Chapter 3: Environmental Awareness			
U5-C3-L1	Local Environmental Issues		241
U5-C3-L2	Global Environmental Issues		251

Unit 6 - Citizenship in American History and Government

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
Chapter 1: You the People - Citizenship Skills				
U6-C1-L1	The Preamble	151	3	2
U6-C1-L2	Citizenship Skills	156	8	2
U6-C1-L3	Small Group Meetings	168	20	2
U6-C1-L4	Representative Group Session	180	32	2
U6-C1-L5	Introduction to Chief Justice	186	38	2
Chapter 2: Foundations of the American Political System [We The People - Unit 1]				
U6-C2-L1	Our Natural Rights	194	47	2
U6-C2-L2	Developing Republican Government	210	63	2
U6-C2-L3	British Origins of American Constitutionalism	226	80	2
U6-C2-L4	Colonial Government--Basic Rights & Constitutional Government	239	94	2
U6-C2-L5	State Constitutions	256	114	2
Chapter 3: Creating the Constitution [We The People - Unit 2]				
U6-C3-L1	Articles of Confederation 1781	267	127	2
U6-C3-L2	Creating our Constitution	277	138	2
U6-C3-L3	Balancing the Power	288	151	2
U6-C3-L4	The Debate over the Constitution (180 minutes)		170	
Chapter 4: Shaping American Institutions and Practices [We The People - Unit 3]				
U6-C4-L1	Constitution Used to Organize New Government		184	
U6-C4-L2	Bill of Rights		191	
U6-C4-L3	Rise of Political Parties		199	
U6-C4-L4	Judicial Review		208	
U6-C4-L5	Division of Power		217	
Chapter 5: Bill of Rights Developed and Expanded [We The People - Unit 4]				
U6-C5-L1	Constitutional Issues and the Civil War		224	
U6-C5-L2	Fourteenth Amendment		238	
U6-C5-L3	Civil Rights Movement		247	
U6-C5-L4	Right to Vote		258	
U6-C5-L5	Using the Law to Correct Injustice		267	
Chapter 6: The Bill of Rights [We The People - Unit 5]				
U6-C6-L1	First Amendment and Freedom of Religion		277	
U6-C6-L2	First Amendment and Freedom of Expression		286	
U6-C6-L3	First Amendment and Freedom of Assembly		295	
U6-C6-L4	Procedural Due Process		304	
U6-C6-L5	Protection Against Unreasonable Law Enforcement		312	
U6-C6-L6	Protection of Rights Within the Judicial System	323	305	2
U6-C6-L7	Military Justice System	333	314	2
Chapter 7: Citizen Roles in American Democracy [We The People - Unit 6]				
U6-C7-L1	Roles of Citizens	345	325	2
U6-C7-L2	New Citizenship and Constitutional Issues	360	337	2
U6-C7-L3	Constitutionalism and other Countries	372	347	2
U6-C7-L4	Defending Fundamental Principles		382	
Total LET 2 Core Hours				66

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LET 3

Unit 1 – Citizenship in Action

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
Chapter 1: Foundations of Army JROTC and Getting Involved				
U1-C1-L9	Basic Command and Staff Principles	3	77	2

Unit 2 - Leadership Theory and Application

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
Chapter 3: Leadership Planning				
U2-C3-L1	Development (210 min)		284	
U2-C3-L2	Goal Setting		292	
Chapter 4: Leadership Strategies				
U2-C4-L1	Celebrating Differences-Culture and Individual Diversity	17	297	2
U2-C4-L2	Performance Indicators	29	309	2
U2-C4-L3	Negotiating	58	332	2
U2-C4-L4	Decision Making and Problem Solving	62	337	2
U2-C4-L5	Leading Meetings		348	
U2-C4-L6	Supervising		361	
U2-C4-L7	Team Development		369	
U2-C4-L8	Project Management		378	
U2-C4-L9	Mentoring		383	
Chapter 5: Leading Others				
U2-C5-L1	Platoon Drill	72	395	2
U2-C5-L2	Taking Charge--Knowing Your Responsibilities as a Leader	83	406	2
U2-C5-L3	Company Formations and Movement		413	
U2-C5-L4	Forming, Inspecting, and Dismissing the Battalion		426	
U2-C5-L5	Review of Drill Procedures		433	
U2-C5-L6	Stationary Movements with the M-1903 Rifle		445	
U2-C5-L7	Stationary Movements with the M1 Rifle		460	
U2-C5-L8	The Saber and the Scabbard		472	

Unit 3 - Foundations for Success

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
Chapter 6: Presenting Skills				
U3-C6-L1	Becoming a Better Writer	91	164	2
U3-C6-L2	Creating Better Speeches	103	178	2
U3-C6-L3	Becoming a Better Speaker	116	191	2
Chapter 7: Managing Conflict				
U3-C7-L1	Managing Anger [Emotional Intelligence Program]	126	201	2
U3-C7-L2	Conflict Resolution and Diversity [Hate Comes Home]	133	209	2
U3-C7-L3	Conflict Mediation	139	217	2
U3-C7-L4	Violence Prevention [Violence Prevention Profiler]	144	223	2
Chapter 9: Career Planning				
U3-C9-L1	Career Exploration Strategy	150	253	2
U3-C9-L2	Career Development Portfolio	169	272	2
U3-C9-L3	Military Career Opportunities	193	296	2

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U3-C9-L4	College Preparation	204	307	2
Chapter 10: Planning Skills and Social Responsibility				
U3-C10-L1	Making the Right Choices	230	334	2
U3-C10-L2	Goals and Goal Setting	235	340	2
U3-C10-L3	Time Management	240	346	2
U3-C10-L4	Cadet Etiquette Guide	247	355	2
Chapter 11: NEFE High School Financial Planning Program				
U3-11-L2	NEFE Unit 1 - Financial Planning: Your Road Map	268	378	2
U3-11-L3	NEFE Unit 3 – Budgeting: Don't Go Broke	270	380	2
U3-11-L4	NEFE Unit 4 - Savings & Investments: Your Money at Work	272	382	2

Unit 6 - Citizenship in American History and Government

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
Chapter 8: Critical Thinking in Citizenship				
U6-C8-L1	Leadership Choices, Decisions, & Consequences	276	393	4
U6-C8-L2	Ethical Choices, Decisions, & Consequences	289	407	4
U6-C8-L3	Global Citizenship Choices, Decisions, & Consequences	303	421	4
U6-C8-L4	Historical Timeline: Choices, Decisions, & Consequences	324	443	4
Total LET 3 Core Hours				66

LET 4

Unit 1 - Citizenship in Action

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
Chapter 2: Service to the Nation				
U1-C2-L1	The Department of Defense	3	91	2
U1-C2-L2	The Active Army	9	102	2
U1-C2-L3	The Army Reserve Components	18	113	2
U1-C2-L4	The U.S. Navy		122	
U1-C2-L5	The U.S. Air Force		133	
U1-C2-L6	The U.S. Marine Corps		143	
U1-C2-L7	The U.S. Coast Guard and U.S. Merchant Marine		150	
U1-C2-L8	The Peace Corps		165	
U1-C2-L9	The Ameri Corps		185	

Unit 2 - Leadership Theory and Application

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
Chapter 6: Leadership Principles				
U2-C6-L1	Power Bases and Influence	29	481	2
U2-C6-L2	Styles of Leadership	34	487	2
U2-C6-L3	Management Skills	42	496	2
U2-C6-L4	Communication	49	504	2
U2-C6-L5	Motivation	59	513	2

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Unit 3 - Foundations for Success

Lesson Number	Lesson Title	LET Page(s)	Unit Page(s)	Hours
Chapter 11: NEFE High School Financial Planning Program				
U3-11-L5	NEFE Unit 5 - Credit: Buy Now, Pay Later	70	384	2
U3-11-L6	NEFE Unit 6 - Insurance: Your Protection	72	386	2
Chapter 12: Teaching Skills				
U3-C12-L1	Preparing to Teach	75	389	2
U3-C12-L2	Using and Developing Lesson Plans	83	398	2
U3-C12-L3	Delivering Instruction	92	407	2
U3-C12-L4	Using Variety in Your Lesson Plan	98	415	2
U3-C12-L5	Thinking Maps and Graphic Organizers	104	422	2
U3-C12-L6	Using Feedback in the Classroom	114	432	2
Mandatory Options				34
Total LET 4 Core Hours				66

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 Optimum Class Size: 20

Course Descriptions

Unit 1 - Citizenship in Action

Program of Instruction				
	LET 1	LET 2	LET 3	LET 4
Required:	18 hrs		2 hrs	6 hrs
Elective:	12 hrs (additional)			26 hrs

Purpose: Engages students in the practice of basic citizenship customs, traditions and in the exploration of opportunities for non-military and military national service. Orients students to the purpose of the Army JROTC Program and to their roles as cadets. Provides opportunities to become familiar with the Department of Defense, examining how all branches of the U.S. Armed Forces work together to serve the nation by defending democracy and maintaining peace. Also provides opportunities to learn about major, non-military service organizations.

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

- Communicate using verbal, non-verbal, visual, and written techniques.
- Do your share as a good citizen in your school, community, country, and the world.

Meets or partially meets the following JROTC program outcomes:

- Correlate the rights and responsibilities of citizenship to the purposes of U.S. government.
- Characterize the role of the military in building and defending a democracy and maintaining peace in a democratic society.

Chapter 1: Foundations of Army JROTC and Getting Involved

Time: 20 required LETs 1 and 3

Competencies:

- Identify how Army JROTC can impact your future.
- Analyze the purpose of the Army JROTC program.
- Explain the rank and structure of Army JROTC.
- Determine which signs of success you plan to accomplish within JROTC.
- Demonstrate proper cadet appearance.
- Demonstrate protocol to show respect for and handle the United States flag.
- Demonstrate courtesies during the playing of the National Anthem.
- Explore the purpose of military traditions, customs, and courtesies.
- Demonstrate command and staff principles while performing the duties of an earned leadership position within your cadet battalion.

Chapter 2: Service to the Nation

Time: 6 required, 12 elective

LET 4

Competencies:

- Explore the purpose of the United States Department of Defense.
- Relate the role of the Active Army to the United States Army.
- Distinguish among the reserve components of the United States Army.
- Explore the purpose and structure of the United States Navy.
- Explore the purpose and structure of the United States Air Force.
- Explore the purpose and structure of the United States Marine Corps.
- Explore the purpose and structure of the Coast Guard and Merchant Marine.
- Explore the purpose and structure of the Peace Corps.
- Explore the purpose and structure of the Ameri Corps.

Unit 2 – Leadership Theory and Application

Program of Instruction				
	LET 1	LET 2	LET 3	LET 4
Required:	18 hrs	2 hrs	12 hrs	10 hrs
Elective:	34 hrs (additional)			
				40 hrs

Purpose: Develops cadet leadership potential through the application of principles, values, and strategies. Prepares cadets to work effectively as team members and leaders, and to act as mentors to other cadets. Emphasizes the role of the leader in promoting equal opportunity, addressing prejudice, and preventing sexual harassment and assault. Cadets compare how those with varied leadership styles approach planning, decision-making, problem solving, negotiation, and supervision. In the Leadership Lab component of this unit, cadets apply leadership skills to drill movements, techniques, and commands as they move from novice to expert

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

- Communicate using verbal, non-verbal, visual, and written techniques.
- Take responsibility for your actions and choices.
- Treat self and others with respect.
- Apply critical thinking techniques.

Meets or partially meets the following JROTC program outcomes:

- Develop leadership skills.
- Build effective relationships with peers, co-workers, and the community.
- Characterize the role of the military in building and defending a democracy and maintaining peace in a democratic society.

Chapter 1: Being a Leader

Time: 12 required

LET 1

Competencies:

- Identify your leadership strengths and opportunities for improvement.
- Compare leadership styles.
- Develop a personal code of ethics, comparing the values it represents with the values represented in the JROTC Code of Honor.
- Draft a plan for using the 11 principles of leadership to improve your leadership abilities.
- Take action to prevent and/or stop sexual harassment and assault.

Chapter 2: Leadership Skills

Time: 6 required, 6 elective

LET 1

Competencies:

- Explain the importance of drill in military discipline.
- Demonstrate effectual command voice in drill.
- Analyze personal strengths and weaknesses as a drill leader.
- Demonstrate correct stationary movements on command.
- Demonstrate correct marching technique on command.
- Demonstrate correct response to squad drill commands.

Chapter 3: Leadership Planning

Time: 6 elective

LET 3

Competencies:

- Create a plan of action to enhance leadership skills through JROTC leadership opportunities.
- Establish leadership performance goals related to the JROTC program.

Chapter 4: Leadership Strategies

Time: 8 required, 10 elective

LET 3

Competencies:

- Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others.
- Outline a developmental counseling plan.

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

- Negotiate a win/win solution for a given situation.
- Solve a problem using the seven-step problem-solving process.
- Create an implementation plan for a project.
- Facilitate a meeting.
- Supervise others as they perform a duty or accomplish a task.
- Assess personal qualities as a team member.
- Use a Gantt Chart to plan a project.
- Outline a plan to mentor another cadet.

Chapter 5: Leading Others

Time: 4 required, 12 elective

LET 3

Competencies:

- Execute platoon drills.
- Perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader
- Execute company drills.
- Execute battalion drills.
- Carry out responsibilities in a drill ceremony.
- Execute the manual of arms with the M-1903 Rifle.
- Execute the manual of arms with the M1 Rifle.
- Execute the manual of arms with the Saber and the Scabbard.

Chapter 6: Principles of Leadership

Time: 10 required

LET 4

Competencies:

- Outline a personal plan to build strong relationships with team members.
- Assess personal leadership style.
- Assess personal management skills.
- Adapt communication to give direction and provide feedback to others.
- Employ motivation strategies that inspire others to achieve goals.

Unit 3 – Foundations for Success

Program of Instruction				
	LET 1	LET 2	LET 3	LET 4
Required:	30 hrs		36 hrs	16 hrs
	6 hrs – Service Learning required to be used in all LET levels as needed			
Elective:	4 hrs (additional)			
Total	82 hrs			

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

Purpose: Builds essential skills cadets need to maximize learning potential and future success, and lays the groundwork for service learning. Recognizing the value of their varied learning styles and multiple intelligences, cadets apply learning strategies to improve critical thinking, study, and communication skills. As they progress through the program, cadets extend their learning strategies by taking on the responsibilities for teaching younger cadets.

Cadets also develop and expand their abilities to resolve conflict and prevent violence. In addition, this unit helps cadets prepare for life after high school as it focuses on career planning and engages cadets in personal financial planning as they work through the High School Financial Planning curriculum.

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

- Build your capacity for life-long learning.
- Communicate using verbal, non-verbal, visual, and written techniques.
- Take responsibility for your actions and choices.
- Do your share as a good citizen in your school, community, country, and the world?
- Treat self and others with respect.
- Apply critical thinking techniques.

Meets or partially meets the following JROTC program outcomes:

- Maximize potential for success through learning and self-management.
- Build effective relationships with peers, co-workers, and the community.

Chapter 1: Know Yourself- Socrates

Time: 8 required

LET 1

Competencies:

- Determine your behavioral preferences.
- Apply an appreciation of diversity to interpersonal situations.
- Develop a plan for personal growth.
- Determine the thinking/learning skills necessary for improving active learning.

Chapter 2: Learning to Learn

Time: 6 required, 2 elective

LET 1

Competencies:

- Relate the structure and function of the brain to the learning process.
- Distinguish between the functions of left brain and right brain.
- Explain how learning styles and preferences can impact learning.

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

- Use your intellectual strengths to improve academic performance.

Chapter 3: Study Skills

Time: 6 required

LET 1

Competencies:

- Use Thinking Maps to enhance learning.
- Select reading comprehension strategies to enhance learning.
- Develop personal study and test-taking strategies.

Chapter 4: Communication Skills

Time: 4 required, 2 elective

LET 1

Competencies:

- Demonstrate how the communication process affects interaction between individuals.
- Use active listening strategies.
- Analyze how you communicate in group situations.

Chapter 5: Conflict Resolution

Time: 4 required

LET 1

Competencies:

- Determine causes of conflict.
- Apply conflict resolution techniques.

Chapter 6: Presenting Skills

Time: 6 required

LET 3

Competencies:

- Organize writing for a specific purpose.
- Write a speech for a specific purpose.
- Present a speech for a specific purpose.

Chapter 7: Managing Conflict

Time: 8 required

LET 3

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

Competencies:

- Apply anger management strategies.
- Develop strategies for resolving conflict in a diverse, multi-cultural setting.
- Apply mediation techniques to resolve conflict.
- Apply strategies to prevent violence.

Chapter 8: Making a Difference with Service Learning

Time: 6 required All LETs as needed

Competencies:

- Identify the components of service learning.
- Prepare for a service learning project.
- Evaluate the effectiveness of a service learning project.

Chapter 9: Career Planning

Time: 8 required LET 3

Competencies:

- Investigate a career.
- Assemble a personalized career portfolio.
- Relate the military to your career goals.
- Create a College Preparation Action Plan.

Chapter 10: Planning Skills and Social Responsibility

Time: 8 required LET 3

Competencies:

- Apply effective decision-making process to personal situations.
- Develop a personal goals action plan.
- Develop a personal time management plan.
- Apply the rules of etiquette to your role as a Cadet.

Chapter 11: NEFE High School Financial Planning

Time: 12 required LETs 1, 3 and 4

Competencies:

- Determine personal financial goals.
- Plan personal financial goals.
- Outline a personal budget.
- Forecast personal savings and investments.
- Appraise personal credit worthiness.
- Relate insurance to current and future personal needs.

Chapter 12: Teaching Skills

Time: 12 required

LET 4

Competencies:

- Prepare to teach.
- Develop a lesson plan.
- Use effective teaching methods to deliver instruction.
- Incorporate a variety of learning strategies into a lesson plan.
- Use feedback to enhance learning in the classroom.
- Use Thinking Maps and Graphic Organizers as tools for teaching others.

Unit 4 – Wellness, Fitness and First Aid

Program of Instruction				
	LET 1	LET 2	LET 3	LET 4
Required:				
Elective:	12hrs (additional)			
				28 hrs

Purpose: Provides information and tools cadets need to take responsibility for physical and mental wellness. Cadets assess their personal status and develop plans for improving nutrition/exercise habits and for controlling stress. This unit also helps cadets make responsible choices about substance use and to prevent substance abuse. In addition cadets develop proficiency in providing basic first aid.

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

- Take responsibility for your actions and choices.
- Communicate using verbal, non-verbal, visual, and written techniques.
- Do your share as a good citizen in your school, community, country, and the world.
- Apply critical thinking techniques.

Meets or partially meets the following JROTC program outcomes:

- Promote wellness through nutrition, physical fitness and substance abuse prevention.

Chapter 1: Achieving a Healthy Lifestyle

Time: 4 required, 12 elective

LET 2

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
 Preparation Date: 15 September 2006
 Optimum Class Size: 20

Competencies:

- Develop a personal exercise program.
- Meet the physical fitness standards for the Cadet Challenge.
- Evaluate how diet impacts life.
- Analyze how well you meet nutrient guidelines.
- Relate the NAS dietary guidelines to your personal diet.
- Estimate your body fat content.
- Analyze the impact sanitation and hygiene has on health.
- Assess how stress impacts your life.

Chapter 2: First Aid for Emergency and Non-Emergency Situations

Time: 18 required

LET 2

Competencies:

- Assess first aid situations.
- Demonstrate life-saving skills in an emergency situation.
- Determine first aid procedures for bleeding victim.
- Determine first aid treatment for shock, fractures, strains and sprains.
- Determine first aid treatment for burns.
- Determine first aid treatment for wounds, bruises and poisoning.
- Determine first aid treatment for heat related injuries.
- Determine first aid treatment for cold weather injuries.
- Determine first aid treatment for bites, stings and poisonous hazards.

Chapter 3: Drug Awareness

Time: 6 required

LET 2

Competencies:

- Assess the impact of drug and substance abuse on life today.
- Respond to substance use and abuse situations.

Unit 5 – Geography, Map Skills and Environmental Awareness

Program of Instruction				
	LET 1	LET 2	LET 3	LET 4
Total				
Required:		2		
Elective:	38hrs (additional)			
				2 hrs

Purpose: Cadets build map reading and land navigation skills, applying them to the sport of orienteering and to air navigation. Cadets develop global awareness, as they compare physical, political, economic, and cultural elements of continents, regions and countries, and examine the global nature of environmental issues.

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

- Communicate using verbal, non-verbal, visual, and written techniques.
- Do your share as a good citizen in your school, community, country, and the world.
- Treat self and others with respect.
- Apply critical thinking techniques.

Meets or partially meets the following JROTC program outcomes:

- Apply physical and political geography to building global awareness.
- Correlate the rights and responsibilities of citizenship to the purposes of U.S. government.

Chapter 1: Map Skills

Time: 2 required, 20 elective

LET 2

Competencies:

- Explore the components of a globe.
- Use map reading skills.
- Identify the characteristics of a topographic map.
- Use the Grid Reference System to locate points anywhere in the world.
- Use terrain features to orient a map and determine location.
- Measure distance using maps.
- Calculate direction on topographic maps.
- Use a compass and grid to locate a position on a topographical map.
- Apply map reading and land navigation skills to determine location.
- Relate map reading skills to orienteering.
- Plan an air flight.

Chapter 2: Exploring the World

Time: 0 required, 14 elective

LET 2

Competencies:

- Show how geographic characteristics interact to form unique cultures.
- Explore the unique geographic characteristics of North America.
- Explore the unique geographic characteristics of South America.
- Explore the unique geographic characteristics of Europe.
- Explore the unique geographic characteristics of Asia.
- Explore the unique geographic characteristics of Africa.
- Explore the unique geographic characteristics of Australia and Oceania.

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

Chapter 3: Environmental Awareness

Time: 0 required, 4 elective LET 2

Competencies:

- Investigate the causes and effects of a local environmental problem.
- Examine an environmental issue that has global impact.

Unit 6 – Citizenship in American History and Government

Program of Instruction				
	LET 1	LET 2	LET 3	LET 4
Required:		10	16	
Elective:	34hrs (additional)			26 hrs

Purpose: Builds the basic skills and interest for participation in civic and political life. Cadets actively engage in the We The People curriculum to explore the origins, structure, rights, and responsibilities of the American constitutional government. Actively engages cadets in applying problem solving strategies to current political and social issues.

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

- Communicate using verbal, non-verbal, visual, and written techniques.
- Do your share as a good citizen in your school, community, country, and the world.
- Treat self and others with respect.
- Apply critical thinking techniques.

Meets or partially meets the following JROTC program outcomes:

- Correlate the rights and responsibilities of citizenship to the purposes of U.S. government.
- Relate events in U.S. history to choices and responsibilities Americans have today.

Chapter 1: You the People - Citizenship Skills

Time: 10 required LET 2

Competencies:

- Examine the Preamble to the American Constitution.

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

- Hypothesize what our country would be like without skilled citizenship.
- Use the small group meeting process in decision-making situations.
- Participate in a representative group session.
- Explore the Chief Justice process for debating constitutional and contemporary issue.

Chapter 2: Foundations of the American Political System-[We The People - Unit 1]

Time: 10 required

LET 2

Competencies:

- Examine how the Founders' ideas of government were to protect natural rights of citizens.
- Explore how modern ideas of individual rights developed.
- Relate the origins of representative government to British history.
- Compare the varied arguments the Founders had for independence from England.
- Examine the first states' constitutional ideals for protecting their rights.

Chapter 3: Creating the Constitution [We The People - Unit 2]

Time: 6 required, 2 elective

LET 2

Competencies:

- Identify the origins of the Articles of Confederation.
- Explain how the Philadelphia Convention and the Virginia Plan helped create the Constitution.
- Categorize the powers granted to the legislative, judicial and executive branches of government.
- Analyze the conflicting positions relating to the ratification of the Constitution.

Chapter 4: Shaping American Institutions and Practices [We The People - Unit 3]

Time: 0 required, 10 elective

LET 2

Competencies:

- Identify how the constitution was used to organize the new government.
- Examine the reasons behind the development of the Bill of Rights.
- Compare the role of political parties in early America to today.
- Contrast various positions on Judicial Review.
- Differentiate between the powers of federal and state governments.

Chapter 5: Bill of Rights Developed and Expanded [We The People - Unit 4]

Time: 0 required, 10 elective

LET 2

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

Competencies:

- Illustrate the causes and effects of the Civil War.
- Explain how the Fourteenth Amendment expanded constitutional protection of rights.
- Examine how the civil rights movement used the constitution to achieve its goals.
- Identify the evolution of the right to vote in the United States.
- Defend a position about the acceptability of an affirmative action program under the equal protection clause.

Chapter 6: The Bill of Rights [We The People - Unit 5]

Time: 4 required, 10 elective

LET 2

Competencies:

- Compare different interpretations of how the first amendment applies to the government's power over religion.
- Compare different interpretations of how the first amendment protects freedom of expression.
- Compare different interpretations of how the first amendment protects freedom of assembly, petition and association.
- Evaluate the significance of Procedural Due Process.
- Compare different interpretations of how the Fourth and Fifth Amendments protect citizens against unreasonable law enforcement.
- Compare different interpretations of how the Fifth through Eighth Amendments protect citizens' rights within the Judicial System.
- Justify the differences between the military justice system and the civilian justice system.

Chapter 7: Citizen Roles in American Democracy [We The People - Unit 6]

Time: 6 required, 2 elective

LET 2

Competencies:

- Define your role as a citizen or resident alien of a constitutional democracy.
- Predict how increased diversity, technological changes, and closer international relationships are likely to affect your life as an American citizen or resident alien over the next 10 years.
- Illustrate similarities and differences between the American view of human rights and the human rights views held by the wider international community.
- Justify your opinion about a contemporary issue that presents a conflict among competing fundamental constitutional principles (ex. personal freedom vs. social order).

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

Chapter 8: Critical Thinking in Citizenship, History and Government

Time: 16 required LET 3

Competencies:

- Investigate how leadership choices and decisions can lead to good and/or bad consequences.
- Illustrate how ethical choices and decisions can lead to good and/or bad consequences.
- Predict how American choices and decisions can affect those in other countries differently from the way in which they affect Americans.
- Outline how major decisions (leadership, ethical, or global) have led to significant events in American history.

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

U.S. ARMY JROTC LET 1

CORE LESSONS - OUTCOME SUMMARY

Linked Program Outcomes

- A. Maximize potential for success through learning and self-management
- B. Develop leadership skills
- D. Build effective relationships with peers, co-workers, and the community (conflict resolution and service learning)
- F. Correlate the rights and responsibilities of citizenship to the purposes of U.S. government
- G. Relate events in U.S. history to choices and responsibilities Americans have today

Linked Core Abilities

- A. Build your capacity for life-long learning
- B. Communicate using verbal, non-verbal, visual, and written techniques
- C. Take responsibility for your actions and choices
- D. Do your share as a good citizen in your school, community, country, and the world
- E. Treat self and others with respect
- F. Apply critical thinking techniques

Linked McREL Standards

CIVICS

- C9. Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy

LANGUAGE ARTS

- LA1. Uses the general skills and strategies of the writing process
- LA4. Gathers and uses information for research purposes
- LA5. Uses the general skills and strategies of the reading process
- LA7. Uses reading skills and strategies to understand and interpret a variety of informational texts

- LA8. Uses listening and speaking strategies for different purposes

LIFE SKILLS--LIFE WORK

- LW2. Uses various information sources, including those of a technical nature, to accomplish specific tasks
- LW3. Manages money effectively
- LW5. Makes general preparation for entering the work force
- LW7. Displays reliability and a basic work ethic
- LW8. Operates effectively within organizations

LIFE SKILLS--SELF REGULATION

- SR1. Sets and manages goals
- SR2. Performs self-appraisal
- SR4. Demonstrates perseverance

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)
Preparation Date: 15 September 2006
Optimum Class Size: 20

SR5. Maintains a healthy self-concept

LIFE SKILLS--THINKING AND REASONING

TR1. Understands and applies the basic principles of presenting an argument
TR3. Effectively uses mental processes that are based on identifying similarities and differences

TR6. Applies decision-making techniques

LIFE SKILLS--WORKING WITH OTHERS

WO1. Contributes to the overall effort of a group
WO2. Uses conflict-resolution techniques
WO3. Works well with diverse individuals and in diverse situations
WO4. Displays effective interpersonal communication skills
WO5. Demonstrates leadership skills

Lesson Competencies and Objectives

Unit 1: Citizenship in Action

Chapter 1: Foundations of Army JROTC and Getting Involved

Lesson 1: Army JROTC - The Making of a Better Citizen

Competency: *Identify how Army JROTC can impact your future*

Lesson Objectives:

- a. Explain the mission of Army JROTC
- b. Identify the challenges in the Army JROTC program
- c. Identify the opportunities of the Army JROTC program
- d. Define the key words: cadet, challenges, JROTC, mission, motivate, opportunities, unique, candor

Lesson 2: The Past and Purpose of Army JROTC

Competency: *Analyze the purpose of the Army JROTC program*

Lesson Objectives:

- a. Describe the U.S. congressional act that created JROTC
- b. Identify the JROTC program outcomes
- c. Explain significant historical events that combined military training and education
- d. Define key words: conflict resolution, cultural diversity, National Defense Act, leadership

Lesson 3: Moving Up In Army JROTC - Rank and Structure

Competency: *Illustrate the rank and structure of Army JROTC*

Lesson Objectives

- a. Identify Army JROTC enlisted and officer insignia
- b. Correlate cadet ranks to positions on the JROTC cadet battalion organization diagram
- c. Correlate duties and responsibilities with positions in an Army JROTC cadet battalion
- d. Evaluate how the organization supports the operation of the Army
- e. Define key words: battalion, company, enlisted, platoons, specialists, squads, subordinate, succession, team(s)

Lesson 4: The Signs of Success

Competency: *Determine which signs of success you plan to accomplish within JROTC*

Lesson Objectives

- a. Compare the three types of unit decorations

- b. Identify the components of individual award categories
- c. Identify the four institutional award categories
- d. Define award criteria
- e. Define key words: academic award, athletic award, commitment, decoration, individual award, initiative, military award, miscellaneous award, motivation, responsibility, unit award

Lesson 5: Your Personal Appearance and Uniform

Competency: *Demonstrate proper cadet appearance*

Lesson Objectives:

- a. Identify components of a JROTC Class A, Class B, and Battle Dress Uniform JROTC Uniform
- b. State the appropriate occasions for wearing each uniform
- c. Identify factors important to personal appearance
- d. Describe guidelines for proper personal appearance in uniform
- e. Describe proper maintenance of uniforms
- f. Describe the uniform-wearing guidelines
- g. Demonstrate placement of uniform awards, insignias and decorations
- h. Conduct a uniform pre-inspection
- i. Prepare for uniform inspection
- j. Define key words: align, Battle Dress uniforms, bisecting, Class A and B uniforms, Chevron, fads, ferrule, fitted, formal inspections, Garrison Cap, Gigline, hemmed, insignia, nap, non-subdued, precedence, pre-inspection, shoulder marks, sized, tarnish

Lesson 6: The Stars and Stripes

Competency: *Demonstrate protocol to show respect for and handle the United States Flag*

Lesson Objectives

- a. Explain the history of the United States flag
- b. Explain the symbolism of the various parts and colors on the flag
- c. Classify the size and use of each basic type of United States flag
- d. Describe how to show respect for the United States flag
- e. Compare the rules for displaying flag in different situations
- f. Describe the correct way to fold the United States flag
- g. Define key words: color(s), ensign, garrison flag, half-staff, halyard, pennant, post flag, staff, standard, storm flag, union

Lesson 7: Proudly We Sing - The National Anthem

Competency: *Demonstrate courtesies during the playing of the National Anthem*

Lesson Objectives

- a. Explain the history of the National Anthem
- b. Describe cadet courtesies when the National Anthem is played

- c. Explain the history of the official National March
- d. Define key words: anthems, bombardment, national march, symbol, "The Star-Spangled Banner," under arms

Lesson 8: American Military Traditions, Customs, and Courtesies

Competency: *Explore the purpose of military traditions, customs, and courtesies*

Lesson Objectives

- a. Describe types of personal salutes and when they are executed.
- b. Match Army ranks to their proper titles.
- c. Execute a salute.
- d. Identify situations requiring a salute or other forms of respect to senior officers.
- e. Define key words: cannon salutes, courtesies, customs, dress, esprit de corps, mess, position of honor, reporting, ruffles and flourishes, salutes, self-propelled, traditions, uncasing, uncovered

Unit 2: Leadership Theory and Application

Chapter 1: Being a Leader

Lesson 1: Leadership Defined

Competency: *Identify your leadership strengths and opportunities for improvement*

Lesson Objectives:

- a. Explain how to transform mistakes into opportunities for learning
- b. Describe examples of effective supervisory skills
- c. Define key words: cohesive, conjecture, contingencies, flexibility, influencing, intuitions, nonjudgmental, objectively, operating

Lesson 2: Leadership Reshuffled

Competency: *Compare Leadership Styles*

Lesson Objectives:

- a. Describe how leadership has evolved
- b. Compare different approaches to leadership
- c. Discuss what leadership styles work best in different situations
- d. Define key words: approach, behaviors, leadership

Lesson 3: Leadership from the Inside Out

Competency: *Develop a personal code of ethics, comparing the values it represents with the Army Values*

Learning Objectives:

- a. Describe the values that leaders possess
- b. Assess how attitudes affect a person's actions
- c. Explore how life experiences affect a person's values
- d. Describe how the similarities and differences in people's values can impact how they interact with others
- e. Relate your values to the seven Army Values
- f. Define key words: beliefs, bribery, coercion, dilemma, ethics, favoritism, norms, prejudices, selfless service, tenets, tunnel vision, unethical, values

Lesson 4: Principles and Leadership

Competency: *Draft a plan for using the 11 principles of leadership to improve your leadership abilities*

Lesson Objectives:

- a. Describe 11 principles of leadership
- b. Describe the BE, KNOW, and DO attributes of a leader
- c. Identify how a cadet can demonstrate leadership character and competence
- d. Define key words: attributes, censure, convictions, diversified, doctrine, introspection, philosophy, recrimination, self-evaluation

Lesson 5: Sexual Harassment/Assault

Competency: *Take action to prevent and/or stop sexual harassment and assault*

Lesson Objectives:

- a. Determine the potential consequences of sexual harassment/assault for the individuals involved
- b. Assess the role of individual point of view in determining what is sexual harassment
- c. Locate resources for assisting victims of sexual harassment or assault
- d. Define key words: date rape, perpetrator, sexism, sexual harassment, vulnerable

Chapter 2: Leadership Skills

Lesson 1: Steps from the Past

Competency: *Explain the importance of drill in military discipline*

Lesson Objectives:

- a. Describe the origin of drill dating back to the Continental Army of the United States
- b. Identify five purposes of drill in times of war and peace
- c. Compare the qualities of discipline instilled in the Continental Army to what military drill develops today
- d. Define key words: discipline, drill, maneuver, precision, unison

Lesson 2: Roles of Leaders and Followers in Drill

Competency: *Demonstrate effectual command voice in drill*

Lesson Objectives:

- a. Describe the responsibilities of a follower and leader in drill
- b. Identify the types of drill commands
- c. Describe the elements of a proper command voice
- d. Define key words: cadence, column, command of execution, inflection, interval, preparatory command, rhythmic, selfless, snap, supplementary command, tone

Lesson 3: Using Your Leadership Skills/Taking Charge

Competency: *Analyze personal strengths and weaknesses as a drill leader*

Lesson Objectives:

- a. Describe the preparation a drill leader takes before a drill
- b. Describe the procedure a drill leader takes to teach a drill
- c. Identify five characteristics of a capable drill leader
- d. Define key words: command of execution, command voice, preparation, procedure

Unit 3: Foundations for Success

Chapter 1: Know Yourself – Socrates

Lesson 1: Self Awareness

Competency: *Determine your behavioral preferences*

Lesson Objectives:

- a. Explain the four clusters of behavior in the Winning Colors® framework
- b. Illustrate your behavioral preferences using the four Winning Colors®
- c. Identify strengths for each behavior cluster
- d. Express appreciation for your own uniqueness
- e. Define key words: assessment, associate, cluster, differentiate, introspection

Lesson 2: Appreciating Diversity through Winning Colors®

Competency: *Apply an appreciation of diversity to interpersonal situations*

Lesson Objectives:

- a. Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters
- b. Determine factors that impact the behavior of others
- c. Determine factors that impact how others perceive your behavior
- d. Select behaviors that promote success in a variety of situations
- e. Define key words: comfort zone, feedback, natural, observation, preference

Lesson 3: Personal Growth Plan

Competency: Develop a plan for personal growth

Lesson Objectives:

- a. Match the key emotional skills to the relevant skill dimensions
- b. Develop strategies for growth in two emotional skill areas
- c. Plan self-directed development activities
- d. Define key words: adaptability, assertion, change orientation, deference, emotional intelligence, intrapersonal, persistence

Lesson 4: Becoming an Active Learner

Competency: Determine the thinking/learning skills necessary for your active learning

Lesson Objectives:

- a. Identify the thinking types and related viewpoints necessary to address typical active learner questions
- b. Distinguish between traits and activities of critical and creative thinkers
- c. Describe the difference between objective and subjective thinking
- d. Distinguish between active learner and passive learner traits
- e. Define key words: active, classify, creative, critical, generalize, objectivity, passive, predict, subjective, visualize

Chapter 2: Learning to Learn

Lesson 1: Brain Structure and Function

Competency: Relate the structure and function of the brain to the learning process

Lesson Objectives:

- a. Identify key areas and function of the midbrain/limbic system
- b. Associate major regions of the brain to their functions
- c. Explain the function of a neuron
- d. Explain the three elements involved in transmitting stimulus from outside the body to the brain
- e. Assess the process required to enhance brain power
- f. Define key words: axon, brain stem, cerebral hemisphere, cortex, dendrite, Limbic System, neural plasticity, neurons, neurotransmitter, sensory flooding, sensory gating, synapse

Lesson 3: Learning Style and Processing Preferences

Competency: Explain how learning styles and preferences can impact learning

Lesson Objectives:

- a. Assess the uniqueness of individual learning styles and preferences
- b. Distinguish among the three sensory (perceptual) systems
- c. Explain the essential elements of the learning process
- d. Contrast an automatic and purposeful response to stimuli
- e. Explain the five phases of learning in the Dunn and Dunn learning model
- f. Explore how to expand beyond your current preferences
- g. Define key words: auditory, kinesthetic, mobility, mode, motivation, perception, persistence, reflex, schema, sensory, sociological, tactile

Lesson 4: Multiple Intelligences

Competency: *Use your intellectual strengths to improve academic performance*

Lesson Objectives:

- a. Assess Gardner's impact on the understanding of intelligence
- b. Identify the eight types of intelligences
- c. Distinguish between inter- and intra-personal
- d. Examine how to strengthen intelligence
- e. Define key words: Bodily/Kinesthetic intelligence, Logical/Mathematical intelligence, Intrapersonal intelligence,
- f. Interpersonal intelligence, Musical/Rhythmical intelligence, Naturalist intelligence, Visual/Spatial intelligence, Verbal/Linguistic intelligence

Chapter 3: Study Skills

Lesson 1: Thinking Maps®

Competency: *Use Thinking Maps® to enhance learning*

Lesson Objectives:

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

Lesson 2: Reading for Meaning

Competency: *Select reading comprehension strategies to enhance your learning*

Lesson Objectives:

- a. Identify the purposes of reading
- b. Distinguish among reading comprehension strategies
- c. Distinguish among the types of context clues readers use to determine word meaning
- d. Recognize how to apply vocabulary strategies to enhance vocabulary context

- e. Relate vocabulary in context strategies to reading comprehension
- f. Define key words: analogy, antonym, appositive, comprehension, concept, context, hypothesis, inventory, mood, prediction, properties, purpose, strategy, and synonym

Lesson 3: Study Habits that Work for You

Competency: *Develop personal study and test-taking strategies*

Lesson Objectives:

- a. Relate personal learning preferences to study habits
- b. Identify effective study skill strategies
- c. Identify test preparation strategies
- d. Distinguish among various note-taking tips and strategies
- e. Define the key words: allocate, aural/auditory, compare, contrast, efficient, enumerate, inference, interpret, justify, paraphrase, priority, prove, survey

Chapter 4: Communication Skills

Lesson 1: The Communication Process

Competency: *Demonstrate how the communication process affects interaction between individual*

Lesson Objectives:

- a. Describe the communication model for interpersonal interactions.
- b. Compare verbal and nonverbal means of communication.
- c. Explain how to avoid mixed messages.
- d. Evaluate your communication style.
- e. Define key words: audience analysis, channel, feedback, mixed messages, noise, nonverbal, receiver, setting, verbal

Lesson 2: Becoming a Better Listener

Competency: *Use active listening strategies*

Lesson Objectives:

- a. Explain how barriers prevent effective listening
- b. Compile a list of trigger words
- c. Identify four tips to improve effective listening skills
- d. Define key words: hearing, listening, thought speed, trigger words

Chapter 5: Conflict Resolution

Lesson 1: Causes of Conflict

Competency: *Determine causes of conflict*

Lesson Objectives:

- a. Recognize the impact of conflict on relationships.
- b. Describe the four basic causes of conflict.

- c. Analyze five different types of conflicts
- d. Use "I" statements to facilitate effective communication.
- e. Define key words: active listening, conflict, effective speaking, frustration, harassment, hostility, miscommunication, relationships, solutions, territorial, understanding

Lesson 2: Conflict Resolution Techniques [Just Two Days]

Competency: *Apply conflict resolution techniques*

Lesson Objectives:

- a. Apply knowledge of Winning Colors® to conflict situations and resolution.
- b. Evaluate the steps to managing conflicts and personal conflict management skills.
- c. Recognize different hot buttons and the behavior style they indicate.
- d. Respond to conflict situations positively through role-play.
- e. Evaluate the pros and cons of alternatives to determine potential solutions to conflict.
- f. Define key words: apologize, compromise, mediation, negotiation, resolution

Chapter 8: Making a Difference with Service Learning

Lesson 1: Orientation to Service Learning

Competency: *Identify the components of service learning*

Lesson Objectives:

- a. Distinguish between service learning and community service
- b. Explain how service learning projects relate to cadet learning in the classroom
- c. Compare the types of service opportunities within your community
- d. Identify the benefits of serving others within a community
- e. Associate the roles and responsibilities of service learning teams
- f. Define key words: community service, debriefer, facilitator, learning log, orientation, recorder, reflection, reporter, service learning, timekeeper

Lesson 2: Plan and Train for Your Exploratory Project

Competency: *Prepare for a service learning project*

Lesson Objectives:

- a. Identify the steps needed in conduct a service learning experience
- b. Identify the essential components of a service learning project
- c. Assess the role of teamwork in completing a service learning project
- d. Develop a service learning project plan
- e. Define key words: experiential learning, exploratory project, field education, problem-based learning, training

Lesson 3: Project Reflection and Integration

Competency: *Evaluate the effectiveness of a service learning project*

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Lesson Objectives:

- a. Relate the projected goals of a service learning project to the project results
- b. Assess the role of structured reflection in extending learning
- c. Evaluate a service learning experience using the four quadrant model
- d. Define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project

Chapter 11: NEFE High School Financial Planning Program

Lesson 1: NEFE Introduction: Setting Financial Goals

Competency: *Determine personal financial goals*

Lesson Objectives:

- a. Differentiate between needs and wants.
- b. Describe how values can influence decisions.
- c. Compare SMART goals
- d. Discuss how goals impact actions
- e. Define key words: delayed gratification, goal, needs, SMART goals, values, wants

U.S. ARMY JROTC LET 2

CORE LESSONS - OUTCOME SUMMARY

Linked Program Outcomes

- A. Promote wellness through nutrition, physical fitness and substance abuse prevention
- B. Develop leadership skills
- D. Build effective relationships with peers, co-workers, and the community
- E. Apply physical and political geography to building global awareness
- F. Correlate the rights and responsibilities of citizenship to the purposes of U.S. government
- G. Relate events in U.S. history to choices and responsibilities Americans have today

Linked Core Abilities

- A. Build your capacity for life-long learning
- B. Communicate using verbal, non-verbal, visual, and written techniques
- C. Take responsibility for your actions and choices
- D. Do your share as a good citizen in your school, community, country, and the world
- E. Treat self and others with respect
- F. Apply critical thinking techniques

Linked McREL Standards

CIVICS

- C1. Understands ideas about civic life, politics, and government
- C2. Understands the essential characteristics of limited and unlimited governments
- C3. Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good
- C4. Understands the concept of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional government
- C8. Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society
- C9. Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- C11. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society
- C12. Understands the relationships among liberalism, republicanism, and American constitutional democracy
- C14. Understands issues concerning the disparities between ideals and reality in American political and social life
- C15. Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power

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- C18. Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights
- C26. Understands issues regarding the proper scope and limits of rights and the relationships among personal, political, and economic rights
- C28. Understands how participation in civic and political life can help citizens attain individual and public goals

GEOGRAPHY

- G1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies
- G2. Knows the location of places, geographic features, and patterns of the environment
- G4. Understands the physical and human characteristics of place
- G5. Understands the concept of regions
- G14. Understands how human actions modify the physical environment
- G15. Understands how physical systems affect human systems
- G18. Understands global development and environmental issues

HEALTH

- H1. Knows the availability and effective use of health services, products, and information
- H2. Knows environmental and external factors that affect individual and community health
- H3. Understands the relationship of family health to individual health
- H4. Knows how to maintain mental and emotional health
- H6. Understands essential concepts about nutrition and diet
- H7. Knows how to maintain and promote personal health
- H8. Knows essential concepts about the prevention and control of disease
- H9. Understands aspects of substance use and abuse

PHYSICAL EDUCATION

- PE3. Understands the benefits and costs associated with participation in physical activity
- PE4. Understands how to monitor and maintain a health-enhancing level of physical fitness

US HISTORY

- USH8. Understands the institutions and practices of government created during the Revolution and how these elements were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights
- USH12. Understands the sources and character of cultural, religious, and social reform movements in the antebellum period
- USH13. Understands the causes of the Civil War
- USH15. Understands how various reconstruction plans succeeded or failed
- USH29. Understands the struggle for racial and gender equality and for the extension of civil liberties

LIFE SKILLS--LIFE WORK

- LW1. Makes effective use of basic tools

- LW2. Uses various information sources, including those of a technical nature, to accomplish specific tasks
- LW8. Operates effectively within organizations
- LIFE SKILLS--SELF REGULATIONS
- SR1. Sets and manages goals
- SR2. Performs self-appraisal
- SR4. Demonstrates perseverance
- LIFE SKILLS--THINKING AND REASONING
- TR1. Understands and applies the basic principles of presenting an argument
- TR3. Effectively uses mental processes that are based on identifying similarities and differences
- TR4. Understands and applies basic principles of hypothesis testing and scientific inquiry
- TR5. Applies basic trouble-shooting and problem-solving techniques
- TR6. Applies decision-making techniques
- LIFE SKILLS--WORKING WITH OTHERS
- WO1. Contributes to the overall effort of a group
- WO3. Works well with diverse individuals and in diverse situations
- WO4. Displays effective interpersonal communication skills
- WO5. Demonstrates leadership skills

Lesson Competencies and Objectives

Unit 3: Foundations for Success

Chapter 8: Making a Difference with Service Learning

Lesson 1: Orientation to Service Learning

Competency: *Identify the components of service learning*

Lesson Objectives:

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- Compare the types of service opportunities within your community
- Identify the benefits of serving others within a community
- Associate the roles and responsibilities of service learning teams
- Define key words: community service, debriefer, facilitator, learning log, orientation, recorder, reflection, reporter, service learning, timekeeper

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Competency: *Prepare for a service learning project*

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- Identify the steps needed in conduct a service learning experience
- Identify the essential components of a service learning project
- Assess the role of teamwork in completing a service learning project
- Develop a service learning project plan

- e. Define key words: experiential learning, exploratory project, field education, problem-based learning, training

Lesson 3: Project Reflection and Integration

Competency: *Evaluate the effectiveness of a service learning project*

Lesson Objectives:

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- d. Define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project

Unit 4: Wellness, Fitness and First Aid

Chapter 1: Achieving a Healthy Lifestyle

Lesson 3: You Are What You Eat

Competency: *Evaluate how diet impacts life*

Lesson Objectives:

- a. Explain how calories consumed versus calories used affects body weight
- b. Identify the daily-required food and portions
- c. Identify sources and benefits of fiber in your diet
- d. Describe the importance of water to the body
- e. Describe the possible effects of a diet high in fat and cholesterol
- f. Explain why salt, sugar, and caffeine should be used in moderation
- g. Define key words: calories, carbohydrates, deficient, diabetes, fats, fiber, metabolism, minerals, nutrients, osteoporosis, protein stimulant, vitamins

Lesson 4: Nutrition - Nourishing Your Body

Competency: *Analyze how well you meet nutrient guidelines*

Lesson Objectives:

- a. Explain the six nutrients your body requires
- b. Explain the difference between simple and complex carbohydrates
- c. Describe the role fat and cholesterol play in body functioning
- d. Compare saturated and unsaturated fats
- e. Describe ways to reduce cholesterol levels
- f. Compare the functions of vitamins, carbohydrates, fats and proteins
- g. Identify food sources of vitamins and minerals
- h. Define key words: amino acids, complex carbohydrates, fat soluble vitamins, mono-unsaturated fats, poly-unsaturated fats, Referenced Daily Intake (RDI), saturated fats, simple carbohydrates, water soluble vitamins

Chapter 2: First Aid for Emergency and Non-Emergency Situations

Lesson 1: The Need for First Aid/Your Response

Competency: *Assess first aid situations*

Lesson Objectives:

- a. Assess the need for knowing how to perform first aid
- b. Explain the significance of the Good Samaritan Law
- c. Identify the steps of first aid intervention
- d. Identify the information needed when calling an emergency number such as 911
- e. Identify the steps for checking the ABCDs
- f. Define key words: Cardiopulmonary Resuscitation (CPR), catastrophes, consent, Emergency Medical Service (EMS), evaluate, first aid, Good Samaritan Law

Lesson 2: The First Life-Saving Steps

Competency: *Demonstrate life-saving skills in an emergency situation*

Lesson Objectives:

- a. Describe how to perform rescue breathing
- b. Identify the steps for performing CPR
- c. Explain how CPR can keep a victim's heart and brain alive
- d. Identify the steps for performing the Heimlich maneuver
- e. Define key words: Automatic External Defibrillators (AEDs), cardiac arrest, Heimlich Maneuver, rescue breathing, stroke

Lesson 3: Controlling Bleeding

Competency: *Determine first aid procedures for bleeding victim*

Lesson Objectives:

- a. Identify the three types of bleeding
- b. Identify the best way to control most cases of bleeding
- c. Distinguish among direct pressure, pressure points and a tourniquet to control bleeding
- d. Describe how to clean wounds
- e. Explain the importance of following Universal Precautions when dealing with blood and other body fluids
- f. Define key words: arteries, dressing, elevated, hemorrhage, pressure bandage, pressure points, veins

Lesson 4: Treating for Shock and Immobilizing Fractures

Competency: *Determine first aid treatment for shock, fractures, strains and sprains*

Lesson Objectives:

- a. Explain causes and effects of shock
- b. Identify the signs of shock

- c. Demonstrate how to treat for shock
- d. Distinguish between closed and open fractures
- e. Identify procedures for immobilizing fractures using splints and slings
- f. Distinguish between strains and sprains
- g. Define key words: clammy, closed fracture, dislocation, fainting, ligament, open fracture, splint, sprain, strain, trauma

Lesson 5: First Aid for Burns

Competency: *Determine first aid treatment for burns*

Lesson Objectives:

- a. Characterize degrees of burns
- b. Describe how to treat first-, second-, and third-degree heat burns
- c. Describe how to treat electrical burns
- d. Describe how to treat chemical burns to the eyes and skin
- e. Define key words: acids, bases, caustic, compresses, flush, mottled, neutralized, scalding, smoldering, systemic

Lesson 6: First Aid for Poisons, Wounds, and Bruises

Competency: *Determine first aid treatment for wounds, bruises and poisoning*

Lesson Objectives:

- a. Identify the causes and symptoms of poisoning
- b. Describe how to treat a poison victim
- c. Distinguish among the four types of wounds
- d. Describe how to treat minor wounds and bruises
- e. Define key words: abrasions, amputation, avulsion, incisions, lacerations, solvents

Lesson 7: Heat Injuries

Competency: *Determine first aid treatment for heat related injuries*

Lesson Objectives:

- a. Explain the cause and effect of heat injuries
- b. Associate the symptoms of the three types of heat injuries
- c. Explain how to treat heat cramps
- d. Explain how to treat heat exhaustion
- e. Explain how to treat heatstroke
- f. Define key words: dehydration, fatigue, heat exhaustion, heatstroke, heat cramps, perspiring, ventilation

Lesson 8: Cold Weather Injuries

Competency: *Determine first aid treatment for cold weather injuries*

Lesson Objectives:

- a. Describe factors to consider in cold weather situations
- b. Explain causes and effects of cold weather injuries

- c. Identify symptoms of cold weather injuries
- d. Explain how to treat frostbite, immersion foot/trench foot, hypothermia and snow blindness
- e. Define key words: dehydration, frostbite, hypothermia, insulate, precipitation, subcutaneous, superficial

Lesson 9: Bites, Stings, and Poisonous Hazards

Competency: *Determine first aid treatment for bites, stings and poisonous hazards*

Lesson Objectives:

- a. Identify types of venoms
- b. Relate snakes to their bites
- c. Explain the effects of animal and human bites
- d. Identify the symptoms of insect bites and stings
- e. Associate the types of poisonous plants to the reactions they cause
- f. Determine how to treat for contact with poisonous plants
- g. Define key words: allergic reaction, antivenin, calamine, discoloration, rabies, tetanus, venom

Chapter 3: Drug Awareness

Lesson 1: Use & Effect of Drugs, Alcohol, and Substances

Competency: *Assess the impact of drug and substance abuse on life today*

Lesson Objectives:

- a. Identify commonly abused substances
- b. Recognize the difference between drug use, misuse and abuse
- c. Describe reasons why people might use, misuse or abuse alcohol or drugs
- d. Identify the risks associated with alcohol and various drugs
- e. Associate the consequences of alcohol and drug use, misuse and abuse to life
- f. Define key words: abuse, addiction, alcohol, controlled substances, dependency, depressed, distilled, drugs, ethyl alcohol, ferment, gateway, hallucinogens, inhalants, intoxicated, misuse, narcotics, stimulants, substance, tobacco

Lesson 2: Critical Decisions About Substances [Interactive Nights Out]

Competency: *Respond to substance use and abuse situations*

Lesson Objectives:

- a. Weigh the external and internal factors that influence decisions about substance abuse
- b. Employ pre-deciding techniques as a substance abuse prevention strategy
- c. Identify two kinds of intervention - Interpersonal and Enforcement
- d. Recognize signs of substance abuse

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- e. Describe why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free
- f. Identify ways to approach/help someone you suspect has a drug problem
- g. Define key words: detoxification program, Methadone, normal, stress, therapeutic communities

Unit 5: Geography, Map Skills, and Environmental Awareness

Chapter 1: Map Skills

Lesson 2: Introduction to Maps

Competency: *Use map reading skills*

Lesson Objectives:

- a. Identify symbols, colors, and features on standard road maps
- b. Identify locations on a city and state map
- c. Communicate directions to specified sites using a city and state map
- d. Define key words: bar scale, contrast, elevation, intermittent, landforms, legend, man-made, marginal information, orient, Prominent, relief, terrain, topographic maps

Unit 6: Citizenship in American History and Government

Chapter 1: You the People - The Citizenship Skills

Lesson 1: The Preamble

Competency: *Examine the Preamble to the American Constitution*

Lesson Objectives:

- a. Classify the components of the Preamble to the United States Constitution
- b. Explain the goals of the Preamble
- c. Connect the principles of the Preamble to the United States Constitution to your personal values
- d. Define key words: preamble, beneficiaries, goals, responsible parties

Lesson 2: Citizenship Skills

Competency: *Hypothesize what our country would be like without the seven citizenship skills*

Lesson Objectives:

- a. Define the seven You the People citizenship skills
- b. Relate the seven You the People citizenship skills to the Preamble of the Constitution

- c. Explain the relationship between the citizenship skills and effective teamwork
- d. Define key words: balance, cooperation, fairness, patience, respect, self-improvement, strength

Lesson 3: Small Group Meetings

Competency: *Use the small group meeting process in decision-making situations*

Lesson Objectives:

- a. Compare simple majority and consensus decision-making processes
- b. Explain the impact of the small group meeting agenda
- c. Describe each of the People ground rule
- d. Identify the small group meeting roles
- e. Explain the small group meeting process
- f. Design a process for the role rotations
- g. Define key words: agenda, consensus, decision-making, ground rule, simple majority, small group leader, small group meeting, timekeeper

Lesson 4: Representative Group Session

Competency: *Participate in a Representative Group Session*

Lesson Objectives:

- a. Identify the responsibilities of a small group representative
- b. Explain the impact of the representative group session agenda
- c. Describe the representative group session process
- d. Define key words: representative group session, representative group session agenda, small group representative

Lesson 5: Introduction to Chief Justice

Competency: *Explore the Chief Justice® process for debating constitutional and contemporary issue*

Lesson Objectives:

- a. Examine the purpose of the Chief Justice® game
- b. Explore the rules of the Chief Justice® game
- c. Identify how to render a verdict in a case
- d. Define key words: Chief Justice ®, cross examine, deliberation, forum, judge, jury, jury foreman, law firms, opening statements, trials, verdict

Chapter 2: Foundations of the American Political System

Lesson 2: Developing Republican Government

Competency: *Trace how the American ideas of individual rights developed*

Lesson Objectives:

- a. Examine how the ideas of classical republicanism influenced the Founders' ideas of what kind of government they wanted

- b. Distinguish between classical republicanism and the natural rights philosophy
- c. Recognize how the ideas and traditions of historical eras supported the Founders' thinking about natural rights and classical republicanism
- d. Explore how James Madison refined the ideas of classical republicanism to meet the needs of the new Americans
- e. Define key words: Age of Enlightenment, capitalism, Christendom, civic virtue, classical republicanism, common good, established religion, factions, hierarchical, Judeo-Christian, Middle Ages, mixed government, nation-state, papacy, Providence, public and private morality, Reformation, Renaissance, representative democracy, secular governments

Lesson 3: British Origins of American Constitutionalism

Competency: *Show how the Founders built on the principles of British representative government*

Lesson Objectives:

- a. Examine how the nature of the British constitution emerged from struggles between royalty, nobility and the church
- b. Identify how parliamentary government changed and began to represent the interests of all people
- c. Identify how the constitutional principles from the English Bill of Rights impacted the U.S. Bill of Rights
- d. Defend a position on the importance of specific rights such as habeas corpus and trial by jury and on what limitations, if any, should be placed on them
- e. Define key words: American Constitutionalism, burgesses, charters, common law, contracts, due process of law, Magna Carat, memorialize, monarch, parliamentary government, realm, rights of Englishman, rule of law, tenets, vassal

Lesson 4: Colonial Government--Basic Rights & Constitutional Government

Competency: *Form an opinion about how the Declaration of Independence reflects your ideas about the purpose of government and protection of individual rights*

Lesson Objectives:

- a. Explain how differences between colonial America and Europe affected the Founders' beliefs about government and individual rights
- b. Consider how you, as a citizen today, would view the limitation of many rights to white, male, property owners
- c. Show how the Declaration of Independence justified the arguments for separation of the colonies from Great Britain
- d. Examine what the Declaration of Independence says about the purpose of government and protection of individual rights
- e. Define key words: Boston Massacre, Boston Tea Party, Committees of Correspondence, constituents, covenant, Declaration of Independence, established religion, First Continental Congress, Fundamental Orders of

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Connecticut, governors, indentured servant, Intolerable Acts, legislatures, magistrates, Massachusetts Body of Liberties, Mayflower Compact, Minutemen, primogeniture, Quartering Act, Seven Years War, Sons of Liberty, sovereignty, Stamp Act Congress, suffrage, Tea Act, The Laws and Liberties, writs of assistance

Lesson 5: State Constitutions

Competency: *Examine the first states' constitutional ideals for protecting their rights*

Lesson Objectives:

- a. Explain the basic ideas of natural rights, republicanism, and constitutional government contained in the early state constitutions
- b. Explain the differences between the Massachusetts constitution and other state constitutions
- c. Explain the purpose of the state declarations of rights
- d. Describe the main components of the Virginia Declaration of Rights
- e. Defend positions on legislative supremacy
- f. Define key words: Absolute Veto, Higher Law, Legislative supremacy, override, political guarantees, popular sovereignty, procedural guarantees of due process, representation, social contract, state declarations of rights, veto, Virginia Declaration of Rights

Chapter 3: Creating the Constitution

Lesson 1: Articles of Confederation 1781

Competency: *Determine why the Founders created the Articles of Confederation and the concerns that resulted*

Lesson Objectives:

- a. Explain why Americans needed a national government after the colonies declared independence from Great Britain
- b. Explain how the Founders designed the first constitution, the Articles of Confederation
- c. Compare the advantages and disadvantages of the Articles of Confederation
- d. Define key words: factions, loyalists, majority rule, national government

Lesson 2: Creating Our Constitution

Competency: *Assess how the Philadelphia Convention and the Virginia Plan helped create the Constitution*

Lesson Objectives:

- a. Relate the elements of the Virginia and New Jersey Plans to the basic ideas of government such as natural rights, republican government, and constitutional government

- b. Explain the reasons for the disagreements among the delegates regarding representation
- c. Evaluate the advantages and disadvantages of the Virginia and New Jersey Plans for a national government
- d. Explain why the Virginia Plan was used as the basis for the new Constitution rather than the New Jersey Plan
- e. Define key words: delegates, equal representation, executive, federal system, Framers, House of Representatives, judicial, legislative, Philadelphia Convention, proportional representation, ratification, Senate, Virginia Plan

Lesson 3: Balancing The Power

Competency: *Assess how the powers granted to the legislative, judicial and executive branches of government result in a balance of power*

Lesson Objectives:

- a. Explain how and why the Framers developed the present system of representation in Congress and the advantages and disadvantages of this system
- b. Describe how Article 1 of the Constitution delegates explicit powers to the Congress and limits the powers of both the national and state governments
- c. Explain the basic organization of the executive and judicial branches set forth in Articles II and III of the Constitution
- d. Describe the limitations on the powers of the executive and judicial branches
- e. Explain why the Framers developed the electoral college as the method for selecting the president
- f. Define key words: appellate jurisdiction, apportioned, balance of power, bills of attainder, electoral college, electors, enumerated powers, equal [state] representation, executive power, executive departments, ex post facto laws, fugitive slave clause, the Great Compromise, impeachment, judicial review, legislative power, necessary and proper clause, original jurisdiction, proportional representation, separated powers, supremacy clause, treason, veto

Chapter 6: The Bill of Rights

Lesson 6: Protection of Rights Within the Judicial System

Competency: *Compare positions on capital punishment to rights protected in the Fifth through Eighth Amendments*

Lesson Objectives:

- a. Identify how provisions in the Fifth Amendment protect your rights after arrest
- b. Explain how the Sixth Amendment is intended to provide fair hearing for accused criminals
- c. Look at issues and controversies over the Right to Counsel
- d. Examine historic and current positions pertaining to types of punishment

- e. Define key words: acquitted, bail, capital punishment, cruel and unusual punishment, double jeopardy, felony, indicted, right to counsel

Lesson 7: Military Justice System

Competency: *Justify the differences between the military and civilian justice systems*

Lesson Objectives:

- a. Identify the four factors that determine whether a crime is service-connected
- b. Identify the rights of an accused person under the military justice system
- c. Explain the procedures for administering and imposing non-judicial punishment under Article 15 of the UCMJ
- d. Differentiate between the three levels of court-martial as they pertain to court composition and the types of cases heard by each level
- e. Define key words: admissible, admonition, Article 15, censure, coerced, General Court-Martial, Special Court-Martial, Summary Court-Martial, UCMJ

Chapter 7: Citizen Roles in American Democracy

Lesson 1: Roles of Citizens

Competency: *Determine your role as a citizen of a constitutional democracy*

Lesson Objectives:

- a. Explain the relationship between self-interest and the common good
- b. Describe the differences between citizens and resident aliens
- c. Explain how citizenship in a constitutional democracy differs from citizenship in a totalitarian state
- d. Explain how citizens can exercise their rights and responsibilities in a constitutional democracy
- e. Define key words: civil rights, commonwealth, empowerment, naturalized citizen, orthodoxy, political action, political rights, resident alien, social action, spirit of association

Lesson 2: New Citizenship and Constitutional Issues

Competency: *Predict how increased diversity, technological changes, closer international relationships, and current constitutional issues are likely to affect your life as an American citizen over the next 10 years*

Lesson Objectives:

- a. Describe developments taking place in the world that have the potential to impact the future of American citizenship
- b. Explain the impact of increased diversity in society on the political system
- c. Describe the potential impact of increasingly sophisticated technology on representative democracy

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- d. Explain how changes in the complexity of American society create new constitutional issues
- e. Describe constitutional issues currently being raised in American society
- f. Describe unenumerated rights and the controversies raised by the Ninth Amendment
- g. Define key words: E Pluribus Unum, global village, judicial restraint, plebiscite, teledemocracy

Lesson 3: Constitutionalism and Other Countries

Competency: *Illustrate similarities and differences between the American view of human rights and the human rights views held by the wider international community*

Lesson Objectives:

- a. Describe the influence of American ideas about government and individual rights have had on other nations of the world
- b. Describe how constitutional democracy in other nations differs from constitutional democracy in the United States
- c. Describe the differences between the Bill of Rights and the Universal Declaration of Human Rights and between negative and positive rights
- d. Defend positions on what rights, if any, in the Universal Declaration of Human Rights should be established in the United States
- e. Define key words: civil and political rights, federalism, independent judiciary, prime minister, rights of solidarity, Universal Declaration of Human Rights

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CORE LESSONS - OUTCOME SUMMARY

Linked Program Outcomes

- A. Maximize potential for success through learning and self-management
- B. Develop leadership skills
- D. Build effective relationships with peers, co-workers, and the community
- G. Relate events in U.S. history to choices and responsibilities Americans have today

Linked Core Abilities

- A. Build your capacity for life-long learning
- B. Communicate using verbal, non-verbal, visual, and written techniques
- C. Take responsibility for your actions and choices
- D. Do your share as a good citizen in your school, community, country, and the world
- E. Treat self and others with respect
- F. Apply critical thinking techniques

Linked McREL Standards

CIVICS

- C23. Understands the impact of significant political and nonpolitical developments on the United States and other nations
- C27. Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
- C29. Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy

LANGUAGE ARTS

- LA1. Uses the general skills and strategies of the writing process
- LA3. Uses grammatical and mechanical conventions in written compositions
- LA2. Uses the stylistic and rhetorical aspects of writing
- LA8. Uses listening and speaking strategies for different purposes
- LA9. Uses viewing skills and strategies to understand and interpret visual media

PHYSICAL EDUCATION

- PE1. Uses a variety of basic and advanced movement forms
- PE3. Understands the benefits and costs associated with participation in physical activity
- PE5. Understands the social and personal responsibility associated with participation in physical activity

LIFE SKILLS--LIFE WORK

- LW2. Uses various information sources, including those of a technical nature, to accomplish specific tasks
- LW3. Manages money effectively
- LW4. Pursues specific jobs

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- LW5. Makes general preparation for entering the work force
- LW6. Makes effective use of basic life skills
- LW8. Operates effectively within organizations

LIFE SKILLS--SELF REGULATION

- SR1. Sets and manages goals
- SR2. Performs self-appraisal
- SR3. Considers risks
- SR4. Demonstrates perseverance
- SR5. Maintains a healthy self-concept
- SR6. Restrains impulsivity

LIFE SKILLS--THINKING AND REASONING

- TR2. Understands and applies basic principles of logic and reasoning
 - TR3. Effectively uses mental processes that are based on identifying similarities and differences
 - TR5. Applies basic trouble-shooting and problem-solving techniques
 - TR6. Applies decision-making techniques
- #### LIFE SKILLS--WORKING WITH OTHERS
- WO1. Contributes to the overall effort of a group
 - WO2. Uses conflict-resolution techniques
 - WO3. Works well with diverse individuals and in diverse situations
 - WO4. Displays effective interpersonal communication skills
 - WO5. Demonstrates leadership skills

Lesson Competencies and Objectives

Unit 1: Citizenship in Action

Chapter 1: Foundations of Army JROTC and Getting Involved

Lesson 9: Basic Command and Staff Principles

Competency: *Demonstrate command and staff principles while performing the duties of an earned leadership position within your cadet battalion*

Lesson Objectives:

- a. Describe staff responsibilities and three common procedures used to coordinate staff actions
- b. Compare the three types of staffs and their relationship to the commander
- c. List the nine-step sequence of command and staff actions in the correct order
- d. Clarify the scope and purpose of the commander's estimate
- e. Define key words: coordinating staff, course of action, echelon, personal staff, special staff

Unit 2: Leadership Theory and Application

Chapter 4: Leadership Strategies

Lesson 1: Celebrating Differences – Cultural and Individual Diversity
Competency: *Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others*

Lesson Objectives:

- a. Define how people display prejudice toward others
- b. Identify reasons for discrimination and stereotyping
- c. Describe ways a leader can guide diverse groups to work together as a team
- d. Define key words: culture, discrimination, ethnic, impartial, inclusionary, minority, synergy, stereotype

Lesson 2: Performance Indicators

Competency: *Outline a developmental counseling plan*

Lesson Objectives:

- a. Describe performance indicators used to assess leadership skills
- b. Describe the qualities and skills of an effective counselor
- c. Identify assessment and counseling strategies
- d. Define key words: communication, counseling, development, evaluation, flexibility, purpose, support

Lesson 3: Negotiating

Competency: *Negotiate a win/win solution for a given situation*

Lesson Objectives:

- a. Explain how trust and betrayal affects relationships
- b. Discuss the effects of competition and collaboration in relationships
- c. Explore the effects of win-lose, win-win, and lose-lose strategies in negotiations
- d. Define key words: negotiation, principled negotiation

Lesson 4: Decision Making and Problem Solving

Competency: *Solve a problem using the seven-step problem-solving process*

Lesson Objectives:

- a. Describe the seven-step problem-solving process
- b. Describe the decision-making process
- c. Describe behaviors that contribute to or block efforts to solve a group problem
- d. Define key words: cohesive, contingencies, improving, influencing, intuitions, non-judgments, objectively, operating

Chapter 5: Leading Others

Lesson 1: Platoon Drill

Competency: *Execute Platoon Drills*

Lesson Objectives:

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

Lesson 2: Taking Charge-Knowing Your Responsibilities as a Leader

Competency: *Perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader*

Lesson Objectives:

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

Unit 3: Foundations for Success

Chapter 6: Presenting Skills

Lesson 1: Becoming a Better Writer

Competency: *Organize writing for a specific purpose*

Lesson Objectives:

- a. Discuss situations where writing is an appropriate form of communication.
- b. Describe various writing techniques
- c. Explain how to use writing to express your needs.
- d. Describe how to effectively organize writing assignments
- e. Define key words: active voice, autobiography, bibliography, biography, body, conclusion, conjunction, entice, fragment, information cards, Introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement

Lesson 2: Creating Better Speeches

Competency: *Write a speech for a specific purpose*

Lesson Objectives:

- a. Identify ways to create interesting speech introductions
- b. Compare different types of speeches and different occasions for which speeches are used
- c. Describe how to organize effective speeches
- d. Define key words: articulate, commemorative, demographics, dramatic statement, descriptive, eye contact, impromptu, logical, modulation, operational, persuasive, statement, tone, vocal qualities, volume

Lesson 3: Becoming a Better Speaker

Competency: *Present a speech for a specific purpose*

Lesson Objectives:

- a. Identify ways to improve speaking skills
- b. Develop a plan to improve speaking ability by avoiding common mistakes
- c. Develop coping strategies for stressful speaking situations
- d. Define key words: constructive criticism, coping strategy

Chapter 7: Managing Conflict

Lesson 1: Managing Anger [Emotional Intelligence Program]

Competency: *Apply anger management strategies*

Lesson Objectives:

- a. Determine the common causes and effects of anger in interpersonal relationships
- b. Select strategies for controlling anger
- c. Explain the role of empathy in reducing anger
- d. Define key words: anger management, aggression, assertion, change orientation, deference, empathy

Lesson 2: Conflict Resolution and Diversity [Hate Comes Home]

Competency: *Develop strategies for resolving conflict in a diverse, multicultural setting*

Lesson Objectives:

- a. Assess how age, race, ethnicity, gender, and other aspects of diversity impact perceptions of self and others.
- b. Compare two or more points of view and the reasons behind them
- c. Clarify particular points of disagreement and agreement.
- d. Identify appropriate intervention guidelines.
- e. Identify techniques for reducing conflict within a diverse population.
- f. Define key words: stereotype, prejudice, discrimination, scapegoating, bigotry, racism, anti-Semitism

Lesson 3: Conflict Mediation

Competency: *Apply mediation techniques to resolve conflict*

Lesson Objectives:

- a. Differentiate between arbitration and mediation
- b. Describe the role of a mediator and the qualities required to fulfill that role
- c. Establish ground-rules for the mediation process
- d. Facilitate the steps in the mediation process
- e. Adapt active listening skills to the mediation process
- f. Define key words: anger management, arbitration, empathy, mediation, violence prevention

Lesson 4: Violence Prevention [Profiler]

Competency: *Apply strategies to prevent violence*

Lesson Objectives:

- a. Differentiate between violent and non-violent responses to anger.
- b. Compare violence prevention techniques.
- c. Select strategies for preventing violence.
- d. Define key words: decision point, prevention, violence

Chapter 8: Making a Difference with Service Learning

Lesson 1: Orientation to Service Learning

Competency: *Identify the components of service learning*

Lesson Objectives:

- a. Distinguish between service learning and community service
- b. Explain how service learning projects relate to cadet learning in the classroom
- c. Compare the types of service opportunities within your community
- d. Identify the benefits of serving others within a community
- e. Associate the roles and responsibilities of service learning teams
- f. Define key words: community service, debriefer, facilitator, learning log, orientation, recorder, reflection, reporter, service learning, timekeeper

Lesson 2: Plan and Train for Your Exploratory Project

Competency: *Prepare for a service learning project*

Lesson Objectives:

- a. Identify the steps needed in conduct a service learning experience
- b. Identify the essential components of a service learning project
- c. Assess the role of teamwork in completing a service learning project
- d. Develop a service learning project plan
- f. Define key words: experiential learning, exploratory project, field education, problem-based learning, training

Lesson 3: Project Reflection and Integration

Competency: *Evaluate the effectiveness of a service learning project*

Lesson Objectives:

- a. Relate the projected goals of a service learning project to the project results
- b. Assess the role of structured reflection in extending learning
- c. Evaluate a service learning experience using the four quadrant model
- d. Define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project

Chapter 9: Career Planning

Lesson 1: Career Exploration Strategy

Competency: *Investigate a career*

Lesson Objectives:

- a. Identify personal strengths and interests and link them to possible career paths
- b. Identify jobs/careers of interest
- c. Explain the difference between a job and a career.
- d. Determine qualifications and education/training necessary for desired career.
- e. Discuss the effects of education and training on a career
- f. Identify the steps in developing a career exploration strategy
- g. Analyze future job trends
- h. Define key words: advancement, attitude, career, employee, entrepreneur, headhunter, human resources, internship, job, job posting, mentor, occupation, profession, promotion, qualifications, telecommunications, telecommuting, virtual worker, vocation

Lesson 2: Career Development Portfolio

Competency: *Assemble a personalized career portfolio*

Lesson Objectives:

- a. Explain the importance of developing and maintaining a career portfolio
- b. Identify components to include in a career portfolio
- c. Identify what best represents personal achievements and goals
- d. Describe documents to include in a career portfolio
- e. Define key words: employment application, interview, networking, portfolio, resume, success

Lesson 3: Military Career Opportunities

Competency: *Relate the military to your career goals*

Lesson Objectives:

- a. Explain the difference between the three career paths available in the U.S. Armed Forces.
- b. Identify four ways to become a commissioned officer.
- c. Identify basic enlistment qualifications and the four-step process required to enter the military.

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- d. Describe benefits provided to enlisted members of the military.
- e. Describe the purpose of the Selective Service.
- f. Define key words: active duty, commissary, counterpart, enlistment, exchange, prerequisite, recruiter, reserves

Lesson 4: College Preparation

Competency: *Create a College Preparation Action Plan*

Lesson Objectives:

- a. Discuss different types of colleges
- b. Describe the admissions process
- c. Explore ways to finance college
- d. Identify educational institutions and majors that fit personal needs
- e. Describe documents. Define key words: academic, admissions, aptitude tests, college, distance education, financial aid, grants, registration, scholarships, tuition, university

Chapter 10: Planning Skills and Social Responsibility

Lesson 1: Making The Right Choices

Competency: *Apply effective decision-making process to personal situations*

Lesson Objectives:

- a. Relate how decision-making impacts life
- b. Distinguish between decision-making and problem solving
- c. Distinguish among effective and ineffective decision-making strategies
- d. Identify the features and benefits of the decision-making processes
- e. Define key words: criteria filter, idleness, intuition, routinization

Lesson 2: Goals and Goal Setting

Competency: *Develop a personal goals action plan*

Lesson Objectives:

- a. Define goals
- b. Differentiate between short-, medium-, and long-term goals
- c. Analyze goals to determine what makes goals meaningful
- d. Identify with criteria for well-defined goals
- e. Define key words: goals, goal-setting, long-term goal, mid-term goal, short-term goal

Lesson 3: Time Management

Competency: *Develop a personal time management plan*

Lesson Objectives:

- a. Distinguish between time efficiencies and wasters
- b. Relate time management to your personal goals

- c. Develop daily, weekly and quarterly time management plans
- d. Define key words: procrastination, time management, time wasters

Lesson 4: Cadet Etiquette Guide

Competency: *Apply the rules of etiquette to your role as a Cadet*

Lesson Objectives:

- a. Prepare invitations and thank-you notes
- b. Exhibit appropriate etiquette when making introductions
- c. Demonstrate proper dining etiquette
- d. Define key words: comradeship, curtly, dining-in, dining-out, etiquette, martial, monopolize, palate, place cards, protocol, receiving line, repast, sorbet, stag, stilted, tines

Chapter 11: NEFE High School Financial Planning Program

Lesson 2: NEFE Unit 1 - Financial Planning: Your Road Map

Competency: *Plan personal financial goals*

Lesson Objectives:

- a. Identify the components of the five-step financial planning process
- b. Review SMART goal elements
- c. Explain the purpose of a Personal Spending Record
- d. Discuss what influences financial decisions
- e. Explain the 3 Rs of Money (Reality, Responsibility, Restraint)
- f. Compare the financial planning process and the decision-making process
- g. Define key words: cash flow, decision-making, opportunity cost, restraint, SMART goals

Lesson 3: NEFE Unit 3 - Budgeting: Don't Go Broke

Competency: *Outline a personal budget*

Lesson Objectives:

- a. Identify the purpose of a budget
- b. Determine resources available for financial objectives
- c. Explain how to construct a simple budget
- d. Define key words: budget, cash management, expenses, Federal income tax, fixed expenses, gross income, income, Medicare tax, net income, payroll deductions, Social Security tax, State income tax, P.Y.F., taxes, variable expense

Lesson 4: NEFE Unit 4 - Savings & Investments: Your Money at Work

Competency: *Forecast personal savings and investments*

Lesson Objectives:

- a. Describe reasons for saving and investing
- b. Describe how time, money, and rate of interest relate to meeting specific financial goals

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- c. Describe basic investment principles
- d. Describe various savings and investment alternatives
- e. Define key words: bond, capital gain, compounding, diversification, earned interest, inflation, interest, invest, mutual fund, rate of return, Rule of 72, savings, stocks, time value of money

Unit 6: Citizenship in American History and Government

Chapter 8: Critical Thinking in Citizenship

Lesson 1: Leadership Choices, Decisions, and Consequences

Competency: *Investigate how leadership choices and decisions can lead to good and/or bad consequences*

Lesson Objectives:

- a. Translate how the 11 principles of leadership apply to decision making
- b. Apply the decision making process to leadership decisions
- c. Define key words: After Action Review, contingency

Lesson 2: Ethical Choices, Decisions, and Consequences

Competency: *Illustrate how ethical choices and decisions can lead to good and/or bad consequences*

Lesson Objectives:

- a. Differentiate between ethical and unethical behavior
- b. Examine ethics codes
- c. Explore how circumstances impact an ethical dilemma
- d. Discuss the consequences of ethical and unethical decisions
- e. Define key word: ethical dilemma

Lesson 3: Global Citizenship Choices, Decisions, and Consequences

Competency: *Predict how American choices and decisions can affect those in other countries differently from the way in which they affect Americans*

Lesson Objectives:

- a. Compare characteristics of developed and developing nations
- b. Summarize the main goals of American Foreign Policy
- c. Discuss ways nations cooperate to solve global problems
- d. Examine ways that American political, military, economic, and humanitarian choices affect other nations
- e. Define key words: aggression, deterrence, diplomacy, foreign policy, intelligence, nationalism, sanctions, standard of living, summit meeting, terrorism

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Lesson 4: Historical Timeline: Choices, Decisions, and Consequences

Competency: *Outline how major decisions (leadership, ethical, or global) have led to significant events in American history*

Lesson Objectives:

- a. Examine ways leadership, ethical, global decisions have impacted history
- b. Describe how historic events have influenced leadership, ethical, and global decisions
- c. Investigate historic actions and decisions that have influenced citizens today
- d. Define key words: chronological, timeline

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CORE LESSONS - OUTCOME SUMMARY

Linked Program Outcomes

- A. Maximize potential for success through learning and self-management
- B. Develop leadership skills
- D. Build effective relationships with peers, co-workers, and the community (conflict resolution and service learning)
- H. Characterize the role of the military in building and defending a democracy and maintaining peace in a democratic society

Linked Core Abilities

- A. Build your capacity for life-long learning
- B. Communicate using verbal, non-verbal, visual, and written techniques
- C. Take responsibility for your actions and choices
- D. Do your share as a good citizen in your school, community, country, and the world
- E. Treat self and others with respect
- F. Apply critical thinking techniques

Linked McREL Standards

CIVICS

- C8. Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society
- C16. Understands the major responsibilities of the national government for domestic and foreign policy, and understands how government is financed through taxation

LANGUAGE ARTS

- LA1. Uses the general skills and strategies of the writing process
- LA5. Uses the general skills and strategies of the reading process
- LA7. Uses reading skills and strategies to understand and interpret a variety of informational texts

LIFE SKILLS--LIFE WORK

- LW2. Uses various information sources, including those of a technical nature, to accomplish specific tasks
 - LW3. Manages money effectively
- ##### **LIFE SKILLS--SELF REGULATION**
- SR1. Sets and manages goals
 - SR2. Performs self-appraisal
 - SR3. Considers risks

LIFE SKILLS--THINKING AND REASONING

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TR3. Effectively uses mental processes that are based on identifying similarities and differences

TR6. Applies decision-making techniques

LIFE SKILLS--WORKING WITH OTHERS

WO1. Contributes to the overall effort of a group

WO3. Works well with diverse individuals and in diverse situations

WO4. Displays effective interpersonal communication skills

WO5. Demonstrates leadership skills

Lesson Competencies and Objectives

Unit 1: Citizenship in Action

Chapter 2: Service to the Nation

Lesson 1: The Department of Defense

Competency: *Explore the purpose of the United States Department of Defense*

Lesson Objectives:

- a. Examine the mission of the Department of Defense (DoD)
- b. Identify the four major responsibilities inherent to DoD's mission and relate how they individually and collectively contribute to its accomplishment
- c. Identify the major elements of DoD
- d. Explain the meaning of Civilian control over the military, include which positions in DoD are under civilian control
- e. Explain the relationship of the Joint Chiefs of Staff to DoD, its composition; who heads it and how its missions compare to those of the DoD
- f. Define key words: operational commands, specified, strategic, tactical, theater, unified commands

Lesson 2: The Active Army

Competency: *Relate the role of the Active Army to the United States Army*

Lesson Objectives:

- a. Explain the mission of the United States Army
- b. Identify the organizational components of the Army
- c. Identify the four types of Army operations
- d. Distinguish between the different elements of combat power
- e. Describe the three components of offensive maneuver
- f. Explain the three elements of combined arms tactics
- g. Define key words: major commands, tactically self-contained, division, branch, offensive operations, defensive operations, stability operations, support operations, maneuver, linear battlefield, decisive operations, shaping operations, sustaining operations, combined arms, maneuver forces, fire support elements, mobility and survivability elements

Lesson 3: The Army Reserve Components

Competency: *Distinguish among the reserve components of the United States Army*

Lesson Objectives:

- a. Identify the components of the Total Force

- b. Distinguish between the National Guard and Reserves
- c. Explain the significance of the Posse Comitatus
- d. Identify the important roles of DoD civilians
- e. Define key words: citizen-soldiers, combatant, militia, mobilize, reserve corps

Unit 2: Leadership Theory and Application

Chapter 6: Leadership Principles

Lesson 1: Power Bases and Influence

Competency: *Outline a personal plan to build strong relationships with team members*

Lesson Objectives:

- a. Describe the different types of power and influence
- b. Describe the appropriate application of power and influence
- c. Discuss how individual and system power can be used to increase performance
- d. Define key words: coercive power, defensive, developmental, expert power, legitimate power, referent power, relinquishing, reward power

Lesson 2: Styles of Leadership

Competency: *Assess personal leadership style*

Lesson Objectives:

- a. Describe different styles of leadership
- b. Explain which leadership styles are best suited for different situations
- c. Identify ways to improve management skills
- d. Define key words: delegating, directing, leadership style, participating

Lesson 3: Management Skills

Competency: *Assess personal management skills*

Lesson Plan Objectives:

- a. Identify five management principles
- b. Compare management skills and leadership skills
- c. Define key words: management, mandatory, procrastinate, resources, visualize

Lesson 4: Communication

Competency: *Adapt communication to give direction and provide feedback to others*

Lesson Objectives:

- a. Discuss how communication is important for effective leadership

- b. Explain the basic flow and purpose of informal communication
- c. Review the major elements of a communication model
- d. Review how to overcome barriers of effective communication
- e. Define key words: communication, decodes, emotional intelligence, encodes, feedback, message, transference, transmitted

Lesson 5: Motivation

Competency: *Employ motivation strategies that inspire others to achieve goals*

Lesson Objectives:

- a. Identify how individual performance within a group is influenced by expectations, ability, and motivation
- b. Explain the 14 Principles of Motivation
- c. Define key words: alleviate, complement, intangible, prejudicial

Unit 3: Foundations for Success

Chapter 8: Making a Difference with Service Learning

Lesson 1: Orientation to Service Learning

Competency: *Identify the components of service learning*

Lesson Objectives:

- a. Distinguish between service learning and community service
- b. Explain how service learning projects relate to cadet learning in the classroom
- c. Compare the types of service opportunities within your community
- d. Identify the benefits of serving others within a community
- e. Associate the roles and responsibilities of service learning teams
- f. Define key words: community service, debriefer, facilitator, learning log, orientation, recorder, reflection, reporter, service learning, timekeeper

Lesson 2: Plan and Train for Your Exploratory Project

Competency: *Prepare for a service learning project*

Lesson Objectives:

- a. Identify the steps needed in conduct a service learning experience
- b. Identify the essential components of a service learning project
- c. Assess the role of teamwork in completing a service learning project
- d. Develop a service learning project plan
- e. Define key words: experiential learning, exploratory project, field education, problem-based learning, training

Lesson 3: Project Reflection and Integration

Competency: *Evaluate the effectiveness of a service learning project*

Lesson Objectives:

- a. Relate the projected goals of a service learning project to the project results
- b. Assess the role of structured reflection in extending learning
- c. Evaluate a service learning experience using the four quadrant model
- d. Define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project

Chapter 11: NEFE High School Financial Planning Program

Lesson 5: NEFE Unit 5 - Credit: Buy Now, Pay Later

Competency: *Appraise personal credit worthiness*

Lesson Objectives:

- a. Identify the advantages of using credit
- b. Identify the various costs related to credit
- c. Compare common sources for building credit
- d. Discuss the factors to consider to establish credit
- e. Define key words: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term

Lesson 6: NEFE Unit 6 - Insurance: Your Protection

Competency: *Relate insurance to current and future personal needs*

Lesson Objectives:

- a. Describe how insurance works
- b. Identify general types of insurance, including health, property, life, disability, and liability
- c. Discuss the costs associated with insurance coverage
- d. Define key words: deductible, insurance, insurance premium, risk management

Chapter 12: Teaching Skills

Lesson 1: Preparing to Teach

Competency: *Prepare to teach*

Lesson Objectives:

- a. Describe five critical elements you need to consider in preparing to teach
- b. Write effective learning outcomes
- c. Describe at least six tips for planning a lesson
- d. Define key words: competency, learning objectives, learning outcomes, lesson plans, measurable, prerequisite, training aids

Lesson 2: Using and Developing Lesson Plans

Competency: *Develop a lesson plan*

Lesson Objectives:

- a. Explain the purpose of a lesson plan
- b. Describe the four-phases of a lesson plan
- c. Relate teaching and learning to the four-phase lesson plan model
- d. Relate learning activities to learning objectives
- e. Associate active learning principles to effective lesson plan development
- f. Define key words: energizer, facilitator, focus, gather, inquire, process, reflection

Lesson 3: Delivering Instruction

Competency: *Use effective teaching methods to deliver instruction.*

Lesson Objectives:

- a. Compare lesson objectives to learning objectives
- b. Distinguish among the seven teaching methods
- c. Identify the five types of practice exercises
- d. Define key words: brainstorming, case study, coach-pupil exercises, conference, discussion, facilitate, gaming, group performance, independent exercises, lecture, practical exercises, role-play, team practical exercises

Lesson 4: Using Variety in Your Lesson Plan

Competency: *Incorporate a variety of strategies into a lesson plan*

Lesson Objectives:

- a. Assess the benefits of using cooperative learning strategies in the classroom.
- b. Select cooperative learning strategies that encourage team building
- c. Select cooperative learning strategies that requires students to respond to questions posed in the lesson
- d. Select cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time
- e. Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom
- f. Define key words: cooperative learning strategy, team-building exercise

Lesson 5: Thinking Maps® and Graphic Organizers

Competency: *Use Thinking Maps® and Graphic Organizers as tools for teaching others*

Lesson Objectives:

- a. Identify the factors associated with brain-based learning
- b. Describe the benefits of graphic organizers and Thinking Maps® to the learner
- c. Compare types of graphic organizers and Thinking Maps®
- d. Match thinking processes in learning to Thinking Maps® and graphic

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- e. Define key words: Bridge Map: analogies, Circle Map: defining in context, Bubble Map: describing, Multi-Flow Map: cause and effect, Tree Map: classifying, Double Bubble Map: comparing and contrasting, Brace Map: part-whole relationships, Flow Map: sequencing, thinking process

Lesson 6: Using Feedback in the Classroom

Competency: *Use feedback to enhance learning in the classroom.*

Lesson Objectives:

- a. Describe the purpose of feedback in the classroom
- b. Explain four ways that feedback can be effective
- c. Identify the five characteristics or conditions of effective feedback
- d. Identify the basic ground rules and tips for giving effective feedback
- e. Define key words: acceptability, clarify, comprehensive, constructive, conviction, criteria, feedback, flexibility, jargon, modify, objectivity, preconceived, rapport, reinforce