

Implementation date
Fall 2010

PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC - Army
COURSE TITLE: Leadership Education 5

Course Description: JROTC Army 5

Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

This laboratory course allows students to investigate the interrelationships of the different branches of the service while it continues to build student leadership development and decision making skills. Goal setting, leadership supervision and meetings incorporated into project based learning and service learning opportunities. Geography, map reading and the practical application of land navigation and orienteering are introduced.

The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

Citizenship: Service to the Nation

PS-LE5-1. Students will explore the organization and mission of the U.S. Navy.

- a. Explain the mission of the U.S. Navy.
- b. Describe the organization of the U.S. Navy.
- c. Distinguish between the Shore Establishment and Operating Forces.
- d. Determine how the U.S. Navy is able to maintain a global presence.
- e. Classify the three standard force packages of the U.S. Navy.
- f. Analyze the Elements of Naval Power.
- g. Evaluate the Navy's role in nuclear deterrence.
- h. Compare and contrast the use of Composite Warfare and Command by Negotiation.

Implementation date

Fall 2010

- i. Define key words: Battle Space, Command by Negation, Forward from the Sea, Numbered Fleets, Officer in Tactical Command, Operating Forces, Principle Warfare Commanders, Shore Establishment, Task Force, Underway Replacement.

PS-LE5-2. Students will explore the organization and mission of the U.S. Air Force.

- a. Explain the mission of the U.S. Air Force.
- b. Describe the organization of the U.S. Air Force
- c. Evaluate the purpose of Strategic Attack.
- d. Distinguish between Numbered Air Forces and Air Expeditionary Forces.
- e. Distinguish between Counter land and Counter sea missions.
- f. Classify U.S. Air Force space missions.
- g. Evaluate the Air Force's role in nuclear deterrence.
- h. Define key words: Air Expeditionary Force, Air Expeditionary Wing, Air Superiority, Air Wing, Counterland, Countersea, Numbered Air Force, Strategic Attack, Strategic Triad.

PS-LE5-3. Students will explore the organization and mission of the U.S. Marine Corps

- a. Explain the mission of the U.S. Marine Corps.
- b. Describe the organization of the U.S. Marine Corps.
- c. Identify the Marine Corps Element of Combat Power..
- d. Compare and contrast the two operational specialties of the U.S. Marines.
- e. Define key words: Marine Air Ground Task Force, Marine Expeditionary Unit, Marine Expeditionary Brigade, Marine Expeditionary Force, Noncombatant Evacuation Operation, Vertical Envelopment, Operational Maneuver from the Sea.

PS-LE5-4. Students will explore the organization and mission of the U.S. Coast Guard and Merchant Marine

- a. Describe the organization of the U.S. Coast Guard.
- b. Classify the five major missions of the U.S. Coast Guard.
- c. Evaluate how the Coast Guard is unique among the uniform services.
- d. Explain the composition of the U.S. Merchant Marine.
- e. Compare and contrast the role of the Merchant Marine in peacetime and war.
- f. Define key words: Commerce, Cutter, Ecosystem, Flagged, Intermodel, Logistic, Maritime, Operations Plan, Sealift, Strategic.

PS-LE5-5. Students will explore the purpose and structure of the Peace Corps.

- a. Explain the mission and goals of the Peace Corps.
- b. Evaluate the backgrounds and requirements of Peace Corps volunteers.
- c. Research the types and locations of projects performed by Peace Corps volunteers.

Implementation date

Fall 2010

- d. Assess the educational benefits available to Peace Corps volunteers.
- e. Determine how other countries benefit from the Peace Corps.
- f. Define key words: Partnership, Service-Learning, Volunteer.

PS-LE5-6. Students will explore the purpose and structure of AmeriCorps.

- a. Explain the mission and goals of AmeriCorps.
- b. Sequence how AmeriCorps projects are funded.
- c. Classify groups and organizations supported by AmeriCorps.
- d. Research the types of programs sponsored by AmeriCorps.
- e. Deduce the personal and community benefits of an AmeriCorps project.
- f. Define key words: Community, Financial Grant, Nonprofit Group.

Academic Standard(s):

SSCG12 The student will analyze the various roles played by the President of the United States including Commander-in-Chief of the Armed Forces, Chief Executive, Chief Agenda Setter, Representative of the Nation, Chief of State, Foreign Policy Leader, and Party Leader.

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).

LEADERSHIP THEORY AND APPLICATION: Leader Development

PS-LE5-7. Students will create a plan of action to develop leadership skills through the Leadership Development program.

- a. Evaluate the components of the Leadership Development Program.
- b. Examine leadership opportunities
- c. Categorize the five components of the Leadership Development Program
- d. Define key words: Assess, Conceptual Skills, Executing, Interpersonal Skills, Technical Skills.

PS-LE5-8. Students will establish performance goals.

- a. Determine the value of good goal setting for task achievement.
- b. Predict how a positive leadership role motivates others.
- c. Analyze how goal setting affects achievement and motivation.
- d. Deduce the feelings and outcomes of winning and losing.
- e. Define key words: Goals, Priority, Tangible.

PS-LE5-9. Students will prepare for meeting.

Implementation date

Fall 2010

- a. Sequence the steps to plan for a meeting.
- b. Establish the general rules for leading and participating in effective meetings.
- c. Define key words: Agenda, Attendee, Conclude, Facilitate.

PS-LE5-10. Students will demonstrate the components of leadership.

- a. Appraise the role of discipline in leadership.
- b. Depict examples of effective supervisory skills.
- c. Define key words: Correction, Discipline, Motivation, Supervising, Teaching.

Academic Standard(s):

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

SSSocC3 Students will analyze social structure and interaction within society.

- d. Analyze the components, varieties, and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.

Leadership Theory and Application: Management Skills

PS-LE5-11. Students will assess personal management skills.

- a. Interpret management principles.
- b. Compare and contrast management and leadership skills.
- c. Define key words: Management, Mandatory, Procrastinate, Resources, Visualize.

Academic Standard(s):

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

SSSocC3 Students will analyze social structure and interaction within society.

Implementation date

Fall 2010

d. Analyze the components, varieties, and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.

Foundations for Success: Making a Difference with Service Learning.

PS-LE5-12. Students will prepare a service learning project.

- a. Identify the steps needed to conduct a service learning project.
- 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 plan.
- e. Define key words: Experiential Learning, Exploratory Project, Field Education, Problem-based Learning, Training.

PS-LE5-13. Students will evaluate the effectiveness of a service learning project .

- a. Relate the projected goal 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, Indirect Service, Integration, Observation, Placement, Project.

Academic Standard(s):

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions

SCSh4 Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.

- a. Develop and use systematic procedures for recording and organizing information.
- b. Use technology to produce tables and graphs.
- c. Use technology to develop, test, and revise experimental or mathematical models.

MM1P5. Students will represent mathematics in multiple ways.

Implementation date

Fall 2010

c. Use representations to model and interpret physical, social, and mathematical phenomena.

Foundations for Success: NEFE High School Financial Planning Program.

PS-LE5-14. Students will create a personal financial plan.

- a. Examine the value of developing a financial spending plan.
- b. Create personal financial SMART goals.
- c. Analyze how money is received and used.
- d. Create a financial plan using the decision- making process.
- e. Develop guidelines to implement a personal financial plan.
- f. Monitor and modify a personal financial plan.

PS-LE5-15. Students will create a personal budget.

- a. Examine reasons to keep track of personal spending habits.
- b. Summarize the advantages of developing a spending plan.
- c. Identify the various sources of income.
- d. Identify the various types of expenses.
- e. Clarify the purpose of paying yourself first (P.Y.E.)
- f. Demonstrate the budget process.
- g. Analyze forms of record keeping involved with budgeting and cash management.
- h. Illustrate how a budget will change throughout your life cycle.

PS-LE5-16. Students will create a personal saving and investing plan.

- a. Differentiate between saving and investing.
- b. Deduce the time value of money.
- c. Research and evaluate investment options.
- d. Compare and contrast the relationship between risks and returns to savings and investments.
- e. Generate ways to integrate savings and investing strategies into financial planning.

PS-LE5-17. Students will select strategies to use in handling credit and managing debt.

- a. Determine what credit is.
- b. Compare and contrast the advantages and disadvantages of using credit.
- c. Outline the process of applying for credit.
- d. Analyze the importance of credit history.
- e. Show how to manage credit responsibly.

Implementation date

Fall 2010

- f. Investigate the consequences of excessive debt and develop a corrective plan.
- g. Research corrective procedures in the event of inaccurate reporting.

PS-LE5-18. Students will demonstrate how to use various financial services.

- a. Evaluate the various types of financial service providers.
- b. Determine how a savings account works.
- c. Demonstrate the use of a checking account and debit card.
- d. Illustrate how a credit card is used to make purchases.
- e. Explore the features of automated financial services.
- f. Respond to situations involving identity theft and deceptive practices.

PS-LE5-19. Students will create a personal insurance plan that will minimize personal or financial losses.

- a. Research ways to manage/mitigate financial risk.
- b. Illustrate how insurance is used to protect against financial loss.
- c. Define the features and processes related to automobile insurance.
- d. Predict how insurance needs vary from person to person because of lifestyle and life situation.
- e. Assess how insurance fits into financial planning.

PS-LE5-20. Students will examine how a career choices and lifestyle affect your financial plan.

- a. Deduce the relationship between career choice and earning potential.
- b. Predict how education and training affect career choices and earning potential.
- c. Determine the value and cost of career preparation.
- d. Evaluate how employment benefits enhance earning potential.
- e. Research factors that affect earning potential and financial planning.
- f. Compare and contrast the advantages and disadvantages of working for yourself versus working for others.

Academic Standard(s):

SSEPF1 The student will apply rational decision to the making of personal spending and savings choices.

- a. Explain that people respond to positive and negative incentives in predictable way.
- b. Use a rational decision making model to select one option over another.
- c. Create a savings or financial investment plan for a future goal.

SSEPF2 The student will explain that banks and other financial institutions are businesses which channel funds from savers to investors.

Implementation date
Fall 2010

- a. Compare services offered by different financial institutions.
- b. Explain reasons for the spread between interest charged and interest earned.
- c. Give examples of the inverse relationship between risk and return.
- d. Evaluate a variety of savings and investment options, including stocks, bonds and mutual funds.

SSEPF4 The student will evaluate the costs and benefits of using credit.

- a. List factors that affect credit worthiness.
- b. Compare interest rates on loans and credit cards from different institutions.
- c. Explain the difference between simple and compound interest rates.

SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.

- a. Research different types of insurance such as automobile, health, life, disability and property.
- b. Explain the costs and benefits associated with different types of insurance.
- c. Identifies the type of insurance associated with different types of risk (i.e., automobile, personal and professional liability, home and apartment, health, life, long-term care, disability).
- d. Explains why insurance needs change throughout the life cycle.
- e. Identifies various suppliers of insurance (i.e., public and private).
- f. Develops recommended insurance coverage for individuals/families for various risks and different income levels

Foundations for Success: Career Planning

PS-LE5-21. Students will create a college preparation action plan.

- a. Investigate different types of colleges.
- b. Explore ways to finance college.
- c. Sequence the admission process.
- d. Justify educational institutions and majors that fit personal needs.

PS-LE5-22. Students will relate the military to career goals.

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

Implementation date
Fall 2010

- d. Assess the purpose of the Selective Service.

PS-LE5-23. Students will assemble a personalized career portfolio.

- a. Summarize the importance of developing and maintaining a career portfolio.
- b. Identify components to include in a career portfolio.
- c. Determine what best represents personal achievements and goals.
- d. Create a list of documents to include in a career portfolio.

Academic Standard(s):

MM3P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

Geography, Map Skills and Environmental Awareness: Map Skills

Engages students in the development of global awareness, as they compare physical, political, economic, and cultural elements of continents, region and countries, and examine the global nature of environmental issues.

PS-LE5-24. Students will build map reading and land navigation skills, applying them to the sport of orienteering and air navigation.

- a. Explore the components of a globe.
- b. Demonstrate map reading skills.
- c. Identify the characteristic of a topographic map.
- d. Judge distance using a map.
- e. Demonstrate the use of the grid reference system to locate points anywhere in the world.
- f. Compute distance using a map.
- g. Relate map reading to land navigation.
- h. Plan an air flight.

Academic Standard(s):

Implementation date

Fall 2010

MA1G1. Students will investigate properties of geometric figures in the coordinate plane.

a. Determine the distance between two points.

MM3P5. Students will represent mathematics in multiple ways.

a. Create and use representations to organize, record, and communicate mathematical ideas.

b. Select, apply, and translate among mathematical representations to solve problems.

c. Use representations to model and interpret physical, social, and mathematical phenomena

SSWG1 The student will explain the physical aspects of geography.

a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE5- 25. Students will develop a personal exercise program and learn to take responsibility for their actions and choices.

a. Compare the Cadet Challenge to the Presidential Physical Fitness Award

b. Participate in the Cadet Challenge fitness assessment and appropriate health related activities.

c. Use fitness assessment results to establish individual goals for all five health related fitness components.

d. Develop a personal fitness plan to attain individual goals.

e. Assess personal fitness outcomes following a period of training.

f. Create a personal fitness plan that promotes health related fitness, stress reduction and weight control in school and non school settings.

Academic Standard(s):

SAP2 Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and

Implementation date

Fall 2010

movement of the human body.

b. Explain how the skeletal structures provide support and protection for tissues, and function together with the muscular system to make movements possible.

SCSh4 Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.

- a. Develop and use systematic procedures for recording and organizing information.
- b. Use technology to produce tables and graphs.

SC6 Students will understand the effects motion of atoms and molecules in chemical and physical processes.

b. Collect data and calculate the amount of heat given off or taken in by chemical or physical processes.

Leadership Theory and Application – Cadet Battalion Leadership

PS-LE5- 26. Students will demonstrate command and staff principles while performing the duties of an earned leadership position within the cadet battalion

- a. Coordinate activities or work in conjunction with the personnel assigned under the assigned leadership position
- b. Determine and evaluate facts by exchanging information and ideas
- c. Solve problems relevant to the leadership position
- d. Coordinate and communicate the effort of the command
- e. Execute the decisions of the battalion leadership

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

Implementation date

Fall 2010

MC4P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely

.MM3P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

- a. Participate in real or simulated cultural events.
- b. Discuss patterns of behavior typically associated with culture(s).

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

- c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

Reading Across the Curriculum

Reading Standard Comment

Implementation date
Fall 2010

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.

Implementation date
Fall 2010

- Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context
- Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

Implementation date

Fall 2010

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.