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PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC - Army
COURSE TITLE: Leadership Education 7

Course Description: 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 expands on the skills taught in JROTC 6. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure.

ARMY JROTC – LEADERSHIP EDUCATION TRAINING

CITIZENSHIP IN ACTION-Service to the Nation: Contributions of the Military

PS-LE7-1 Students will investigate the significant events leading up to and including the World War II in Europe and evaluate American military contributions.

- a. Identify the major players in the European theater.
- b. Evaluate US responses to the world-wide aggression.
- c. Summarize the major military campaigns and turning points during the war.
- d. Analyze the causes of fascism, National Socialism, and communism in the interwar period.
- e. Explain the collapse of the Versailles Treaty and the League of Nations.
- f. Research the conditions facing America's armed forces during the European campaigns.
- g. Evaluate the wartime aims and strategies created at Allied powers conferences.
- h. Compare and contrast the sacrifices made by service members and their families during WWII with today's military forces.
- i. Define key terms: aggression, aims and strategies, Allied Forces, Axis, Bastogne Campaign, cause and effect, communism, D-Day, democracy, fascism, freedom, Great Depression, interwar period, League of Nations, military campaign, sacrifice, National Socialism, Normandy, The Battle of the Bulge, V-E Day, Versailles Treaty, world power and WWII.

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PS-LE7-2 Students will investigate the events leading up to and including the war in the Pacific and the end of Japanese aggression.

- a. Identify the major players in the Pacific theater.
- b. Research key campaigns, conditions, and outcomes of military actions in the Pacific.
- c. Compare and contrast the conditions that our nation faced fighting on two fronts with the conditions facing the opposing forces.
- d. Summarize the reasons that Japan was so willing to make war with the United States.
- e. Relate the sacrifices made by forces in WWII to the seven Army values.
- f. Define key terms: 6th Army Rangers, 442d Infantry Regiment, Admiral Nimitz, Admiral Yamamoto, Bataan Death March, code breakers, Congressional Medal of Honor, Devine Wind, Guadalcanal, Internment, island hopping, Iwo Jima, Kamikaze, Leyte Gulf, Manhattan Project, Midway Island, Okinawa, Pearl Harbor, and Saipan.

PS-LE7-3 Students will develop an understanding of America's past and present humanitarian efforts in Vietnam.

- a. Evaluate the humanitarian efforts made during and after the war in Vietnam.
- b. Research current humanitarian efforts.
- c. Assess the impact of past and present humanitarian efforts.
- d. Outline the roles and responsibilities of people of faith, medics, and medical evacuation personnel during times of conflict.
- e. Compare and contrast the sacrifices of the American Soldiers during the Vietnam conflict with today's Armed Forces.
- f. Formulate a persuasive argument that supports the importance of humanitarian efforts.
- g. Define key terms: Congressional Medal of Honor, dustoff, humanitarian, orphan, pacification, refugee, Viet Cong, and Vietnamese.

Academic Standard(s):

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).

SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.

- c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
- e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.

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f. Explain the aggression and conflict leading to World War II in Europe and Asia including the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudetenland

SSUSH19. The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

c. Explain major events including the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.

d. Describe the Vietnam War, the Tet offensive and growing opposition to the war.

Geography, Map Skills and Environmental Awareness: Exploring the World

PS-LE7-4 Students will investigate the causes and effects of a local environmental issue.

a. Identify examples of air and water pollution.

b. Describe types of waste material.

c. Research the components that enable modern-day, properly engineered sanitary landfills to meet environmental standards

d. Determine how communities address environmental issues.

e. Evaluate recycling processes.

f. Define key terms: air emissions, ash, combustion, composting, incineration, landfill, leachate, liners, methane, pellitize, pollutants, pollution, recycling, searing, solid waste, source reduction, synthetic, and toxicity.

PS-LE7-5 Students will examine an environmental issue with global impact.

a. Determine how countries work together to address global environmental problems.

b. Evaluate the challenges facing the international community with respect to global environmental issues.

c. Predict potential consequences if no actions are taken regarding global environmental problems.

d. Compare and contrast differing scientific opinions regarding the causes and solutions to environmental problems.

e. Define key terms: acid rain, carbon dioxide, deforestation, global warming, nuclear waste, and treaty.

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Academic Standard(s):

SB4 Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.

- a. Investigate the relationships among organisms, populations, communities, ecosystems, and biomes.
- c. Relate environmental conditions to successional changes in ecosystems.
- d. Assess and explain human activities that influence and modify the environment such as global warming, population growth, pesticide use, and water and power consumption.
- e. Relate plant adaptations, including tropisms, to the ability to survive stressful environmental conditions.
- f. Relate animal adaptations, including behaviors, to the ability to survive stressful environmental conditions.

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.
- c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG6. The student will describe the interaction of physical and human systems that have shaped contemporary Europe.

- g. Analyze the environmental issues associated with industrial and natural resources.

SSWG7. The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

- g. Analyze the impact of deforestation on Latin America and explain actions being taken.
- h. Explain how Latin American countries are developing their resources to compete in the global market and develop industry such as Brazil.

SSWG8. The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.

- f. Analyze how transportation and communications improvements led to the growth of

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industry in the United States and the consequences of such growth especially environmentally for both Canada and the United States.

LEADERSHIP THEORY AND APPLICATION: Leader Development

PS-LE7-6 Students will create a plan of action to develop leadership skills through the Leadership Development Program.

- a. Synthesize past, present and future individual leadership opportunities.
- b. Formulate a written assessment of individual leadership abilities and potential using the three elements of the Leadership Assessment Process.
- c. Relate and model the seven values of leadership.
- d. Develop and enhance the conceptual, interpersonal and technical skills that support the 15 dimensions of leadership.
- e. Define key words: assess, conceptual skills, executing, interpersonal skills, technical skills.

PS-LE7-7 Students will create a Gantt chart to plan a project.

- a. Sequence project management phases.
- b. Evaluate the critical components needed for successful project management.
- c. Create Gantt and PERT charts to plan a project.
- d. Implement the plan and monitor performance.
- e. Evaluate project results and make recommendations.
- d. Define key terms: Gantt chart, implementation, PERT chart, and project management.

PS-LE7-8 Students will create a mentorship plan.

- a. Research the roles and responsibilities of a mentor.
- b. Determine the seven ways mentors can gain the trust and respect of subordinates and/or mentees.
- c. Sequence the four phases of a mentoring program.
- d. Implement an ongoing mentorship plan within the cadet battalion leadership program.
- e. Define key words: bias, mentee, mentoring, socioeconomic, and stereotypes.

PS-LE7-9 Students will demonstrate command and staff principles while performing the duties of an earned leadership position within the cadet battalion.

- a. Fulfill roles and responsibilities of assigned leadership position.
- b. Collect information and advise the commander.
- c. Develop courses of action with recommendations to the commander.
- d. Translate decisions and plans into orders and translate orders to elements.
- e. Supervise execution of plans and orders.
- f. Take actions to carry out commander's intentions.
- g. Apply regulations and policies to the cadet organization.

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h. Define Key words: Coordinating staff, course of action, echelon, personal staff, and special staff.

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.

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.

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FOUNDATIONS for SUCCESS – TEACHING SKILLS

PS-LE7-10 Students will teach and co-facilitate Junior ROTC curriculum subjects as student instructors.

- a. Evaluate the importance of motivation, learning outcomes, training aids, lesson plans and content knowledge to teach successfully.
- b. Create effective learning outcomes.
- c. Summarize six essential tips for lesson plan development.
- d. Teach and/or facilitate with targeted competencies and supporting learning objectives.
- d. Define key words: competency, learning objectives, learning outcomes, lesson plan, measurable, prerequisite, and training aids.

Academic Standard(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.

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE7-11 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.
- g. Define key words: aerobic, anaerobic, calisthenics, cardio respiratory, isokinetic, isometric, isotonic, obesity and tone.

Academic Standard(s):

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MM1A1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

e. Relate to a given context the characteristics of a function, and use graphs and tables to investigate its behavior.

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

Foundations for Success: Making a Difference with Service Learning.

PS-LE7-12 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, and training.

PS-LE7-13 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, integration, observation, placement, and 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

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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.

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

Reading Across the Curriculum

Reading Standard Comment

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

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- 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.
 - 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.

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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.

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.