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**PROGRAM CONCENTRATION:** Government & Public Safety  
**CAREER PATHWAY:** JROTC – Marine Corps  
**COURSE TITLE:** JROTC- Leadership Education I

**Course description:**

This is the initial course of Marine Corps JROTC. It includes program orientation, classroom instruction, and practical application of instructed skills. The course lays the foundations for subsequent Leadership Education courses by teaching the basics of leadership, citizenship, personal growth, appearance and responsibility, general Marine Corps knowledge, drill, and physical training. Emphasis is on introduction to leadership, citizenship, physical training and drill. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.

**PS-MCLEI-1: Students will know, understand, and apply objectives of leadership and core values.**

- a. Explain the Marine Corps definition of leadership
- b. Formulate a personal definition of leadership
- c. Demonstrate the core values: ethics, morals, and values in a leadership situation
- d. Generate examples of honor, courage, and commitment

**PS-MCLEI-2: Students will keep up to date with current events, illustrate patriotism, characterize the responsibilities and legal rights of an American citizen, and define requirements to attain U.S. citizenship.**

- a. Discuss with supported opinions newsworthy events happening in present time with consideration to relevance, magnitude, unexpectedness, impact, oddity, reference to famous and important people, conflict, reference to negativity, continuity, emotions, and progress
- b. Discuss the importance of keeping up to date with current events
- c. Discriminate between viable and nonviable news sources
- d. Explain patriotism
- e. Differentiate between and characterize rights, responsibilities, and privileges of American citizens
- f. Describe the process of and requirements for attaining U.S. citizenship

**Academic Standards:**

SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petitions of Rights, and the English Bill of Rights.

SSCG2 The student will analyze the natural rights philosophy of government expressed in the Declaration of Independence.

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b. Evaluate the Declaration of Independence as a persuasive argument.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism,

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

a. Describe the structure and powers of the legislative, executive, and judicial branches.

b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

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.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

b. Describe the nomination and election process.

d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

SSCG12 The student will analyze the various roles played by the President of the United States; include 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.

SSCG13 The student will describe the qualifications for becoming President of the United States.

a. Explain written qualifications for President of the United States.

b. Describe unwritten qualifications common to past presidents.

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).

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers, limited government, and the issue of slavery.

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- d. Analyze how the Bill of Rights serves as a protector of individual and state rights

**PS-MCLEI-3: Personal Growth and Responsibility: Students will evaluate the importance of physical fitness, physical training, health, hygiene, and nutrition.**

- a. Plan and conduct a physical fitness training session
- b. Participate in rigorous physical training
- c. Is evaluated using the Presidential Physical Fitness Test
- d. Is evaluated using the MCJROTC Physical Fitness Test
- e. Compare and contrast requirements for personal hygiene
- f. Distinguish warning signs of potential suicide and identify where to seek assistance
- g. Analyze coping skills for stress management
- h. Interpret health risks, social consequences of, and warning signs of drug and alcohol abuse
- i. Discuss prevention and intervention of drug and alcohol abuse
- j. Relate health risks and tobacco use
- k. Classify food into the five major food groups
- l. Relate nutrition and peak performance

**Academic Standards:** (To be developed after the Physical Fitness and Health GPS is published)

**PS-MCLEI-4: General Military Subjects: Students will identify, understand, and apply basic Marine Corps fundamentals as related to administration, uniforms, customs, courtesies, traditions, rank structure, and chain of command.**

- a. Summarize the purpose of Leadership Education and MCJROTC
- b. Explain the MCJROTC unit organization
- c. Evaluate the benefits of MCJROTC
- d. Distinguish policies for promotions and awards
- e. Participate in uniform issue and turn in
- f. Establish cadet records
- g. Maintain and present a professional personal appearance
- h. Properly wear the Utility and Physical Training uniforms
- i. Execute a hand salute
- j. Utilize proper salutations
- k. Demonstrate proper procedure for reporting to an officer
- l. Render honors to colors
- m. Render honors to the Marine Corps Hymn
- n. Discuss the items comprising the Marine Corps emblem
- o. Relate the significance of the Marine Corps Birthday
- p. Classify individual Marine Corps JROTC ranks and insignia
- q. Classify individual Marine Corps rank and insignia
- r. Explain the purpose of the Chain of Command
- s. Describe the MCJROTC Chain of Command

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- t. Describe the CMC Chain of Command

**Academic Standards:**

SSUSH3 The student will explain the primary causes of the American Revolution.

- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts, as seen in Sons and Daughters of Liberty and Committees of Correspondence

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and Montesquieu, and the role of Thomas Jefferson

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.

- f. Explain the aggression and conflict leading to World War II in Europe and Asia

SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

- a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.
- b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.
- c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.
- d. Explain allied Post-World-War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.

**PS-MCLEI-5: Core Military Skills: Students will explain the purposes and objectives of basic drill and Marine ceremonies and demonstrate proficiency in teamwork, confidence, pride, alertness, and attention to detail through basic drill.**

- a. Manipulate individual positions
- b. Demonstrate stationary movements
- c. Demonstrate facing
- d. Demonstrate hand salute
- e. Demonstrate basic formations as part of a unit
- f. Interpret and react to immediate orders
- g. Participate in Marine Corps Birthday Ceremony
- h. Participate in MCJROTC Change of Command Ceremony

**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
  - 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

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- 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.

**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.

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**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.