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Fall 2010

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

Course description:

This is the second course of Marine Corps JROTC. It includes classroom instruction and practical application of the tasks instructed. Completion of the LE1 course is prerequisite. The course builds on the foundations attained in LE1 (leadership, citizenship, personal growth and responsibility, and general military subjects) with more emphasis in the area of General Marine Corps subjects. Career exploration, civilian marksmanship, and first aid are introduced. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. In this course, novice leaders begin to develop their relationships in personal and practical situations.

PS-MCLEII-1: Students will identify and demonstrate leadership traits and apply principles of leadership.

- a. Illustrate understanding of introspection and provide examples
- b. Discriminate between all 14 leadership traits

PS-MCLEII-2: Students will keep up to date with current events and determine civic responsibilities.

- 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. Differentiate between service and volunteering
- e. Identify the positive affects of volunteering in American society
- f. Participate in community, school, and public affairs events

Academic Standards:

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.

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

SSCG6 The students will demonstrate knowledge of civil liberties and civil rights.

- a. Examine the Bill of Rights with emphasis on the First Amendment freedoms.
- c. Explain selective incorporation of the Bill of Rights.
- e. Explain every citizen's right to be treated equally under the law.

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.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

- a. Explain the jurisdiction of the federal courts and the state courts.

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).

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

- a. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.

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

- b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
- c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban Missile Crisis.
- d. Describe the Viet Nam War, the Tet offensive, and the growing opposition to the war.

SSUSH25 The student will describe changes in national politics since 1968.

- a. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.
- g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, of the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

PS-MCLEII-3: Personal Growth and Responsibility: Students will evaluate the importance of physical training and judge proper social skills as well as proper written and oral communication.

- a. Compare and contrast proper manners and dress
- b. Illustrate proper table manners
- c. Distinguish between effective and ineffective study skills
- d. Justify the importance of proper written and oral communication techniques
- e. Choose and demonstrate effective listening skills
- f. Choose and demonstrate effective speaking skills
- g. Write and deliver an oral presentation
- h. Participate in rigorous physical training
- i. Is evaluated using the Presidential Physical Fitness Test
- j. Is evaluated using the MCJROTC Physical Fitness Test

PS-MCLEII-4: Public Service and Career Exploration: Students will develop a personal portfolio.

- a. Develop and maintain a collection in chronological order of MCJROTC activities

Academic Standards:

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 marginal benefits of an action equal or exceed the marginal cost.

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SSEPF1 The student will apply rational decision making to personal spending and saving choices.

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

PS-MCLEII-5: General Military Subjects: Students will identify, understand, and apply basic Marine Corps fundamentals as related to administration, uniforms, Marine Corps history, marksmanship, and first aid.

- a. Participate in uniform issue and turn in
- b. Compare and contrast school and MCJROTC codes of conduct
- c. Utilize MCJROTC security procedures
- d. Restate the MCJROTC uniform and its history
- e. Properly wear the Service A, B, and C uniforms
- f. Distinguish the history of the Marine Corps to include: origins of the Corps, significant dates, people, and battles
- g. Safely handle a rifle
- h. Describe the four life-saving steps
- i. Relate heat and sickness and explain treatment
- j. Relate cold and sickness and explain treatment

Academic Standards:

SSWG3 The student will describe the interaction of the physical and human systems that have shaped contemporary North Africa/Southwest Asia.

- c. Analyze the impact natural resources, especially oil, have on North Africa/Southwest Asia.

SSWG5 The student will describe the interaction of the physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

- a. Describe the location of major physical features and their impact on Asia.

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

- a. Describe the location of major physical features and their impact on Europe.
- g. Analyze the environmental issues associated with industrial and natural resource development in Europe including Russia.

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

- a. Describe the location of major physical features and their impact on Latin America.

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e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.

i. Analyze the impact of illegal drug production and trade have on Latin America.

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

a. Describe the location of major physical features and their impact on Canada and the United States.

d. Explain how the physical geography of Canada and the United States contributed to regional growth and development.

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

b. Explain the reason for and the significance of the French Alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

d. Explain the importance of Fort Sumpter, Antietam, Vicksburg, Gettysburg, and the Battle of Atlanta.

SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century.

b. Describe the Spanish-American War, War in the Philippines, and the debate over American Expansionism

SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.

a. Describe the movement from U.S. neutrality to engagement on World War I, with reference to unrestricted submarine warfare.

c. Explain Wilson's Fourteen Points and the proposed League of Nations.

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- b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.
- c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

SSUSH25 The student will describe changes in national politics since 1968.

- c. Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian Hostage Crisis.
- d. Describe domestic and international events of Ronald Regan's presidency; include Reganomics, the Iran-contra scandal, and the collapse of the Soviet Union.

SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact.

- b. Describe conditions on the war front; include the Battle of Verdun.

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-MCLEII-6: Core Military Skills: Students will explain the purposes and objectives of basic drill and Marine Corps Ceremonies and demonstrate proficiency in teamwork, confidence, pride, alertness, and attention to detail through basic drill.

- b. Manipulate individual positions
- c. Demonstrate basic formations as part of a unit
- d. Interpret and react to voice commands
- e. Demonstrate basic weapons manipulation
- f. Demonstrate basic weapons manipulation while marching
- g. Exemplify Espirit De Corps by drilling with confidence

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- h. Participate in Marine Corps Birthday Ceremony
- i. Participate in MCJROTC Change of Command Ceremony

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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.
- χ. 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.
- δ. 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.