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

Course description:

This is the third course of Marine Corps JROTC. It includes classroom instruction and practical application of instructed skills. The course builds on the foundations developed in the initial courses and begins to develop more advanced leadership skills. Leadership Education courses at this level provide elevated instruction in the basics of leadership, citizenship, personal growth, appearance and responsibility, and additional instruction and practical application general military subjects. An introduction to career awareness is also introduced. Emphasis is on development of leadership skills, 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-MCLE III-1: Students will apply the leadership principles, the objectives of leadership, and understand the application and differences in authority, responsibility, and accountability.

- a. Differentiate between the 11 leadership principles
- b. Correlate the 11 leadership principles to the promotion of effective leadership
- c. Compare and contrast responsibility, authority, and accountability
- d. Recognize the origins of the Non-Commissioned Officer (NCO) rank
- e. Discriminate between the five purposes of the NCO
- f. Characterize the relationship between officers and enlisted Marines

PS-MCLE III-2: Students will keep up to date with current events, discern the basic organization of the U. S. government, and know the requirements and process of becoming an American citizen.

- a. Characterize the major freedom documents of the United States according to their characteristics and content
- b. Compare and Contrast the three branches of Federal Government
- c. Distinguish between the three methods of obtaining citizenship
- d. Identify the qualifications for citizenship
- e. Pass the U.S. Citizenship Test
- f. 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
- g. Discriminate between viable and nonviable news sources

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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.

- 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.

- 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.

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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.

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

PS-MCLE III-3: Students will evaluate the importance of physical fitness, physical training, health, hygiene, and nutrition; and have a basic knowledge of suicide prevention.

- a. Plan and conduct a physical fitness training session
- b. Participate in rigorous physical training
- c. Are evaluated using the Presidential Physical Fitness Test
- d. Are 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. Prepare and present an informative speech

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

PS-MCLE III-4: Students will understand the job application process and the proper conduct of a job interview.

- a. Explain the importance of a proper job application
- b. Understand the do's and don'ts of job interviews
- c. Participate in community service programs with the ROTC program or with other community service organizations

PS-MCLE III-5: Students will demonstrate proper Marine Corps grooming standards, demonstrate the customs and courtesies associated with the U. S. flag, demonstrate a basic knowledge of sea service terminology, and demonstrate a basic knowledge of early Marine Corps history.

- a. Exhibit proper MCJROTC grooming standards
- b. Use established sea service terms
- c. Distinguish significant symbols of the Marine Corps
- d. Characterize customs, courtesies and displays of the United States flag

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- e. Research notable Marine Corps battles between 1865 and 1916.
- f. State the significance of the Pledge of Allegiance
- g. Describe guard duty
- h. Discriminate between the eleven General Orders
- i. Compare and contrast General Orders and Special Orders

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
- 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.

- c. Describe the roles of Ulysses Grant, Robert E. Lee, Stonewall Jackson, William T. Sherman, and Jefferson Davis.
- 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

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.

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

SSKH2 The student will identify important *American symbols* and explain their meaning.

- g. Pledge of Allegiance

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PS-MCLE III-6: Students will differentiate 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. Participate in weekly organized physical training
- b. Participate in weekly discussions of current events
- c. Participate in weekly organized drill practice
- d. Participate in organized marksmanship training
- e. Participate in Marine Corps Birthday Ceremony
- f. Prepare and wear the Blue Dress Uniform as required

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.

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- 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.

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.

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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.