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

Course description:

This is the fourth course of Marine Corps JROTC. The course builds on the foundations developed in level 3 and continues to introduce advanced leadership instruction with emphasis on motivation and discipline. Leadership Education courses at this level provide elevated instruction in leadership, citizenship, personal growth, appearance and responsibility, career awareness, and general military subjects. Basic instruction on military law and land navigation are also introduced. Expanded instruction on rifle safety and marksmanship techniques build on basic instruction at level 2. Physical fitness is enhanced to include planning and supervision. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.

PS-MCLEIV-1: Students will demonstrate the principles of motivation and discipline, and understand the role of officers in the chain of command.

- a. Identify the factors that motivate individuals
- b. Explain the principles of motivation.
- c. Explain the effects of high or low morale on a unit
- d. Identify indicators of morale and the techniques to improve morale in your unit
- e. Identify the indicators of discipline and the techniques to improve discipline in your unit
- f. Explain the need for individual practice and individual training.
- g. Describe the purpose of training as a team.
- h. Know and explain the definition of proficiency
- i. Describe the various roles of officers
- j. Understand their responsibilities as leaders

PS-MCLEIV-2: Students will compare and contrast the various political and economic systems of government and differentiate between them.

- 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. Differentiate between service and volunteerism
- c. Distinguish between various forms of political governments including democracy, republic, monarchy, theocracy, and totalitarian and give examples of each.

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- d. Explain the meanings of terms related to Capitalism, Communism, and Socialism.
- e. Demonstrate an understanding of the differences between Capitalism, Communism, and Socialism
- f. Identify the significant historical events in the history of the United States Flag
- g. Explain the significance of the stars, stripes and colors on the U. S. flag.
- h. Explain the significance of the key figures involved in the development of the United States Flag.
- i. Recognize the symbols within the Great Seal.
- j. State what the symbols represent.
- k. Identify important dates in the history of the Great Seal.
- l. Name those responsible for the design of the Great Seal.
- m. State how the Great Seal is officially used.
- n. Identify the positive effects of volunteerism in American society
- o. Participate in community, school, and public affairs events

Academic Standards:

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

SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism and the major characteristics of world-wide imperialism.

- a. Analyze the process and impact of industrialization in England, Germany and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its impact on women.

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.

- β. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
- χ. 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.
- δ. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Attaturk, and Mohandas Ghandi.
- ε. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.

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

- a. The national and state flags (United States and Georgia flags)

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PS-MCLEIV-3: Cadet will demonstrate appropriate level writing skills through the writing of essays as well as evaluate the skills of other cadets.

- a. Write an essay using effective writing skills
- b. Critique the essay of another cadet
- c. Participate in rigorous physical training
- d. Plan and conduct a physical fitness training session
- e. Are evaluated using the Presidential Physical Fitness Test
- f. Are evaluated using the MCJROTC Physical Fitness Test

Academic Standards: (Additional GPS may be identified and included after the Physical Education and Health GPS is published)

PS-MCLEIV-4: Students will explore potential careers and complete a job application and practice the interview process.

- a. Explore various career possibilities
- b. Complete a job application
- c. Participate in a job interview
- d. Participate in community service programs with the ROTC program or with other community service organizations

Academic Standards:

SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses, and governments.

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

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

PS-MCLEIV-5: Students will demonstrate a knowledge of military customs and courtesies, differentiate the rank insignia of other services and other service JROTC programs, and expand their knowledge of Marine Corps history. At this level, cadets will receive introductory courses in military law and land navigation. Rifle safety will be emphasized during marksmanship qualification.

- a. Demonstrate proper procedures for entering vehicles and boarding Naval vessels
- b. Identify individual Navy ranks and insignia
- c. Identify individual JROTC ranks and insignia

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- d. Identify the causes of World War I and Marine involvement in the war
- e. Know the Marine Corps traditions that resulted from action during World War I
- f. Understand the need and the Uniform Code of Military Justice
- g. Know who is subject to the Uniform Code of Military Justice
- h. Explain the purpose of non-judicial punishment and the circumstances of how it is imposed
- i. Identify the rights listed in an Article 31 warning
- j. Know the 3 types of courts martial
- k. Understand the jurisdiction, composition, and punishments related to types of courts martial
- l. Demonstrate a basic knowledge of Map Reading and land navigation
- m. Understand rules and procedures for safe range operation.
- n. Demonstrate rules for safe firearm handling
- o. Fire the .177 air rifle for qualification

Academic Standards:

SSWG1 The student will explain the physical aspects of geography.

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

SSUSH16 The student will identify key developments in the aftermath of WW I.

M4M2 Students will understand the concept of angle and how to measure angles.

- a. Use tools, such as a protractor or angle ruler, and other methods, such as paper folding or drawing a diagonal in a square, to measure angles.
- b. Understand the meaning and measure of a half rotation (180°) and a full rotation (360°).

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

- a. Determine the distance between two points.
- b. Determine the distance between a point and a line.
- c. Determine the midpoint of a segment.

PS-MCLEIV-6: Students will discern the purpose and objectives of basic drill and Marine Corps 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 organized drill practice
- c. Manipulate individual positions
- d. Demonstrate basic formations as part of a unit
- e. Interpret and react to voice commands
- f. Demonstrate basic weapons manipulation
- g. Demonstrate basic weapons manipulation while marching

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- h. Exemplify Espirit De Corps by drilling with confidence
- i. 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.

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- 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.

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.

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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.