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

Course description:

This is the fifth course of Marine Corps JROTC. It includes classroom instruction and practical application of instructed tasks. Completion of the LEI through LEIV course is prerequisite. The course builds, refines and introduces cause and effect relationships dealing with the foundations attained in previous leadership classes (leadership, citizenship, personal growth and responsibility, and general military subjects), with increased emphasis in the area of general Marine Corps subjects and leadership instruction. Career exploration, financial management and responsibility, and relationships with other military services are introduced. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.

PS-MCLEV-1: Students will acquire skills necessary to conduct individual mentoring and team training.

- a. Identify the roles and responsibilities in a mentoring relationship
- b. Indicate the tools necessary for successful mentoring
- c. Design a Lesson Plan
- d. Identify required items for leadership Training

PS-MCLEV-2: Students will describe the importance of inspections and evaluations.

- a. Explain the difference between an inspection and an evaluation
- b. Describe the purpose of an inspection
- c. Describe the purpose of an evaluation
- d. Explain the importance of standards
- e. Relate inspections and evaluations to personal career growth

PS-MCLEV-3: Students will identify the steps in planning and conducting community, school and public affairs events.

- a. Identify the steps involved and the sequence of planning an event
- b. Create and apply a checklist of planning activities
- c. Evaluate the successes and failures incurred in event planning

PS-MCLEV-4: Students will demonstrate proper service etiquette.

- a. Explain service etiquette
- b. Demonstrate how to properly introduce individuals, using correct titles and military ranks when appropriate
- c. Recognize the information that should be included on an invitation

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- d. Explain the meaning of, and how to respond to R.S.V.P. on an invitation
- e. Employ the guidelines for writing a thank you note
- f. Employ proper saluting practices
- g. Identify the four basic elements included in a military funeral
- h. Describe the sequence of events for rendering honors during an official visit
- i. Describe the basic elements of a dining-in

PS-MCLE V-5: Students will learn to make effective financial decisions.

- a. Explain the steps in the financial planning process, the difference between needs and wants, how values affect needs and wants, how to develop written and meaningful goals and how decisions affect goals
- b. Describe the relationships between career factors (how education and training affect earning potential); identify career options; and demonstrate awareness of future financial decisions affected by career choices
- c. Recognize effective money management.
- d. Explain the benefits of saving and investing

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.

- a. Illustrate by means of a production possibilities curve the trade offs between two options.
- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

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 a rational decision making model to select one option over another.
- c. Create a savings or financial investment plan for a future goal.

SSEPF2 The student will explain that banks and other financial institutions are businesses that channel funds from savers to investors.

- a. Compare services offered by different financial institutions.
- b. Explain reasons for the spread between interest charged and interest earned.
- c. Give examples of the direct relationship between risk and return.
- d. Evaluate a variety of savings and investment options; include stocks, bonds and mutual funds.

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SSEPF3 The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.

- a. Give examples of who benefits and who loses from inflation.
- b. Define progressive, regressive, and proportional taxes.
- c. Explain how an increase in sales tax affects different income groups.

SSEPF4 The student will evaluate the costs and benefits of using credit.

- a. List factors that affect credit worthiness.
- b. Compare interest rates on loans and credit cards from different institutions.
- c. Explain the difference between simple and compound interest rates.

SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.

- a. List various types of insurance such as automobile, health, life, disability, and property.
- b. Explain the costs and benefits associated with different types of insurance.

PS-MCLE V-6: Students will identify community service, state and federal service occupations that offer a career path.

- a. Describe community, state and federal services
- b. Identify community, state and federal service occupations
- c. Relate community, state and federal service occupations to their own career goals

Academic Standards:

SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.

- a. Identify skills that are required to be successful in the workplace.
- b. Explain the significance of investment in education, training, and skill development.

PS-MCLEV-7: Students will describe military service benefits.

- a. Explain the meaning of military service
- b. Describe military service benefits

Academic Standards:

SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.

- a. Identify skills that are required to be successful in the workplace.
- b. Explain the significance of investment in education, training, and skill development.

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PS-MCLEV-8: Students will identify the rank insignia used by the Army, Marine Corps and Air Force of the United States.

- a. Identify commissioned officer, warrant officer and enlisted rank, grade and insignia
- b. Differentiate the rank insignias used in the various services
- c. Identify officer and enlisted rank structure in proper sequence

PS-MCLEV-90: Students will prepare a chronology of Marine Corps activities between 1919 and 1941.

- a. Identify key Marine Corps individuals
- b. Describe events involving Marines in specific locations around the world
- c. Explain terms related to Marine activity during the 1919-1941 period
- d. Explain the development and impact of Marine aviation during the 1919-1941 period

Academic Standards:

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

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

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

- c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control.

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

Reading Across the Curriculum

Reading Standard Comment

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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
 - Demonstrate an understanding of contextual vocabulary in various subjects.

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- 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.