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**PROGRAM CONCENTRATION:**

**Government & Public Safety**

**CAREER PATHWAY:**

**JROTC – Marine Corps**

**COURSE TITLE:**

**JROTC- Leadership Education VI**

**Course description:** This is the sixth course of Marine Corps JROTC. It includes classroom instruction and practical application of instructed tasks. Completion of the LEI through LEV course is a prerequisite. Sequential instruction in the course includes additional study in General Military Subjects. Additional topics covered are leading close order drill activities and marksmanship competition. School and community service activities are also emphasized. Marine Corps participation in World War Two is reviewed and advanced compass and land navigation techniques are introduced. Additional instruction in the Uniform Code of Military Justice is also provided. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. The performance standards of this course are based on the performance standards identified in the course for Marine Corps JROTC.

**PS-MCLEVI-1: Students will evaluate and record the performance of subordinates.**

- a. Explain how Individual Training Standards (ITS) are used to evaluate performance
- b. Identify elements of an evaluation (fitness report) form

**PS-MCLEVI-2: Students will explain various leadership styles.**

- a. Describe the authoritarian style
- b. Describe the participative style
- c. Describe the delegative style
- d. Identify each leadership style in practical application

**PS-MCLEVI-3: Students will recognize the U.S. role in world affairs and the role of the Naval Services within the U.S. Department of Defense.**

- a. Describe how a nation is given the right to declare war
- b. Identify reasons for the creation and maintenance of the U.S. Navy
- c. Explain the conditions, in general, under which a nation may declare war
- d. Identify the five declared wars of the U.S. and the reasons for the declarations of war

**Academic Standards:**

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

- a. Explain the main ideas in debate over ratification; include those in The Federalist.

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- b. Analyze the purpose of government stated in the Preamble 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 checks and balances and separation of powers.

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.

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).

SSUSH6 The student will analyze the nature of territorial and population growth and the impact of this growth in the early decades of the new nation.

- c. Explain major reasons for the War of 1812 and the war's significance on the development of a national identity.
- e. Describe the reasons for and importance of the Monroe Doctrine.

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, the war in the Philippines, and the debate over American expansionism.
- c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

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 in World War I, with reference to unrestricted submarine warfare.

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

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- 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 Vietnam War, the Tet offensive, and growing opposition to the war.

**PS-MCLEVI-4: Students will explain and provide examples of the unique relationship that allows the President to employ the U.S. Marine Corps without the consent of Congress.**

- a. Explain the rationale underlying the founding father's desire to ensure the power to declare war rested in the hands of Congress
- b. Discuss at least one example of a President asking Congress to declare war
- c. Explain the purpose of the War Powers Act and the events that led to its passage by Congress
- d. Explain the conditions of the War powers Act that the President is required to meet whenever he introduces forces abroad into hostile situations
- e. Illustrate at least two examples of situations during the 1980s in which the President used U.S. forces without a declaration of war by Congress.

**Academic Standards:**

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.

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).

**PS-MCLEVI-5: Students will complete a college application and now what factors to consider in selecting a college.**

- a. Examine whether a college is right for them
- b. Determine how careers and majors are related
- c. Discuss different types of colleges
- d. Describe general admission requirements
- e. Analyze ways to finance college
- f. Identify educational institutions and majors that fit their needs

**PS-MCLEVI-6: Students will explain what constitutes professional behavior in the workplace.**

- a. Classify professional behavior

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- b. Describe professional behavior in the workplace

**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-MCLEVI-6: Students will recognize the requirements for enlisting in the U.S. armed forces.**

- a. Identify basic requirements and qualifications to enlist in the U.S. Marine Corps
- b. Identify Marine Corps enlisted occupational fields
- c. Compare the military 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-MCLEVI-7: Students will identify the requirements for becoming a Marine Corps officer.**

- a. Identify the basic qualifications to becoming a Marine Corps officer
- b. Explain the main pathways to becoming a Marine Corps officer
- c. Compare becoming a Marine Corps officer 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-MCLEVI-8: Students will describe the combat organization of the Marine Corps.**

- a. Describe the official mission of the Marine Corps
- b. Identify the document that defines the Marine Corps mission
- c. Identify the seven elements of the Marine Corps mission
- d. Identify and describe the three principle subdivisions of the Marine Corps organization

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**Academic Standards:**

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).

**PS-MCLEVI-9: Students will discuss a chronology of the Marine Corps from 1941-1945.**

- a. Locate specific Pacific Islands related to World War II by longitude and latitude
- b. Describe the importance of the battles of Midway, Guadalcanal, Tarawa, Iwo Jima and Okinawa
- c. Complete a time line of activities from 1941-1945
- d. Explain the military strategy used to win the war in the Pacific
- e. Identify techniques used for the amphibious landings on various islands in the Central Pacific
- f. Explain the military strategies related to the invasions of Iwo Jima, Okinawa and the dropping of the atomic bomb in 1945

**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.

c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

e. Describe Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

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.

**PS-MCVI-10: Students will describe the parts of a lensatic compass, determine a current location, determine the location of distant objects, demonstrate the ability to navigate with a compass around obstacles, and to navigate using terrain association and “dead reckoning.”**

- a. Identify the specific parts and functions of a lensatic compass
- b. Describe the steps used to preset the lensatic compass
- c. Describe the steps used to determine a magnetic azimuth

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- d. Identify one's position by inspection and resection
- e. Identify a distant point by inspection and intersection
- f. Demonstrate land navigation techniques
- g. Describe the correct procedures for bypassing an obstacle
- h. Discuss "terrain association."
- i. Describe the five steps used for navigating using terrain appreciation
- j. Employ "dead reckoning" techniques

**Academic Standards:**

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 (180°) and a full rotation.

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.

Social Studies Skills Matrices MAP AND GLOBE SKILLS GOAL: The student will use maps to retrieve social studies information. I: indicates when a skill is introduced in the standards and elements as part of the content D: indicates grade levels where the teacher must develop that skill using the appropriate content M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	9-12
1. use cardinal directions	A
2. use intermediate directions	A
3. use a letter/number grid system to determine location	A
5. use inch to inch map scale to determine distance on map	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps	A
8. draw conclusions and make generalizations based on information from maps	A
9. use latitude and longitude to determine location	A
10. use graphic scales to determine distances on a map	A

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**PS-MCLEVI-11: Students will explain the general provisions of selected punitive articles of the Uniform Code of Military Justice (UCMJ), discuss the forms of punishment authorized by the UCMJ, and identify the five types of discharges.**

- a. Describe the purpose of selected punishment articles
- b. Identify the maximum punishment for selected punitive articles
- c. Distinguish between the different types of discharges

**Academic Standards:**

*SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.*

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- b. Analyze due process law expressed in the 5th and 14th Amendments.
- c. Explain selective incorporation of the Bill of Rights.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.

*SSCG22 The student will demonstrate knowledge of the criminal justice process.*

- a. Analyze the steps in the criminal justice process.
- b. Explain an individual's due process rights.
- c. Describe the steps in a criminal trial or civil suit.
- d. Examine the different types of sentences a convicted person can receive.

**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.

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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.
  - 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

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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.

**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.

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**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*.