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

Course description:

This is the seventh course of Marine Corps JROTC. It includes classroom instruction and practical application of more advanced tasks included in the training cadets and managing assets. The course emphasizes the application of the skills acquired in the first six Leadership Education courses and provides the cadet with practical experience in leadership experiences. Performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. Successful completion of at least three units of credit in the Marine Corps JROTC program qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military services.

PS-MCLEVII-1: The cadet will develop leadership skills required to positively resolve conflicts within a group.

- a. Define conflict
- b. Identify causes of conflict
- c. Describe the role of leadership in conflict resolution
- d. Explain how leadership contributes to conflict
- e. Identify the role of communication skills in conflict resolution

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

PS-MCLEVII-2: The cadet will assess equal opportunity, sexual harassment, and fraternization.

- a. Define equal opportunity, sexual harassment, and fraternization
- b. Compare and contrast the responsibilities of leaders and supervisors, regarding equal opportunity, sexual harassment and fraternization
- c. Explain the Marine Corps policy on fraternization
- d. Summarize the three types of sexual harassment
- e. Discuss the objectives of the Marine Corps Equal Opportunity Program
- f. Use methods for ensuring equal opportunity

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SSCG2 The student will analyze the natural rights philosophy and the nature 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.

b. Analyze the purpose of government stated in the Preamble of the United States Constitution.

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

d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.

a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government.

SSWH20 The student will examine change and continuity in the world since the 1960s.

d. Examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.

PS-MCLEVII-3: The cadet will discover noteworthy contributions of selected Americans throughout history.

a. Recognize the names of select American contributors and explain their accomplishments

b. Discuss what it means to be a contributor

c. Give examples of American achievements

Academic Standards:

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

b. Analyze the purpose of government stated in the Preamble of the United States Constitution.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

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

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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.

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).

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.

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

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

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

- a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.

SSUSH21 The student will explain economic growth and its impact on the United States, 1945-1970.

- d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.

SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.

- a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government.

SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

- c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United

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States (Roosevelt/Truman) from Tehran to Yalta and Potsdam and the impact on the nations of Eastern Europe.

PS-MCLEVII-4: The cadet will prepare and instruct a period of instruction.

- a. Use the five critical elements in preparing to teach
- b. Explain the three parts of a learning objectives
- c. Describe the use of training aids in instruction
- d. Demonstrate the eight tips for lesson planning
- e. Recognize the four phases of a lesson plan and the three components of each phase
- f. Develop at least three learning activities for each phase
- g. Describe “Cooperative Learning Strategy”

PS-MCLEVII-5: The cadet will compose a formal research paper.

- a. Select and limit a topic for a research paper
- b. Determine a thesis statement
- c. Develop an outline for a research paper
- d. Research data pertaining to the topic of the research paper
- e. Prepare proper endnotes and bibliographic entries

PS-MCLEVII-6: The cadet will discriminate all standard uniform items.

- a. Conduct a personnel inspection
- b. Evaluate junior cadets' ability to conform to established standards
- c. Describe the standard formation used for conducting inspections

PS-MCLEVII-7: The cadet will characterize the Marine Air-Ground Task Force (MAGTF) organization.

- a. Describe the MAGTF
- b. Explain the four elements of a MAGTF
- c. Compare the three types of MAGTFs
- d. Describe a Special Purpose MAGTF

PS-MCLEVII-8: The cadet will construct a chronology of the Marine Corps actions from 1946 to 1965.

- a. Explain Marine Corps organizational developments during the “Cold War”
- b. Describe the Truman Doctrine, the Marshall Plan and the Eisenhower policies toward communism
- c. Describe Marine Corps involvement in the Korean War
- d. Explain the conclusion of the Korean War and the long term effect on the Asian region

Academic Standards:

SSWG2 The student will explain the cultural aspects of geography.

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- a. Describe the concept of place by explaining how the culture of a region is a product of the region's physical characteristics.
- c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.
- d. Explain how the development of customs and traditions help to define a culture and a people.

SSWG5 The student will describe the interaction of 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 the regions of Asia.
- b. Describe the major climates of each region and how they have affected each region's development.
- d. Describe the various ethnic and religious groups in the region and the effect of geography on their development and their major customs and traditions.
- g. Describe the Pacific Rim and its cultural, political, and economic significance.

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

- a. Describe the location of major physical features and their impact on Europe.
- c. Analyze the importance of Europe's coastal location, climatic characteristics, and river systems regarding population, economic development, and world influence.
- d. Describe the various ethnic and religious groups in Europe and the influence of geography on those groups and their major customs and traditions.
- f. Analyze the impact of geography on Russia in terms of population distribution, trade, and involvement in European affairs.

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

- e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.
- l. Analyze the impact illegal drug production and trade have on Latin America.

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

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

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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.

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.
b. Explain the functions of the Cabinet.

SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal; autocratic, oligarchic and democratic; and presidential and parliamentary.

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.
d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.
e. Describe Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

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

1a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
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 Vietnam War, the Tet offensive, and growing opposition to the war.

SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.
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.

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SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

- c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).
- d. Compare and contrast the reforms of Khrushchev and Gorbachev.

PS-MCLEVII-9: The cadet will demonstrate map reading, terrain appreciation and compass skills on an orienteering course.

- a. Describe “orienteering” and its origins
- b. Differentiate between the six types of orienteering courses
- c. Demonstrate the five-step process to determine the direction of travel
- d. Demonstrate the five movement technique used in orienteering
- e. Explain three control areas and five safety aspects used in orienteering
- f. Develop and operate a compass course
- g. Demonstrate proper orienteering techniques and map reading/land navigation skills

Academic Standard(s):

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

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| 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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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.

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- 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.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

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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.