

Leadership Education and Training

JROTC Curriculum Outline

U.S. Army
Cadet Command
Ft. Monroe, VA

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Curriculum Outline

Unit 1 – Citizenship in Action

Purpose: Engages students in the practice of basic citizenship customs, traditions and in the exploration of opportunities for non-military and military national service. Orients students to the purpose of the Army JROTC Program and to their roles as Cadets. Provides opportunities to become familiar with the Department of Defense, examining how all branches of the U.S. Armed Forces work together to serve the nation by defending democracy and maintaining peace. Also provides opportunities to learn about major, non-military service organizations.

Program of Instruction					
	LET 1	LET 2	LET 3	LET 4	Total
Required:	18 hrs		2 hrs	6 hrs	26 hrs
Elective:	12 hrs (additional)				

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

Communicate using verbal, non-verbal, visual, and written techniques.

Do your share as a good citizen in your school, community, country, and the world.

Meets or partially meets the following JROTC program outcomes:

Correlate the rights and responsibilities of citizenship to the purposes of U.S. government.

Characterize the role of the military in building and defending a democracy and maintaining peace in a democratic society.

Chapter 1: Foundations of Army JROTC and Getting Involved

Chapter Competencies:

Identify how Army JROTC can impact your future.

Analyze the purpose of the Army JROTC program.

Explain the rank and structure of Army JROTC.

Determine which signs of success you plan to accomplish within JROTC.

Demonstrate proper Cadet appearance.

Demonstrate protocol to show respect for and handle the United States flag.

Demonstrate courtesies during the playing of the National Anthem.

Explore the purpose of military traditions, customs, and courtesies.

Demonstrate command and staff principles while performing the duties of an earned leadership position within your Cadet battalion.

U1C1L1: Army JROTC - The Making of a Better Citizen (CORE)

This lesson introduces Cadets to JROTC, its mission, and the Leadership Education and Training (LET) curriculum for this first level of Cadet's instruction. Completing the material in this course will require discipline and hard work, but Army JROTC feels that the reward will be worth the effort Cadets put forth. Through Army JROTC, Cadets are building a foundation that will last a lifetime.

Competency: *Identify how Army JROTC can impact your future*

Lesson Objectives:

Explain the mission of Army JROTC

Identify the challenges in the Army JROTC program

Identify the opportunities of the Army JROTC program

Define the key words: Cadet, challenges, JROTC, mission, motivate, opportunities, unique, candor

U1C1L2: The Past and Purpose of Army JROTC (CORE)

The JROTC program is designed to teach Cadets the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. This lesson will review the birth of the JROTC program and its purpose, allowing Cadets to explore how JROTC can help them meet their goals for success.

Competency: *Analyze the purpose of the Army JROTC program*

Lesson Objectives:

Describe the U.S. congressional act that created JROTC

Identify the JROTC program outcomes

Explain significant historical events that combined military training and education

Define key words: conflict resolution, cultural diversity, National Defense Act, leadership

U1C1L3: Moving Up In Army JROTC - Rank and Structure (CORE)

Army JROTC has a well-defined organizational structure. Each person in the unit has an individual job that is part of a larger task, which is part of a much larger mission. This lesson introduces Cadets to the major concepts of command within the military and the various U.S. Army and Army JROTC enlisted and officer ranks, as well as the typical organizational structure for a JROTC Cadet battalion.

Competency: *Illustrate the rank and structure of Army JROTC*

Lesson Objectives:

Identify Army JROTC enlisted and officer insignia

Correlate Cadet ranks to positions on the JROTC Cadet battalion organization diagram

Correlate duties and responsibilities with positions in an Army JROTC Cadet battalion

Evaluate how the organization supports the operation of the Army

Define key words: battalion, company, enlisted, platoons, specialists, squads, subordinate, succession, team(s)

U1C1L4: The Signs of Success (CORE)

The awards program is for any JROTC Cadet who excels. It recognizes high levels of performance, excellence, and achievement. Since the JROTC program recognizes that not all Cadets have the same abilities and skills, the Army designed its awards program to recognize as many personal traits as possible in Cadets. In this lesson Cadets will identify the signs of success Cadets would like to accomplish within Cadets JROTC learning experience.

Competency: *Determine which signs of success you plan to accomplish within JROTC*

Lesson Objectives:

Compare the three types of unit decorations

Identify the components of individual award categories

Identify the four institutional award categories

Define award criteria

Define key words: academic award, athletic award, commitment, decoration, individual award, initiative, military award, miscellaneous award, motivation, responsibility, unit award

U1C1L5: Your Personal Appearance and Uniform (CORE)

We often form opinions of others based on their personal appearance. A good personal appearance complements a Cadets JROTC uniform. A neatly pressed and clean uniform, with properly placed ribbons, awards, and insignia shows that JROTC Cadets have pride in themselves and their unit. This lesson will expose Cadets to all of the JROTC uniforms, their components, purpose and proper maintenance. Activities and assessment will allow Cadets to apply what Cadets learn to Cadets own appearance and uniform.

Competency: *Demonstrate proper Cadet appearance*

Lesson Objectives:

Identify components of a JROTC Class A, Class B, and Battle Dress Uniform JROTC Uniform

State the appropriate occasions for wearing each uniform

Identify factors important to personal appearance

Describe guidelines for proper personal appearance in uniform

Describe proper maintenance of uniforms

Describe the uniform-wearing guidelines

Demonstrate placement of uniform awards, insignias and decorations

Conduct a uniform pre-inspection

Prepare for uniform inspection

Define key words: align, Battle Dress uniforms, bisecting, Class A and B uniforms, Chevron, fads, ferrule, fitted, formal inspections, Garrison Cap, Gigline, hemmed, insignia, nap, non-subdued, precedence, pre-inspection, shoulder marks, sized, tarnish

U1C1L6: The Stars and Stripes (CORE)

The U.S. Flag is the most notable of the symbols for our nation. When we show respect for the U.S. flag, we are displaying honor to our country. In this lesson Cadets will explore the history of the U.S. flag. Cadets will also learn and practice the rules for displaying and folding the flag.

Competency: *Demonstrate protocol to show respect for and handle the United States Flag*

Lesson Objectives:

Explain the history of the United States flag

Explain the symbolism of the various parts and colors on the flag

Classify the size and use of each basic type of United States flag

Describe how to show respect for the United States flag

Compare the rules for displaying flag in different situations

Describe the correct way to fold the United States flag

Define key words: color(s), ensign, garrison flag, half-staff, halyard, pennant, post flag, staff, standard, storm flag, union

U1C1L7: Proudly We Sing - The National Anthem (CORE)

When Cadets hear the National Anthem, do Cadets know what to do? National anthems are usually songs in a culture that become so popular that the people claim them as a symbol for their nation. In this lesson Cadets will examine ways to show respect when the National Anthem is played.

Competency: *Demonstrate courtesies during the playing of the National Anthem*

Lesson Objectives:

Explain the history of the National Anthem

Describe Cadet courtesies when the National Anthem is played

Explain the history of the official National March

Define key words: anthems, bombardment, national march, symbol, "The Star-Spangled Banner," under arms

U1C1L8: American Military Traditions, Customs, and Courtesies (CORE)

The purpose of military traditions, customs, and courtesies is to develop pride in the military service and to establish strong bonds of professional and personal friendships - patterns of behavior that enhance the military way of life. They provide a framework for applying the principles of respect in military organizations and they reflect unit discipline and readiness. In this lesson Cadets will learn about and demonstrate military traditions, customs and courtesies.

Competency: *Explore the purpose of military traditions, customs, and courtesies*

Lesson Objectives:

Describe types of personal salutes and when they are executed.

Match Army ranks to their proper titles.

Execute a salute.

Identify situations requiring a salute or other forms of respect to senior officers.

Define key words: cannon salutes, courtesies, customs, dress, esprit de corps, mess, position of honor, reporting, ruffles and flourishes, salutes, self-propelled, traditions, uncasing, uncovered

U1C1L9: Basic Command and Staff Principles (CORE)

As commanders or staff officers in a JROTC battalion, being prepared to meet the challenges of a position is a major responsibility. Upon completion of this lesson, Cadets will have a better understanding of command and staff procedures and how they relate to Cadets duties in a JROTC battalion. This lesson will explain command and staff authority and responsibilities, the principles underlying delegation of authority, command and staff actions, staff organization and operations, and the sequence of actions in making and executing decisions.

Competency: Demonstrate command and staff principles while performing the duties of an earned leadership position within your Cadet battalion

Lesson Objectives:

Describe staff responsibilities and three common procedures used to coordinate staff actions

Compare the three types of staffs and their relationship to the commander

List the nine-step sequence of command and staff actions in the correct order

Clarify the scope and purpose of the commander's estimate

Define key words: coordinating staff, course of action, echelon, personal staff, special staff

Chapter 2: Service to the Nation

Chapter Competencies:

Explore the purpose of the United States Department of Defense.

Relate the role of the Active Army to the United States Army.

Distinguish among the reserve components of the United States Army.

Explore the purpose and structure of the United States Navy.

Explore the purpose and structure of the United States Air Force.

Explore the purpose and structure of the United States Marine Corps.

Explore the purpose and structure of the Coast Guard and Merchant Marine.

Explore the purpose and structure of the Peace Corps.

Explore the purpose and structure of the Ameri Corps.

U1C2L1: The Department of Defense (CORE)

The executive department responsible for the nation's defense forces is the Department of Defense. It was created in 1947, when Congress combined the former Navy and War departments into a National Military Establishment, an executive department headed by a secretary of defense. In this lesson Cadets will explore the structure and function of the United States Department of Defense.

Competency: *Explore the purpose of the United States Department of Defense*

Lesson Objectives:

Examine the mission of the Department of Defense (DoD).

Identify the four major responsibilities inherent to DoD's mission and relate how they individually and collectively contribute to its accomplishment

Identify the major elements of DoD.

Explain the meaning of Civilian control over the military; include which positions in DoD are under civilian control.

Explain the relationship of the Joint Chiefs of Staff to DoD, its composition; who heads it and how its missions compare to those of the DoD.

Define key words: operational commands, specified, strategic, tactical, theater, unified commands

U1C2L2: The Active Army (CORE)

The U.S. Army dates back to June 1775. On June 14, 1775, the Continental Congress adopted the Continental Army when it appointed a committee to "draft the rules and regulations for the government of the Army." This authorization marks the birthday of the U.S. Army, the oldest branch of the U.S. Armed Forces. The fundamental mission of the U.S. Army is to deter war and to win in combat. However, there is much more to the Army than accomplishing that mission. In fact, the Army spends most of its time involved in peacetime activities. In this lesson Cadets will explore the role of the Active Army in accomplishing the mission of the U.S. Army.

Competency: *Relate the role of the Active Army to the United States Army*

Lesson Objectives:

Explain the mission of the United States Army.

Identify the organizational components of the Army.

Identify the four types of Army operations.

Distinguish between the different elements of combat power.

Describe the three components of offensive maneuver.

Explain the three elements of combined arms tactics.

Define key words: major commands, tactically self-contained, division, branch, offensive operations, defensive operations, stability operations, support operations, maneuver, linear battlefield, decisive operations, shaping operations, sustaining operations, combined arms, maneuver forces, fire support elements, mobility and survivability elements

U1C2L3: The Army Reserve Components (CORE)

The reserve components of the U.S. Army consist of the Army National Guard and the Army Reserve. The main purpose of these components is to provide trained units and qualified personnel to be available for active duty in time of war, national emergency, or at other times as dictated by national security requirements. In this lesson Cadets will explore the role and structure of the reserve components of the U.S. Army.

Competency: *Distinguish among the reserve components of the United States Army*

Lesson Objectives:

Identify the components of the Total Force.
Distinguish between the National Guard and Reserves.
Explain the significance of the Posse Comitatus.
Identify the important roles of DoD civilians.
Define key words: citizen-soldiers, combatant, militia, mobilize, reserve corps

U1C2L4: The U.S. Navy (Elective)

The U.S. Navy is the branch of the U.S. Armed Forces that maintains command of the seas. The Navy is able to seek out and destroy enemies on, under, or above the sea. If attacked, it can return the blow almost anywhere on earth from its warships. The Navy also serves as an instrument of international relations in times of peace. It is possible that the presence of naval vessels may be helpful in keeping a crisis from developing into war. Additionally, the Navy engages in actions such as carrying food and medical supplies to disaster areas and in assisting merchant and passenger ships in emergencies. In this lesson Cadets will explore the purpose and structure of the United States Navy.

Competency: *Explore the purpose and structure of the United States Navy.*

Lesson Objectives:

Explain the mission of the U.S. Navy. Describe the organization of the U.S. Navy.

Distinguish between the Shore Establishment and Operating Forces.

Determine how the U.S. Navy is able to maintain a global presence.

Classify the three standard force packages of the U.S. Navy.

Analyze the Elements of Naval Power.

Evaluate the Navy's role in nuclear deterrence.

Define key words: Battlespace, Command by Negation, Forward from the Sea, Numbered Fleets, Officer in Tactical Command, Operating Forces, Principle Warfare Commanders, Shore Establishment, Task Force, Underway Replenishment.

U1C2L5: The U.S. Air Force (Elective)

The U.S. Air Force exemplifies the dominant role of air and space power in meeting this nation's security needs across the entire spectrum of peace and conflict - such as building U.S. influence globally through its presence and strengthening national capabilities to conduct decisive combat operations worldwide on short notice. In this lesson Cadets will explore the role of the U.S. Air Force in the nation's defense forces.

Competency: *Explore the purpose and structure of the United States Air Force.*

Lesson Objectives:

Explain the mission of the U.S. Air Force.

Describe the organization of the U.S. Air Force.

Evaluate the purpose of Strategic Attack.

Distinguish between Numbered Air Forces and Air Expeditionary Forces.

Distinguish between Counterland and Countersea missions.

Classify U.S. Air Force space missions.

Define key words: Air Expeditionary Force, Air Expeditionary Wing, Air Superiority, Air Wing, Counterland, Countersea, Numbered Air Force, Strategic Attack, Strategic Triad.

U1C2L6: The U.S. Marine Corps (Elective)

The Marine Corps has been an important part of America's defense since its founding in 1775. The U.S. Marine Corps is a component of the Department of the Navy and, as such, is under the operational control of the Secretary of the Navy. However, since the Marine Corps is responsible for its own administration, discipline, and training, it is in actuality an independent branch of the U.S. Armed Forces. A commandant, appointed by the president, heads the Marine Corps. The commandant usually serves four years and holds the rank of General. In this lesson Cadets will explore organizational attributes and the role of the Marine Corps in our nation's defense forces.

Competency: Explore the purpose and structure of the United States Marine Corps

Lesson Objectives:

Explain the mission of the U.S. Marine Corps.

Describe the organization of the U.S. Marine Corps.

Identify the Marine Corps Element of Combat Power.

Compare and contrast the two operational specialties of the U.S. Marines.

Define key words: Marine Air Ground Task Force, Marine Expeditionary Unit, Marine Expeditionary Brigade, Marine Expeditionary Force, Marine Prepositioned Squadron, Noncombatant Evacuation Operation, Vertical Envelopment, Operational Maneuver from the Sea

U1C2L7: The U.S. Coast Guard and U.S. Merchant Marine (Elective)

The U.S. Coast Guard is the nation's oldest maritime agency. The history of the Coast Guard is very complicated because it is the amalgamation of five federal agencies that originally governed the nation's waterways. Since these agencies had overlapping responsibilities, Congress united them under the umbrella of the Coast Guard. The multiple missions and responsibilities of the modern Coast Guard are directly tied to this diverse heritage. Members of the Coast Guard have fought in every war of the United States.

The Merchant Marine is a fleet made up of a nation's commercial ships, both cargo and passenger, and those who operate them. It carries the nation's commerce (imports and exports) during peacetime and becomes a naval auxiliary during wartime to deliver troops and material. In this lesson Cadets will explore the roles the Coast Guard and Merchant Marine play in the defense of our country.

Competency: Explore the purpose and structure of the Coast Guard and Merchant Marine

Lesson Objectives:

Describe the organization of the U.S. Coast Guard.

Classify the five major missions of the U.S. Coast Guard.

Evaluate how the Coast Guard is unique among the uniform services.

Explain the composition of the U.S. Merchant Marine.

Compare and contrast the role of the Merchant Marine in peacetime and war.
Define key words: Commerce, Cutter, Ecosystem, Flagged, Intermodal, Logistics, Maritime, Operations Plan, Sealift, Strategic.

U1C2L8: The Peace Corps (Elective)

The Peace Corps was born from a challenge that then-Senator John F. Kennedy issued to students at the University of Michigan to serve their country by living and working in developing countries. Since then, the Peace Corps has placed over 170,000 volunteers in 136 host countries to work on projects from agriculture and AIDS education to information technology and environmental preservation. In this lesson Cadets will explore the role of the Peace Corps as an agency of the federal government dedicated to world peace and friendship.

Competency: *Explore the purpose and structure of the Peace Corps*

Lesson Objectives:

Explain the mission and goals of the Peace Corps.

Evaluate the backgrounds and requirements of Peace Corps volunteers.

Research the types and locations of projects performed by Peace Corps volunteers.

Assess the educational benefits available to Peace Corps volunteers.

Define key words: volunteer, partnership, service-learning

U1C2L9: The AmeriCorps (Elective)

AmeriCorps was created in 1993 and is part of the Corporation for National and community service. Since 1994, AmeriCorps has provided a rewarding service-learning experience to more than 250,000 men and women. AmeriCorps members serve through non-profit organizations, public agencies, and faith-based organizations in order to meet critical needs in education, public safety, health, and the environment. In this lesson Cadets will explore the role AmeriCorps plays in providing assistance to millions of Americans.

Competency: *Explore the purpose and structure of the AmeriCorps*

Lesson Objectives:

Explain the mission and goals of AmeriCorps.

Explain how AmeriCorps projects are funded.

Identify groups and organizations supported by AmeriCorps.

Identify the types of programs sponsored by AmeriCorps.

Describe the personal and community benefits of an AmeriCorps project.

Define key words: community service, financial grant, non-profit group.

Unit 2 – Leadership Theory and Application

Purpose: Develops Cadet leadership potential through the application of principles, values, and strategies. Prepares Cadets to work effectively as team members and leaders, and to act as mentors to other Cadets. Emphasizes the role of the leader in promoting equal opportunity, addressing prejudice, and preventing sexual harassment and assault. Cadets compare how those with varied leadership styles approach planning, decision-making, problem solving, negotiation, and supervision. In the Leadership Lab component of this unit, Cadets apply leadership skills to drill movements, techniques, and commands as they move from novice to expert.

Program of Instruction					
	LET 1	LET 2	LET 3	LET 4	Total
Required:	18 hrs	2 hrs	12 hrs	10 hrs	40 hrs
Elective:	34 hrs (additional)				

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

Communicate using verbal, non-verbal, visual, and written techniques.

Take responsibility for your actions and choices.

Treat self and others with respect.

Apply critical thinking techniques.

Meets or partially meets the following JROTC program outcomes:

Develop leadership skills.

Build effective relationships with peers, co-workers, and the community.

Characterize the role of the military in building and defending a democracy and maintaining peace in a democratic society.

Chapter 1: Being a Leader

Competencies:

Identify your leadership strengths and opportunities for improvement.

Compare leadership styles.

Develop a personal code of ethics, comparing the values it represents with the values represented in the JROTC Code of Honor.

Draft a plan for using the 11 principles of leadership to improve your leadership abilities.

Take action to prevent and/or stop sexual harassment and assault.

U2C1L1: Leadership Defined (CORE)

This lesson takes a look at the definition of leadership skills. Learning good leadership skills and becoming a successful leader are not easy tasks. With this basic introduction of leadership, Cadets can begin to appreciate the responsibilities that successful leaders have to themselves, their subordinates, their supervisors, and their

organization. Activities in this plan allow Cadets to examine their own leadership behavior strengths and weaknesses and make improvements as necessary.

Competency: *Identify your leadership strengths and opportunities for improvement*

Lesson Objectives:

Explain how to transform mistakes into opportunities for learning.

Describe examples of effective supervisory skills.

Define key words: cohesive, conjecture, contingencies, flexibility, influencing, intuitions, nonjudgmental, objectively, operating

U2C1L2: Leadership Reshuffled (CORE)

For a long time, there has been great interest in determining what makes a good leader. Researchers have dug deep in the past to examine the origins and evolution of leadership. This lesson explains the theories and approaches to leadership as they have changed, and identifies historical events that have shaped them. This lesson also allows Cadets to explore how leadership styles are applied to different kinds of situations.

Competency: *Compare Leadership Styles*

Lesson Objectives:

Describe how leadership has evolved.

Compare different approaches to leadership.

Discuss what leadership styles work best in different situations.

Define key words: approach, behaviors, leadership

U2C1L3: Leadership from the Inside Out (CORE)

Values are the driving force behind action. When a leader gives his or her unit a particular mission, it is usually based on what the leader believes to be right. Both the leader's decisions and actions as well as the followers' actions must be motivated by their inherent values - strong feelings of right vs. wrong, ethical vs. unethical, or important for the majority vs. important for personal gain. In this lesson Cadets will explore how their values impact their actions and Cadets will develop a personal code of ethics based on their values.

Competency: *Develop a personal code of ethics, comparing the values it represents with the Army Values*

Learning Objectives:

Describe the values that leaders possess.

Assess how attitudes affect a person's actions.

Explore how life experiences affect a person's values.

Describe how the similarities and differences in people's values can impact how they interact with others.

Relate your values to the seven Army Values.

Define key words: beliefs, bribery, coercion, dilemma, ethics, favoritism, norms, prejudices, selfless service, tenets, tunnel vision, unethical, values

U2C1L4: Principles and Leadership (CORE)

Leadership is the process of influencing others to accomplish a mission. The leadership skills that Cadets use to accomplish a mission are the same whether Cadets are in a classroom, in their neighborhood, church, home or JROTC. To be a good leader, Cadets must provide teammates with purpose, direction, and motivation. Purpose helps them to understand why they are performing a task, direction shows what they must do, and motivation gives them the desire or initiative to do everything they are capable of doing to accomplish their mission. In this lesson Cadets will explore the principles of leadership and determine what Cadets must do to improve their leadership abilities.

Competency: Draft a plan for using the 11 principles of leadership to improve your leadership abilities

Lesson Objectives:

Describe 11 principles of leadership.

Describe the BE, KNOW, and DO attributes of a leader.

Identify how a Cadet can demonstrate leadership character and competence.

Define key words: attributes, censure, convictions, diversified, doctrine, introspection, philosophy, recrimination, self-evaluation

U2C1L5: Sexual Harassment/Assault (CORE)

Sexual harassment is a common and serious problem for both boys and girls in American high schools. The majority of the sexual harassment that occurs involves one student harassing another, or peer sexual harassment. What one individual perceives to be teasing or joking can be perceived as sexual harassment by another. Victims of sexual harassment and assault can suffer anxiety, fear, sleep disturbances and other difficulties. Sexual harassment is illegal, and it is essential that all students learn to prevent sexual harassment and assault. In this lesson Cadets will learn how to recognize sexual harassment as well as steps that Cadets can take to prevent and/or stop sexual harassment and assault.

Competency: Take action to prevent and/or stop sexual harassment and assault

Lesson Objectives:

Determine the potential consequences of sexual harassment/assault for the individuals involved.

Assess the role of individual point of view in determining what is sexual harassment.

Locate resources for assisting victims of sexual harassment or assault

Define key words: date rape, perpetrator, sexism, sexual harassment, vulnerable.

Chapter 2: Leadership Skills

Competencies:

Explain the importance of drill in military discipline.

Demonstrate effectual command voice in drill.

Analyze personal strengths and weaknesses as a drill leader.

Demonstrate correct stationary movements on command.

Demonstrate correct marching technique on command.
Demonstrate correct response to squad drill commands.

U2C2L1: Steps from the Past (CORE)

This lesson introduces Cadets to the importance of drill and ceremonies, their history and purpose. The precision and timing of drill promotes skill, teamwork, and discipline. In later lessons and in Leadership Lab, Cadets will see how they can polish their image and personal appearance with the right look, prepare themselves for inspections, understand the roles of leaders and followers in drill, and practice individual drill movements. In this lesson Cadets will examine the origins of drill in the Continental Army and identify how drill is used in today's military and in their life.

Competency: *Explain the importance of drill in military discipline*

Lesson Objectives:

Describe the origin of drill dating back to the Continental Army of the United States.

Identify five purposes of drill in times of war and peace.

Compare the qualities of discipline instilled in the Continental Army to what military drill develops today.

Define key words: discipline, drill, maneuver, precision, unison

U2C2L2: Roles of Leaders and Followers in Drill (CORE)

This lesson introduces Cadets to the roles of leaders and followers in drill. It discusses the different types of commands and the importance of command voice. It prepares Cadets for the practical application of drill in Leadership Lab by explaining the responsibilities of a small unit (team or squad) drill leader. In Leadership Lab, Cadets will have the opportunity to demonstrate the traits of leadership, concepts of teamwork, pride in their unit, and the chain of command. In this learning plan Cadets will examine the different types of commands used in drill. Cadets will also practice using the characteristics of command voice.

Competency: *Demonstrate effectual command voice in drill*

Lesson Objectives:

Describe the responsibilities of a follower and leader in drill.

Identify the types of drill commands.

Describe the elements of a proper command voice.

Define key words: cadence, column, command of execution, inflection, interval, preparatory command, rhythmic, selfless, snap, supplementary command, tone

U2C2L3: Using Your Leadership Skills/Taking Charge (CORE)

This lesson introduces Cadets to how leaders use their leadership skills to prepare themselves for taking charge during drill. For leaders to command respect and obedience from their subordinates, they must be prepared to lead and ready for any situation. In this learning plan Cadets will examine the strengths and weaknesses of leaders in drill and analyze some proven leadership techniques.

Competency: *Analyze personal strengths and weaknesses as a drill leader*

Lesson Objectives:

Describe the preparation a drill leader takes before a drill.

Describe the procedure a drill leader takes to teach a drill.

Identify five characteristics of a capable drill leader.

Define key words: command of execution, command voice, preparation, procedure

U2C2L4: Stationary Movements (Elective)

Individual positions and stationary movements are the basic skills required in drill. In this lesson, Cadets will learn these positions and the correct execution of the movements before proceeding to other drill movements such as marching and squad drill. In this learning plan, Cadets will examine and practice the basic individual positions and stationary movements that Cadets will apply in future lessons and in drill.

Competency: *Demonstrate correct stationary movements on command*

Lesson Objectives:

Describe the position of attention.

Describe how to respond to positions of rest commands.

Describe how to respond to facing commands.

Describe the correct way to salute in a variety of situations.

Define key words: at ease, attention, facing, parade rest, rest, saluting

U2C2L5: Steps and Marching (Elective)

This lesson builds on the previous instruction regarding stationary movements. It describes the different steps and movements used to march during drill. In this learning plan, Cadets will apply the stationary movements and learn the basics of marching as an individual and as a member of a squad.

Competency: *Demonstrate correct marching technique on command*

Lesson Objectives:

Describe how to execute marching movements from various commands.

Describe how to respond to halt commands.

Define key words: double time, halt, quick time, rest, steps,

U2C2L6: Squad Drill (Elective)

This lesson introduces Cadets to the basics of practicing squad drill. It covers squad formations and teaches Cadets how to march the squad, with tips for conducting a proper drill.

Competency: *Demonstrate correct response to squad drill commands*

Lesson Objectives:

Describe how to respond to commands when forming and marching the squad.

Identify the different types of squad formations and their related drill commands.

Identify the locations of key squad personnel in squad formation

Define key words: column, close interval, double interval, file, flank, formation, line, normal interval, pivot, rank

Chapter 3: Leadership Planning

Competencies:

Create a plan of action to enhance leadership skills through JROTC leadership opportunities.

Establish leadership performance goals related to the JROTC program.

U2C3L1: Development (Elective)

This lesson introduces Cadets to Cadet Command's Leadership Development Program as it applies to JROTC and to Cadets! The focus of this program is to assess their leadership ability and potential; therefore, the effort that Cadets put into it will directly benefit Cadets and will help others involved in their growth and development to better predict their success and potential to be a Cadet leader.

Competency: *Create a plan of action to develop leadership skills through the Leadership Development Program*

Lesson Objectives:

Identify leadership strengths and areas of focus using the Force Field Analysis.

Describe the components of the Leadership Development Program.

Describe the 15 dimensions of leadership.

Define key words: assessing, conceptual skills, executing, interpersonal skills, technical skills

U2C3L2: Goal Setting (Elective)

As Cadets continue in this chapter on leadership development they will have found that goal setting is the first step in managing their team's performance. Setting clear, measurable goals can increase performance up to 20 percent. Goals are critical to motivation. In this lesson we will review the guidelines for goal setting, learn how to set their own performance goals and establish a mechanism for tracking and evaluating progress.

Competency: *Establish team and personal performance goals*

Lesson Objectives:

Explain the value of good goal setting.

Analyze how goal setting affects achievement and motivation.

Explore strategies for developing personal and team goals.

Define key words: goals, priority, tangible

Chapter 4: Leadership Strategies

Competencies:

Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others.

Outline a developmental counseling plan.

Negotiate a win/win solution for a given situation.

Solve a problem using the seven-step problem-solving process.
Create an implementation plan for a project.
Facilitate a meeting.
Supervise others as they perform a duty or accomplish a task.
Assess personal qualities as a team member.
Use a Gantt Chart to plan a project.
Outline a plan to mentor another Cadet.

U2C4L1: Celebrating Differences – Cultural and Individual Diversity (CORE)

Synergy is when Cadets and their team members cooperate together and create better results than if working alone. Each individual is unique — bringing ideas, values, beliefs and experiences to a team. In this learning plan Cadets will take a look at how Cadets and others' performance in a team may be affected by the stereotyping and bias toward people. By developing an action plan to value cultural and individual diversity can not only enhance the synergy of a team they are on, but improve their leadership skills as well.

Competency: *Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others*

Lesson Objectives:

Define how people display prejudice toward others.

Identify reasons for discrimination and stereotyping.

Describe ways a leader can guide diverse groups to work together as a team

Define key words: culture, discrimination, ethnic, impartial, inclusionary, minority, synergy, stereotype

U2C4L2: Performance Indicators (CORE)

Developmental counseling is subordinate-centered communication that outlines actions necessary for subordinates to achieve individual and organizational goals and objectives. In this learning plan Cadets will examine their role as a leader and explore the counseling process as a form of communicating to other Cadets. Activities prepare Cadets for self-assessment of their own leadership value, skills, attitudes and actions. Cadets will design a developmental counseling plan that incorporates leadership qualities, counseling skills and the counseling process.

Competency: *Outline a developmental counseling plan*

Lesson Objectives:

Describe performance indicators used to assess leadership skills.

Describe the qualities and skills of an effective counselor.

Identify assessment and counseling strategies.

Define key words: communication, counseling, development, evaluation, flexibility, purpose, support

U2C4L3: Negotiating (CORE)

Negotiation is a way of life. Cadets are involved in it every day; whether Cadets negotiate with their parents on how late Cadets can stay out or with their friends on

which movie to see on Friday night. There are many important elements to the negotiating process. In this lesson Cadets will examine strategies for helping to achieve win/win solutions for a variety of situations.

Competency: *Negotiate a win/win solution for a given situation*

Lesson Objectives:

Explain how trust and betrayal affects relationships.

Discuss the effects of competition and collaboration in relationships.

Explore the effects of win-lose, win-win, and lose-lose strategies in negotiations.

Define key words: negotiation, principled negotiation

U2C4L4: Decision Making and Problem Solving (CORE)

Successful leaders exert a great deal of effort to get positive results from subordinates.

Just as communication is essential to leadership, so too are the abilities to solve problems, make plans and put plans and decisions into actions. In this lesson Cadets will examine problem solving processes and decision making models to use in a variety of personal and team situations.

Competency: *Solve a problem using the seven-step problem-solving process*

Lesson Objectives:

Describe the seven-step problem-solving process.

Describe the decision-making process.

Describe behaviors that contribute to or block efforts to solve a group problem.

Define key words: cohesive, contingencies, improving, influencing, intuitions, non-judgments, objectively, operating

U2C4L5: Leading Meetings (Elective)

Meetings are a necessary way for groups to share information and plan events. The person who organizes the meeting and leads the meeting can make the difference between an efficient meeting and an unorganized meeting. In this lesson Cadets will examine strategies to plan for and lead meetings. These strategies will help Cadets make the best use of their time when meeting with Cadet Teams or other groups.

Competency: *Prepare for a meeting.*

Lesson Objectives:

Describe how to plan for a meeting.

Explain the general rules for leading and participating in effective meetings.

Define key words: agenda, attendee, conclude, facilitate

U2C4L6: Supervising (Elective)

A supervisor has the important responsibility to ensure a group is efficiently using resources and performing at peak. Supervising means staying informed and ensuring that subordinates are properly performing their duties. In this lesson, Cadets will clarify the tasks of a supervisor and examine their supervisory abilities.

Competency: *Analyze personal supervisory skills.*

Lesson Objectives:

Describe examples of effective supervisory skills.

Explain how to transform mistakes into opportunities for learning.

Define key words: supervising, discipline, correction, motivation, teaching

U2C4L7: Team Development (Elective)

A successful team has an effective balance of followers and leaders. To create an effective balance, each team member must take responsibility do his or her part to help the team complete the task or mission. In this lesson Cadets will explore the basic concepts of building a unified team.

Competency: *Assess personal qualities as a team member.*

Lesson Objectives:

Identify the characteristics of individual responsibility, self-reliance, followership, and teamwork.

Explain the importance of individual responsibility, self-reliance, and followership to teamwork.

Describe the responsibilities of a team leader and the leadership factors that affect teamwork.

Define key words: actions, beliefs, constructive criticism, cooperate, cultivate, dedication, followership, professionalism, self-discipline, self-reliance, staff study, teamwork

U2C4L8: Project Management (Elective)

When Cadets are honored with the responsibility to serve as a project leader, how Cadets handle the project may determine whether or not Cadets are selected to oversee future projects. Managing a project requires special management skills and planning strategies. In this lesson Cadets will learn about helpful strategies to use when managing projects. These strategies will help Cadets stay on task to meet project deadlines.

Competency: *Use a Gantt Chart to plan a project.*

Lesson Objectives:

Sequence project management phases.

Evaluate the critical components needed for successful project management.

Create Gantt and PERT charts to plan a project.

Define key words: Gantt Chart, implementation, PERT chart, project management

U2C4L9: Mentoring (Elective)

A mentor is someone who shares his or her knowledge and expertise to guide and coach another individual. The JROTC program encourages and provides opportunities for Cadet leaders to mentor other Cadets or classmates. In this lesson, Cadets will examine the role of a mentor. Cadets will also outline a plan to follow when Cadets have the privilege to serve as a mentor to another person.

Competency: *Outline a plan to mentor another Cadet.*

Lesson Objectives:

Research the roles and responsibilities of a mentor.

Determine the seven ways mentors can gain the trust and respect of subordinates and/or mentees.

Sequence the four phases of a mentoring program.

Define key words: bias, mentee, mentoring, socioeconomic, stereotypes

Chapter 5: Leading Others

Competencies:

Execute platoon drills.

Perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader

Execute company drills.

Execute battalion drills.

Carry out responsibilities in a drill ceremony.

Execute the manual of arms with the M-1903 Rifle.

Execute the manual of arms with the M1 Rifle.

Execute the manual of arms with the Saber and the Scabbard.

U2C5L1: Platoon Drill (CORE)

In earlier classes and leadership labs Cadets should have become familiar with stationary movements, basic steps, marching techniques, and squad drill. The introduction of platoon drill is designed to give Cadets a better understanding of the discipline and coordination that is required of a large group to perform well in drill. Platoons execute certain drills in the same way that squads do. These drills include: Inclining Around, Resting, Changing intervals in lines, Dismissing, Marching to the flanks, Counting Off, and Marching in the opposite direction. In this learning plan Cadets will compare squad drill with platoon drill. Cadets will also learn and practice the commands and actions used in platoon drill.

Competency: *Execute Platoon Drills*

Lesson Objectives:

Describe the correct response to the commands for forming and marching the platoon.

Compare platoon drills and squad drills.

Match drill commands to platoon formations.

Define key words: cover, flank, formations, interval, line, pivot

U2C5L2: Taking Charge-Knowing Your Responsibilities as a Leader (CORE)

As Cadets become more senior in ROTC, Cadets will have the opportunity to take charge of a unit and face the difficult task of leading people. There are certain techniques and steps that will help Cadets to adjust to their new assignment. Since first impressions are usually lasting ones, these steps will help Cadets to make a better first impression. Regardless of the level of development of their followers, especially in drill, Cadet's actions and behavior must be consistent with appropriate leader behavior. In this lesson Cadets will examine the steps recommended for taking charge of a unit and

the responsibilities of team leaders, squad leaders, platoon sergeants, and platoon leaders. Cadets will also create a plan of action for successfully taking charge of a unit.
Competency: *Perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader*

Lesson Objectives:

Describe the duties and responsibilities of the different leadership positions within a platoon.

Explain the four steps leaders should use when assuming a new leadership position.

Demonstrate the responsibilities of a team leader, squad leader, platoon sergeant and platoon leader.

Define key words: implement, observe, plan

U2C5L3: Company Foundations and Movement (Elective)

This lesson covers company drill formations and movements. Cadets will build upon their knowledge of squad and platoon drill from previous lessons, and learn how to conduct platoon drill in conjunction with other platoons in the same formation. Pay special attention to the differences between platoon and company drill and to the roles of key personnel in company drill.

Competency: *Execute Company Drills*

Lesson Objectives:

Describe the correct responses to commands when forming and marching the company.

Identify the different types of company formations and related specific drill commands.

Identify the locations of the key platoon and company personnel in company formations.

Define key words: arc, base, double time, guide, mark time, mass formation, post

U2C5L4: Forming, Inspecting, and Dismissing the Battalion (Elective)

This lesson covers battalion drill formations and movements. Cadets will build upon their knowledge of platoon and company drill from previous lessons, and learn how to conduct company drill in conjunction with other companies in the same formation. Pay special attention to the differences between company and battalion drill and to the roles of key personnel in battalion drill. For drill purposes, a battalion consists of a headquarters section (or the battalion staff), Colors (with color guard), and two or more companies.

Competency: *Execute Battalion Drills*

Lesson Objectives:

Identify the different types of battalion formations and related specific drill commands.

Describe the correct responses to battalion drill commands.

Describe the correct responses to inspection commands.

Identify the locations of the key platoon, company, and battalion personnel in battalion formations.

Define key words: en route, facilitate, respective

U2C5L5: Review of Drill Procedures (Elective)

This lesson reviews the drill procedures and formations Cadets learned in previous lessons. The information presented is designed to reinforce their knowledge of individuals through battalion drill, and to assist Cadets in identifying the areas that Cadets may need to review.

Competency: *Carry out responsibilities in a drill ceremony*

Lesson Objectives:

Identify four steps that leaders should follow when starting a new leadership position. Compare major duties of a team leader, squad leader, platoon sergeant, and platoon leader.

Define key words: drill, formations, inspection, marching, stationary movements

U2C5L6: Stationary Movements with the M-1903 Rifle (Elective)

This lesson introduces the procedures for executing the manual of arms with the M-1903 rifle.

Specifically, it explains the correct response to the following rifle drill commands: order arms and rest; present and port arms; inspection arms; right and left shoulder arms; sling and un-sling arms; and stack and take arms.

Competency: *Execute the manual of arms with the M-1903 Rifle*

Lesson Objectives:

Describe the correct response to the commands for order arms and the rest positions using the M-1903 rifle.

Describe the correct response to the commands for port arms and present arms using the M-1903 rifle.

Describe the correct response to the commands for inspection arms using the M-1903 rifle.

Describe the correct response to the commands for right and left shoulder arms using the M-1903 rifle.

Describe the correct response to the commands for sling and unsling arms using the M-1903 rifle.

Describe the correct response to the commands for stack and take arms using the M-1903 rifle.

Define key words: balance, barrel, bolt, bolt handle, butt, chamber, cocking piece, hand guard, keeper, lower band, muzzle, port arms, sight, sling, sling swivel, stacking swivel, stock, trigger guard, upper band

U2C5L7: Stationary Movements with the M1 Rifle (Elective)

This lesson introduces the procedures for executing the manual of arms with the M-1 rifles. Specifically, it explains the correct response to the following commands: order arms and rest; present and port arms; inspection arms; right and left shoulder arms; sling and un-sling arms; and stack and take arms.

Competency: *Execute the manual of arms with the M1 Rifle*

Lesson Objectives:

Describe the correct response to the commands for order arms and the rest positions using the M1 rifle.

Describe the correct responses to commands to port arms, present arms, and rifle salute.

Describe the correct response to the commands for inspection arms.

Describe the correct response to the commands for right and left shoulder arms.

Describe the correct response to the commands for sling and unsling arms.

Describe the correct response to the commands for stack and take arms.

Define key words: balance, barrel, port arms, sling, stock, trail arms, trigger guard

U2C5L8: The Saber and the Scabbard (Elective)

This lesson introduces Cadets to the manual of arms for the saber. After Cadets have mastered these procedures, Cadets will have added another important skill to their knowledge as a drill leader and as a Cadet officer in JROTC. Cadets will then be able to demonstrate this skill during ceremonies or competitions for their Cadet battalion.

Competency: *Execute the manual of arms with the Saber and Scabbard*

Lesson Objectives:

Describe the parts of a saber and a sword.

Explain the proper way to wear the saber.

Describe the correct responses to commands for inspection of arms.

Describe the correct responses to commands for the standing manual of arms.

Describe the correct responses to commands for the marching manual of arms.

Define key words: cant, guard, pistol belt, port, saber, scabbard

Chapter 6: Leadership Principles

Competencies:

Outline a personal plan to build strong relationships with team members.

Assess personal leadership style.

Assess personal management skills.

Adapt communication to give direction and provide feedback to others.

Employ motivation strategies that inspire others to achieve goals.

U2C6L1: Power Bases and Influence (CORE)

Leaders can often experience confusion as they use power and influence. If they provide too little influence, their followers will drift aimlessly. If they show too much power, the followers will shut down. In this learning plan Cadets will examine the bases of power and how to use power effectively. Cadets will also explore four ways to influence others.

Competency: *Outline a personal plan to build strong relationships with team members*

Lesson Objectives:

Describe the different types of power and influence.

Describe the appropriate application of power and influence.

Discuss how individual and system power can be used to increase performance.
Define key words: coercive power, defensive, developmental, expert power, legitimate power, referent power, relinquishing, reward power

U2C6L2: Styles of Leadership (CORE)

To command respect and obedience as a leader, Cadets must be prepared to lead. Their actions and attitudes set the example for others to follow. Cadets must be ready for any type of situation that may occur. Their style of leadership can mean the difference between success or failure of a mission. In this learning plan Cadets will examine three basic leadership styles. Cadets will also work towards developing a style that works for Cadets as they move through the ranks in Army JROTC.

Competency: *Assess personal leadership style*

Lesson Objectives:

Describe different styles of leadership.

Explain which leadership styles are best suited for different situations

Identify ways to improve management skills.

Define key words: delegating, directing, leadership style, participating

U2C6L3: Management Skills (CORE)

Good management is an essential tool of leaders as they perform their duties. Skillful use of basic management principles is seldom an accident. It is the result of clear purpose, earnest effort, and intelligence. In this lesson Cadets will explore ways to lead and manage activities.

Competency: *Assess personal management skills*

Lesson Plan Objectives:

Identify five management principles.

Compare management skills and leadership skills.

Define key words: management, mandatory, procrastinate, resources, visualize

U2C6L4: Communication (CORE)

It's not what Cadets say but what Cadets do. This highlights the philosophy that actions speak louder than words. As a leader, others will watch what Cadets say and do. In this learning plan Cadets will review the communication process and examine ways to reduce communication barriers. Cadets will also practice strategies for effective communications as a leader.

Competency: *Adapt communication to give direction and provide feedback to others*

Lesson Objectives:

Discuss how communication is important for effective leadership.

Explain the basic flow and purpose of informal communication.

Review the major elements of a communication model.

Review how to overcome barriers of effective communication.

Define key words: communication, decodes, emotional intelligence, encodes, feedback, message, transference, transmitted

U2C6L5: Motivation (CORE)

Leaders spend a great deal of time and effort studying the technical aspects of their jobs. To lead effectively, they must know what motivates others. Leaders who care about their subordinates and are thoughtful of their needs are more able to influence them to meet unit goals. In this lesson Cadets will examine strategies that will help Cadets influence others.

Competency: *Employ motivation strategies that inspire others to achieve goals*

Lesson Objectives:

Identify how individual performance within a group is influenced by expectations, ability, and motivation.

Explain the 14 Principles of Motivation.

Define key words: alleviate, complement, intangible, prejudicial

Unit 3 – Foundations for Success

Purpose: Builds essential skills Cadets need to maximize learning potential and future success, and lays the groundwork for service learning. Recognizing the value of their varied learning styles and multiple intelligences, Cadets apply learning strategies to improve critical thinking, study, and communication skills. As they progress through the program, Cadets extend their learning strategies by taking on the responsibilities for teaching younger Cadets.

Cadets also develop and expand their abilities to resolve conflict and prevent violence. In addition, this unit helps Cadets prepare for life after high school as it focuses on career planning and engages Cadets in personal financial planning as they work through the High School Financial Planning curriculum.

Program of Instruction					
	LET 1	LET 2	LET 3	LET 4	Total
Required:	30 hrs		36 hrs	16 hrs	82 hrs
	6 hrs – Service Learning required to be used in all LET levels as needed				
Elective:	4 hrs (additional)				

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

Build your capacity for life-long learning.

Communicate using verbal, non-verbal, visual, and written techniques.

Take responsibility for your actions and choices.

Do your share as a good citizen in your school, community, country, and the world?

Treat self and others with respect.

Apply critical thinking techniques.

Meets or partially meets the following JROTC program outcomes:

Maximize potential for success through learning and self-management.

Build effective relationships with peers, co-workers, and the community.

Chapter 1: Know Your Self- Socrates

Competencies:

Determine your behavioral preferences.

Apply an appreciation of diversity to interpersonal situations.

Develop a plan for personal growth.

Determine the thinking/learning skills necessary for improving active learning.

U3C1L1: Self Awareness (CORE)

You may notice that some people behave or conduct themselves like you and others behave quite differently. For example, one person may be very quiet and thoughtful

while another may be the life of the party. In this lesson Cadets will identify their own behavior preferences and consider the preferences of others. This knowledge can help them to understand situations as they unfold, improve their communication with others, and influence people and situations to get the results they desire.

Competency: *Determine your behavioral preferences*

Lesson Objectives:

Explain the four clusters of behavior in the Winning Colors® framework

Illustrate your behavioral preferences using the four Winning Colors®.

Identify strengths for each behavior cluster.

Express appreciation for your own uniqueness.

Define key words: assessment, associate, cluster, differentiate, introspection

U3C1L2: Appreciating Diversity through Winning Colors® (CORE)

Understanding yourself is an important aspect of creating a successful and happy life. It is also important to develop your awareness of others and to become sensitive to the differences and similarities between people. In this lesson Cadets will explore the similarities and differences between their self and others and the value of diversity to working as a team.

Competency: *Apply an appreciation of diversity to interpersonal situations*

Lesson Objectives:

Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters.

Determine factors that impact the behavior of others.

Determine factors that impact how others perceive your behavior.

Select behaviors that promote success in a variety of situations.

Define key words: comfort zone, feedback, natural, observation, preference

U3C1L3: Personal Growth Plan (CORE)

Do you want to make more money, have better relationships, be the life of the party, start a new career, or just lose a few pounds? What do you need to do to accomplish your objective? You've probably heard words to this affect: "If you don't know where you're going, any road can lead you there." Likewise, if you don't know where you are, how do you know which road to choose?

Most of the success-oriented products being marketed today focus on the goal and tell you how to get there. These programs assume that if you "do as they do" you will be successful, too. The problem with this approach is that they don't know you. They don't know where you are today, so how can they give you directions to where you want to go? In this lesson Cadets will determine what personal skills they need to develop to be successful in reaching their goals.

Competency: *Develop a plan for personal growth*

Lesson Objectives:

Match the key emotional skills to the relevant skill dimensions.

Develop strategies for growth in two emotional skill areas.

Plan self-directed development activities.

Define key words: adaptability, assertion, change orientation, deference, emotional intelligence, intrapersonal, persistence

U3C1L4: Becoming an Active Learner (CORE)

Active learners do not wait for learning to happen — they make it happen. You learned to crawl, to stand up, to walk, and many other things because you wanted to learn them. This desire to learn something made you ask the people around you for help. Active learning is an instinct with which you were born. In this lesson Cadets will discover your active learning strengths and weaknesses. They will also learn how to improve their thinking and learning skills to become a more effective learner.

Competency: *Determine the thinking/learning skills necessary for your active learning*

Lesson Objectives:

Identify the thinking types and related viewpoints necessary to address typical active learner questions.

Distinguish between traits and activities of critical and creative thinkers.

Describe the difference between objective and subjective thinking.

Distinguish between active learner and passive learner traits.

Define key words: active, classify, creative, critical, generalize, objectivity, passive, predict, subjective, visualize

U3C1L5: Pathway to Success (Quarterbacks of Life QBOL) (Elective)

Success is a word that means different things to different people. How you define success will have a significant impact on how you view yourself, what you do, and how you achieve it in school and life. In this lesson Cadets will explore the meaning of success, obstacles to success and some ways in which you can challenge these obstacles. Through interaction, reflection and team work they will examine the Quarterbacks of Life Student Mentoring Program's Stepping Stones to Success model for achieving success, using the process to help develop a plan to achieve their own goals and dreams in life.

Competency: Explore the process for defining success in your life

Lesson Objectives:

Analyze how success impacts your life.

Examine parameters that impede success.

Develop a definition of success for you.

Identify the core elements of success.

Associate self-esteem to achieving success.

Explore how working with others can help you achieve your own goals of success.

Relate the role of decision-making as essential in moving toward your goals of success.

Explore the techniques for assuring a personal positive mental attitude and self-encouragement.

Analyze how movement toward success is essential to life-long learning

Define key words including: dreams, Quarterback's of Life (QBOL), self-improvement, Stepping Stones to Success, success, Success Stoppers

Chapter 2: Learning to Learn

Competencies:

Relate the structure and function of the brain to the learning process.

Distinguish between the functions of left brain and right brain.

Explain how learning styles and preferences can impact learning.

Use your intellectual strengths to improve academic performance.

U3C2L1: Brain Structure and Function (CORE)

Many people never totally discover or exert the full potential of their brain. Its structure and function is an amazing part of human anatomy. In this learning plan Cadets will explore current research on the structure of the brain and how it work. They will learn practical ways to apply complex concepts that can help put you in control of your own mind.

Competency: *Relate the structure and function of the brain to the learning process*

Lesson Objectives:

Identify key areas and function of the midbrain/limbic system.

Associate major regions of the brain to their functions.

Explain the function of a neuron.

Explain the three elements involved in transmitting stimulus from outside the body to the brain.

Assess the process required to enhance brain power.

Define key words: axon, brain stem, cerebral hemisphere, cortex, dendrite, Limbic System, neural plasticity, neurons, neurotransmitter, sensory flooding, sensory gating, synapse

U3C2L2: Left Brain/ Right Brain (Elective)

Within the last 40 years scientists have shown that the left and right brain hemispheres have unique and specific functions. Before this breakthrough, brain function was a mystery. In this lesson Cadets will explore the differences between each hemisphere and how they impact personality, behaviors and learning.

Competency: Distinguish between the functions of the left and right brain.

Lesson Objectives:

Identify the activity descriptions and functions of brain hemispheres.

Describe the differences between global and analytical thinking.

Explain how brain dominance helps determine personality and behavior.

Determine personal information processing preferences.

Define key words: analysis, bi-lateral transfer, cognition, complementary, Corpus Callosum, dominant, global, hemisphere, local, specialize, synchronize, synthesis

U3C2L3: Learning Style and Processing Preferences (CORE)

Learning styles describe the various ways people gather, as well as process information. Each of us has a propensity for looking, listening, or touching in order to learn. For some learning how to play a game of Monopoly might mean reading the instructions. For others it may be to listen to instructions being read and for others it may be to roll the dice and learn while playing. Furthermore, each has a more productive time of day and specific environmental factors that impact learning. In this lesson Cadets will examine their own learning style and processing preference and the learning models that consider many needs.

Competency: *Explain how learning styles and preferences can impact learning*

Lesson Objectives:

Assess the uniqueness of individual learning styles and preferences.

Distinguish among the three sensory (perceptual) systems.

Explain the essential elements of the learning process.

Contrast an automatic and purposeful response to stimuli.

Explain the five phases of learning in the Dunn and Dunn learning model.

Explore how to expand beyond your current preferences.

Define key words: auditory, kinesthetic, mobility, mode, motivation, perception, persistence, reflex, schema, sensory, sociological, tactile

U3C2L4: Multiple Intelligences (CORE)

Everyone is unique — in appearance, interest, ability, talent and personality. The brain is no exception.

We use our different intelligences to solve problems, choose a profession and excel in various aspects of life. In this lesson Cadets will explore how their brain can process and take in more information and increase learning by identifying the eight multiple intelligences. They will assess their own intelligence strength to help them increase their learning power.

Competency: *Use your intellectual strengths to improve academic performance*

Lesson Objectives:

Assess Gardner's impact on the understanding of intelligence.

Identify the eight types of intelligences.

Distinguish between inter- and intra-personal.

Examine how to strengthen intelligence.

Define key words: Bodily/Kinesthetic intelligence, Logical/Mathematical intelligence, Intrapersonal intelligence,

Interpersonal intelligence, Musical/Rhythmical intelligence, Naturalist intelligence,

Visual/Spatial intelligence, Verbal/Linguistic intelligence

Chapter 3: Study Skills

Competencies:

Use Thinking Maps to enhance learning.

Select reading comprehension strategies to enhance learning.

Develop personal study and test-taking strategies.

U3C3L1: Thinking Maps® (CORE)

Many instructors approach their learners with a variety of strategies to process information. Think about classroom situations you've been in. What strategies were used by the instructor to help students "get it"? Brainstorming, mind-mapping, concept webs and graphic organizers are tools that are often used in the classroom to encourage learning. In this lesson Cadets will be introduced to Thinking Maps - a visual tool for the thinking processes. Throughout the lesson they will use the eight Thinking Maps® to enhance their own learning.

Competency: *Use Thinking Maps® to enhance learning*

Lesson Objectives:

Identify the types of thinking processes.

Relate thinking to learning.

Correlate thinking processes to the eight Thinking Maps®.

Use Thinking Maps® to visually depict a learning objective.

Define key words: analogy, Brace Map, Bridge Map, Circle Map, Bubble Map, Double-Bubble Map, Flow Map, Multi-Flow Map, Relating Factor, Tree Map

U3C3L2: Reading for Meaning (CORE)

Reading forms the basis of your study skills. An active learner finds information on his or her own through reading. It's a necessary study skill, but often difficult for many people. Using strategies to help identify word meanings and context meaning of a passage can help improve reading comprehension.

In this lesson Cadets will examine a variety of reading strategies and vocabulary building strategies designed to help raise their reading comprehension level.

Competency: *Select reading comprehension strategies to enhance your learning*

Lesson Objectives:

Identify the purposes of reading.

Distinguish among reading comprehension strategies.

Distinguish among the types of context clues readers use to determine word meaning.

Recognize how to apply vocabulary strategies to enhance vocabulary context.

Relate vocabulary in context strategies to reading comprehension.

Define key words: analogy, antonym, appositive, comprehension, concept, context, hypothesis, inventory, mood, prediction, properties, purpose, strategy, and synonym

U3C3L3: Study Habits that Work for You (CORE)

Good study skills support being efficient, being effective, and performing well on tests. It also includes identifying resources, taking good notes and researching information.

These skills get you through the basics and get you where you ultimately want to be in your life. As an active learner, you do not just use study techniques for homework. You must use them throughout all of life - whether attempting to get your driver's license, preparing for the college SATs, or seeking advancement opportunities in the military.

In this lesson, Cadets will review their own learning preferences, identify new study techniques and strategies, and develop a personal plan for more effective studying.

Competency: *Develop personal study and test-taking strategies*

Lesson Objectives:

Relate personal learning preferences to study habits.

Identify effective study skill strategies.

Identify test preparation strategies.

Distinguish among various note-taking tips and strategies.

Define the key words: allocate, aural/auditory, compare, contrast, efficient, enumerate, inference, interpret, justify, paraphrase, priority, prove, survey

Chapter 4: Communication Skills

Competencies:

Demonstrate how the communication process affects interaction between individuals.

Use active listening strategies.

Analyze how you communicate in group situations.

U3C4L1: The Communication Process (CORE)

Every day, one of your main activities is communicating with others. You communicate at home, at school, with your friends, and in the community. For some of you, you are also communicating in a job environment. For adults, communication at work can be the difference between success and failure. In this lesson, Cadets will identify their communication style and practice ways to clearly communicate with others.

Competency: *Demonstrate how the communication process affects interaction between individual*

Lesson Objectives:

Describe the communication model for interpersonal interactions.

Compare verbal and nonverbal means of communication.

Explain how to avoid mixed messages.

Evaluate your communication style.

Define key words: audience analysis, channel, feedback, mixed messages, noise, nonverbal, receiver, setting, verbal

U3C4L2: Becoming a Better Listener (CORE)

Listening is the neglected communication skill. We spend nearly half of our communication time listening, but few of us make any real effort to be better listeners. It is as important for you to understand the person as it is to understand what the person is saying. In this lesson, Cadets will practice strategies to improve their active listening skills.

Competency: *Use active listening strategies*

Lesson Objectives:

Explain how barriers prevent effective listening.

Compile a list of trigger words.
Identify four tips to improve effective listening skills.
Define key words: hearing, listening, thought speed, trigger words

U3C4L3: Communication in Groups (Elective)

You have unique skills, strengths, and talents that can help a group to operate effectively. When you communicate with others in a group situation, you take on certain roles based on these qualities.

Certain roles enable you to strengthen the group while other roles are destructive to the group communication process. In this lesson Cadets will examine influences that can affect group communications and analyze how they contribute to group situations.

Competency: *Analyze how you communicate in group situations.*

Lesson Objectives:

Define roles adopted by individuals in groups

Describe types of productive and non-productive behaviors individuals' exhibit within group interactions.

Identify personal behavioral tendencies within group interactions.

Discuss how to communicate with people of different personalities.

Define key words: ascendant, authoritarian, barriers, distortion, dysfunctional roles, filter, grapevine, groupthink, rapport, social roles, task roles

Chapter 5: Conflict Resolution

Competencies:

Determine causes of conflict.

Apply conflict resolution techniques.

U3C5L1: Causes of Conflict (CORE)

What does conflict mean to you? Is it frightening or exciting? Is it interesting or unpleasant? Do you typically avoid it, or are you more likely to confront it? It is inevitable that you will encounter many different forms of conflict throughout your lifetime.

Recognizing the causes and consequences of conflict can help you to make appropriate decisions and gain confidence in resolving conflicts.

In this lesson Cadets will learn how to:

Recognize potential conflict situations before they occur.

Recognize the warning signs and the sequences of events that can fuel conflicts.

Predict possible consequences and stay attuned to ways to stop the conflict from occurring (or escalating).

Competency: *Determine causes of conflict*

Lesson Objectives:

Recognize the impact of conflict on relationships.

Describe the four basic causes of conflict.

Analyze five different types of conflicts.

Use "I" statements to facilitate effective communication.

Define key words: active listening, conflict, effective speaking, frustration, harassment, hostility, miscommunication, relationships, solutions, territorial, understanding

U3C5L2: Conflict Resolution Techniques [Just Two Days] (CORE)

The success or failure of any conflict resolution depends on the attitudes and behaviors of the people involved in the conflict. Those skills, which promote positive, non-violent, conflict resolution, are:

Awareness of others

Awareness of the distinctions between self and others

Listening skills

Compromise

Ability to express one's own thoughts and feelings

Ability to respond to the feelings of others

In this lesson Cadets will practice using these skills to resolve conflicts peacefully.

Competency: *Apply conflict resolution techniques*

Lesson Objectives:

Apply knowledge of Winning Colors® to conflict situations and resolution.

Evaluate the steps to managing conflicts and personal conflict management skills.

Recognize different hot buttons and the behavior style they indicate.

Respond to conflict situations positively through role-play.

Evaluate the pros and cons of alternatives to determine potential solutions to conflict.

Define key words: apologize, compromise, mediation, negotiation, resolution

Chapter 6: Presenting Skills

Competencies:

Organize writing for a specific purpose.

Write a speech for a specific purpose.

Present a speech for a specific purpose.

U3C6L1: Becoming a Better Writer (CORE)

Writing is one of the most important means of communication, so your writing must be simple, readable, and understandable. With a little practice and desire, writing is an art that anyone can master. In this lesson, Cadets will practice ways to organize their writing for specific purposes.

Competency: *Organize writing for a specific purpose*

Lesson Objectives:

Discuss situations where writing is an appropriate form of communication.

Describe various writing techniques.

Explain how to use writing to express your needs.

Describe how to effectively organize writing assignments.

Define key words: active voice, autobiography, bibliography, biography, body, conclusion, conjunction, entice, fragment, information cards, Introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement

U3C6L2: Creating Better Speeches (CORE)

Have you ever presented a speech for an event other than a class assignment? How did you feel before, during, and after the speech? Throughout your life you will be asked to give speeches. These speeches may be formal presentations or just a few words at an informal occasion. Preparing and practicing your speech can lead to a positive speaking experience. In this lesson, Cadets will explore strategies to prepare speeches for specific purposes.

Competency: *Write a speech for a specific purpose*

Lesson Objectives:

Identify ways to create interesting speech introductions.

Compare different types of speeches and different occasions for which speeches are used.

Describe how to organize effective speeches.

Define key words: articulate, commemorative, demographics, dramatic statement, descriptive, eye contact, impromptu, logical, modulation, operational, persuasive, statement, tone, vocal qualities, volume

U3C6L3: Becoming a Better Speaker (CORE)

Have you ever been asked to speak in front of your class, at a family gathering, at a club group, or some other public function? If you have already experienced these situations, you know that being nervous can be the hardest hurdle to overcome.

Although fear of speaking is common, one of the most admired qualities in others is their ability to speak in front of a group. In this lesson, Cadets will use strategies to reduce their nervousness and improve their speaking skills.

Competency: *Present a speech for a specific purpose*

Lesson Objectives:

Identify ways to improve speaking skills.

Develop a plan to improve speaking ability by avoiding common mistakes.

Develop coping strategies for stressful speaking situations.

Define key words: constructive criticism, coping strategy

Chapter 7: Managing Conflict

Competencies:

Apply anger management strategies.

Develop strategies for resolving conflict in a diverse, multi-cultural setting.

Apply mediation techniques to resolve conflict.

Apply strategies to prevent violence.

U3C7L1: Managing Anger [Emotional Intelligence Program] (CORE)

Anger is a natural human emotion experienced by everyone at some time or another. When an argument or disagreement turns violent, someone has allowed his or her anger to get out of control. Most people can think of situations where they did or said something in anger that they later regret.

Learning to manage anger is an important part of growing into responsible, successful adult. It is also a very important part of managing conflict to avoid tragic outcomes. In this lesson Cadets will apply strategies for managing anger.

Competency: *Apply anger management strategies*

Lesson Objectives:

Determine the common causes and effects of anger in interpersonal relationships.

Select strategies for controlling anger.

Explain the role of empathy in reducing anger.

Define key words: anger management, aggression, assertion, change orientation, deference, empathy

U3C7L2: Conflict Resolution and Diversity [Hate Comes Home] (CORE)

While acts of bias such as stereotyping, jokes, labeling and biased comments may seem relatively harmless, they form the foundation for a “Pyramid of Hate” that ultimately can lead to prejudice, discrimination, violence and genocide. In this lesson Cadets will explore how acts of bias can lead to conflict and how confronting bias can help to avoid violence.

Competency: *Develop strategies for resolving conflict in a diverse, multi-cultural setting*

Lesson Objectives:

Assess how age, race, ethnicity, gender, and other aspects of diversity impact perceptions of self and others.

Compare two or more points of view and the reasons behind them

Clarify particular points of disagreement and agreement.

Identify appropriate intervention guidelines.

Identify techniques for reducing conflict within a diverse population.

Define key words: stereotype, prejudice, discrimination, scapegoating, bigotry, racism, anti-Semitism

U3C7L3: Conflict Mediation (CORE)

When two or more people are involved in a disagreement or conflict, it often can be helpful for someone outside of the conflict to help the opposing sides come to agreement on ways to solve the conflict without letting it escalate to violence. Conflict mediation is a process for helping people resolve their differences constructively. In this lesson Cadets will learn to apply mediation techniques to resolve conflict situations.

Competency: *Apply mediation techniques to resolve conflict*

Lesson Objectives:

Differentiate between arbitration and mediation.

Describe the role of a mediator and the qualities required to fulfill that role

Establish ground-rules for the mediation process.
Facilitate the steps in the mediation process.
Adapt active listening skills to the mediation process.
Define key words: anger management, arbitration, empathy, mediation, violence prevention

U3C7L4: Violence Prevention [Violence Prevention Profiler] (CORE)

National Center for Education Statistics report that approximately 37% of high school students have been in a physical fight within the year and 18% of high school students have carried a weapon at least once within the past 30 days. These alarming statistics illustrate the fact that the instances of violence have become all too common in our schools. Safety has become a primary concern, in what is supposed to be a non-threatening learning environment. In earlier lessons Cadets learned processes for effectively managing conflict and negotiating a fair solution. However, what if the negotiation is unsuccessful, and you cannot reach an agreement to settle the conflict? What other steps can you take to prevent a conflict from escalating to violence? In this lesson Cadets will learn how they can take personal responsibility for violence prevention.

Competency: *Apply strategies to prevent violence*

Lesson Objectives:

Differentiate between violent and non-violent responses to anger.

Compare violence prevention techniques.

Select strategies for preventing violence.

Define key words: decision point, prevention, violence

Chapter 8: Making a Difference with Service Learning

Competencies:

Identify the components of service learning.

Prepare for a service learning project.

Evaluate the effectiveness of a service learning project.

U3C8L1: Orientation to Service Learning (CORE each LET)

John F. Kennedy reminded Americans to “Ask not what your country can do for you; ask what you can do for your country.” Take a look around you. There are many problems and people in need. Service learning experiences can become the starting point for reaching out — doing something good for those around you and making the world a better place. In this lesson Cadets identify the components of service learning and begin planning how they can help make a difference in your community.

Competency: *Identify the components of service learning*

Lesson Objectives:

Distinguish between service learning and community service

Explain how service learning projects relate to Cadet learning in the classroom

Compare the types of service opportunities within your community
Identify the benefits of serving others within a community
Associate the roles and responsibilities of service learning teams
Define key words: community service, debriefer, facilitator, learning log, orientation, recorder, reflection, reporter, service learning, timekeeper

U3C8L2: Plan and Train for Your Exploratory Project (CORE each LET)

There are several things to consider before undertaking service learning. Planning ahead will prepare Cadets mentally and physically to undertake the challenge. Before they select their own service learning project, they will learn how to plan a service learning project by planning an exploratory service learning project. In this lesson Cadets will work with a team to plan an exploratory service learning project and demonstrate the steps to conducting a proper service learning experience.

Competency: *Prepare for a service learning project*

Lesson Objectives:

Identify the steps needed in conduct a service learning experience.

Identify the essential components of a service learning project.

Assess the role of teamwork in completing a service learning project.

Develop a service learning project plan.

Define key words: experiential learning, exploratory project, field education, problem-based learning, training

U3C8L3: Project Reflection and Integration (CORE each LET)

Now that Cadets have an idea of what service learning is all about, what comes next? After the exploratory project, Cadets will be able to determine and conduct appropriate service learning activities. In this lesson Cadets will evaluate the effectiveness of the exploratory project completed in Lesson 2, as well as consider new ideas for integration throughout the JROTC curriculum.

Competency: *Evaluate the effectiveness of a service learning project*

Lesson Objectives:

Relate the projected goals of a service learning project to the project results.

Assess the role of structured reflection in extending learning.

Evaluate a service learning experience using the four quadrant model.

Define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project

Chapter 9: Career Planning

Competencies:

Investigate a career.

Assemble a personalized career portfolio.

Relate the military to your career goals.

Create a College Preparation Action Plan.

U3C9L1: Career Exploration Strategy (CORE)

Developing a satisfying career requires careful planning and informed decisions. This is an exciting time for you, but it can also be overwhelming. You must spend time gathering information, comparing alternatives, and thinking about your personal preferences related to your career. In this lesson Cadets will examine careers that match your interests and abilities.

Competency: *Investigate a career*

Lesson Objectives:

Identify personal strengths and interests and link them to possible career paths.

Identify jobs/careers of interest.

Explain the difference between a job and a career.

Determine qualifications and education/training necessary for desired career.

Discuss the effects of education and training on a career.

Identify the steps in developing a career exploration strategy.

Analyze future job trends.

Define key words: advancement, attitude, career, employee, entrepreneur, headhunter, human resources, internship, job, job posting, mentor, occupation, profession, promotion, qualifications, telecommuting, virtual worker, vocation

U3C9L2: Career Development Portfolio (CORE)

The better Cadets prepare, the better their chances of achieving success and doing something that they enjoy. A career portfolio is a tool that helps them document evidence of their successes. The portfolio provides information about them and their achievements over time. It is a type of scrapbook that contains evidence of their accomplishments, their educational development, and their career growth.

By maintaining an up-to-date portfolio, they will be able to quickly reference needed information when applying for jobs, colleges, or scholarships. In this lesson Cadets will gather evidence of their accomplishments to start their own career portfolio.

Competency: *Assemble a personalized career portfolio*

Lesson Objectives:

Explain the importance of developing and maintaining a career portfolio.

Identify components to include in a career portfolio

Identify what best represents personal achievements and goals.

Describe documents to include in a career portfolio.

Define key words: employment application, interview, networking, portfolio, resume, success

U3C9L3: Military Career Opportunities (CORE)

The military is one of the largest employers of high school graduates in full-time positions. The U.S. armed forces hire over 365,000 enlisted and officer personnel each year. The military is one more career option to consider for Cadets career planning.

Serving in the armed forces allows them to contribute to their own advancement and to their country at the same time. In this lesson Cadets will explore military careers. They will match military opportunities to your career interests.

Competency: *Relate the military to your career goals*

Lesson Objectives:

Explain the difference between the three career paths available in the U.S. Armed Forces.

Identify four ways to become a commissioned officer.

Identify basic enlistment qualifications and the four-step process required to enter the military.

Describe benefits provided to enlisted members of the military.

Describe the purpose of the Selective Service.

Define key words: active duty, commissary, counterpart, enlistment, exchange, prerequisite, recruiter, reserves

U3C9L4: College Preparation (CORE)

What are Cadet's plans after high school? Will they work, enlist in the military, or attend college? This lesson will help them prepare for college. In this learning plan Cadets will explore different types of colleges, the admissions process, and ways to finance college. They will also outline a plan for education and training after high school.

Competency: *Create a College Preparation Action Plan*

Lesson Objectives:

Discuss different types of colleges.

Describe the admissions process.

Explore ways to finance college.

Identify educational institutions and majors that fit personal needs.

Describe documents. Define key words: academic, admissions, aptitude tests, college, distance education, financial aid, grants, registration, scholarships, tuition, university

Chapter 10: Planning Skills and Social Responsibility

Competencies:

Apply effective decision-making process to personal situations.

Develop a personal goals action plan.

Develop a personal time management plan.

Apply the rules of etiquette to your role as a Cadet.

U3C10L1: Making The Right Choices (CORE)

Decisions we make can shape our lives. Whether we make these decisions consciously or unconsciously, they represent how we respond to the opportunities, challenges, and uncertainties of life. How do you make decisions for your own life? In this lesson you will reference and apply a five-step decision-making process to real life situations.

Competency: *Apply effective decision-making process to personal situations*

Lesson Objectives:

Relate how decision-making impacts life.

Distinguish between decision-making and problem solving.

Distinguish among effective and ineffective decision-making strategies.

Identify the features and benefits of the decision-making processes.
Define key words: criteria filter, idleness, intuition, routinization

U3C10L2: Goals and Goal Setting (CORE)

Think of your goal as your destination. The most efficient way to get from one place to another is to identify the final destination and follow a map that will guide you in your journey. Goals give you direction and keep you focused on a purpose. If you go through life without goals, you will probably waste a lot of time and energy. Setting and achieving goals is one way to achieve a more fulfilling life. In this lesson Cadets will explore the meaning of goals for their own life and how to establish criteria to attain them.

Competency: *Develop a personal goals action plan*

Lesson Objectives:

Define goals.

Differentiate between short-, medium-, and long-term goals.

Analyze goals to determine what makes goals meaningful.

Identify with criteria for well-defined goals.

Define key words: goals, goal-setting, long-term goal, mid-term goal, short-term goal

U3C10L3: Time Management (CORE)

Every day you are given a new gift — the gift of time. But how do you use this gift? When you take responsibility for how you spend your time, by planning your day and building a schedule to achieve your goals, you are practicing time management. This lesson will help Cadet examine how they spend their time and execute a time management plan that will allow them to successfully meet their goals.

Competency: *Develop a personal time management plan*

Lesson Objectives:

Distinguish between time efficiencies and wasters.

Relate time management to your personal goals.

Develop daily, weekly and quarterly time management plans.

Define key words: procrastination, time management, time wasters

U3C10L4: Cadet Etiquette Guide (CORE)

There will be many occasions in life that will encourage you to interact in a variety of social situations.

By knowing the rules of proper etiquette, you will not only make a good impression, but you will also be more relaxed and confident in not-so-familiar situations. In this lesson Cadets will explore the proper social conduct and behavior for a variety of situations, including the Cadet Ball.

Competency: *Apply the rules of etiquette to your role as a Cadet*

Lesson Objectives:

Prepare invitations and thank-you notes .

Exhibit appropriate etiquette when making introductions.

Demonstrate proper dining etiquette.

Define key words: comradeship, curtly, dining-in, dining-out, etiquette, martial, monopolize, palate, place cards, protocol, receiving line, repast, sorbet, stag, stilted, tines

Chapter 11: NEFE High School Financial Planning

Competencies:

Determine personal financial goals.

Plan personal financial goals.

Outline a personal budget.

Forecast personal savings and investments.

Appraise personal credit worthiness.

Relate insurance to current and future personal needs.

U3C11L1: NEFE Introduction: Setting Financial Goals (CORE)

Do you ever find that you don't have enough money to buy something or participate in an activity? You may have already found that you need to make choices because your cash supply is limited. In this lesson Cadets will compare your wants and needs. They will also set personal financial goals as the first step in creating their own financial plan.

Competency: *Determine personal financial goals*

Lesson Objectives:

Differentiate between needs and wants.

Describe how values can influence decisions.

Compare SMART goals.

Discuss how goals impact actions.

Define key words: delayed gratification, goal, needs, SMART goals, values, wants

U3C11L2: NEFE Unit 1 – Your Financial Plan: Where It All Begins (CORE)

Many people find worries about money to be very stressful. However, with planning, you can reduce your money worries. Financial planning will help you have cash available to see a movie when you want to, buy new tires for your car, or someday buy furniture for your apartment. In this lesson Cadets will review their personal financial goals and create a plan to reach those goals.

Competency: *Plan personal financial goals*

Lesson Objectives:

Identify the components of the five-step financial planning process.

Review SMART goal elements.

Explain the purpose of a Personal Spending Record.

Discuss what influences financial decisions.

Explain the 3 Rs of Money (Reality, Responsibility, Restraint).

Compare the financial planning process and the decision-making process

Define key words: cash flow, decision-making, opportunity cost, restraint, SMART goals

U3C11L3: NEFE Unit 2 – Budgeting: Making the Most of Your Money (CORE)

What do you spend your money on? Do you take in more money than you spend, or do you find yourself needing to borrow money to make purchases? A budget is a useful way to help you identify where your money goes and figure out how to make the most of it. When you are in control of your spending, you are able to make your money work for you. In this lesson Cadets will create a personal budget that will match their financial goals.

Competency: *Outline a personal budget*

Lesson Objectives:

Identify the purpose of a budget.

Determine resources available for financial objectives.

Explain how to construct a simple budget.

Define key words: budget, cash management, expenses, Federal income tax, fixed expenses, gross income, income, Medicare tax, net income, payroll deductions, Social Security tax, State income tax, P.Y.F., taxes, variable expense

U3C11L4: NEFE Unit 3 – Investing: Making Your Money Work for You (CORE)

You can earn money by working or receive money as gifts. Another way to earn money is to make your money work for you. You can earn interest on savings or receive earnings from smart investments. In this lesson Cadets will examine different ways to put their money to work by saving and investing.

They will also consider saving and investing habits that will help them meet their financial goals.

Competency: *Forecast personal savings and investments*

Lesson Objectives:

Describe reasons for saving and investing.

Describe how time, money, and rate of interest relate to meeting specific financial goals.

Describe basic investment principles.

Describe various savings and investment alternatives.

Define key words: bond, capital gain, compounding, diversification, earned interest, inflation, interest, invest, mutual fund, rate of return, Rule of 72, savings, stocks, time value of money

U3C11L5: NEFE Unit 4 – Good Debt, Bad Debt: Using Credit Wisely (CORE)

Think of a time you borrowed money from a friend or family member. Were you able to build a good borrowing reputation by promptly repaying the money? Were the terms to repay the money fair? When you are in a situation when you need to make a large purchase such as a car, you might need to borrow money from a bank or other financial business. To use this type of credit wisely and avoid problems, you need to know what is involved. In this lesson Cadets will explore ways to use credit. They will also consider their rights and responsibilities of using credit.

Competency: *Appraise personal credit worthiness*

Lesson Objectives:

Identify the advantages of using credit.

Identify the various costs related to credit.

Compare common sources for building credit.

Discuss the factors to consider to establish credit.

Define key words: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term

U3C11L6: NEFE Unit 5 - Insurance: Protecting What You Have (CORE)

Have you ever been injured, in an accident, or had property damaged? Chances are, someone had to pay for those unexpected medical bills or costs for repairs. People use insurance as a way to protect themselves from unexpected losses. In this lesson Cadets will explore how different types of insurance protect them from losses. They will also uncover strategies to handle financial risk and ways to lower insurance costs.

Competency: *Relate insurance to current and future personal needs*

Lesson Objectives:

Describe how insurance works.

Identify general types of insurance, including health, property, life, disability, and liability.

Discuss the costs associated with insurance coverage.

Define key words: deductible, insurance, insurance premium, risk management

Chapter 12: Teaching Skills

Competencies:

Prepare to teach.

Develop a lesson plan.

Use effective teaching methods to deliver instruction.

Incorporate a variety of learning strategies into a lesson plan.

Use feedback to enhance learning in the classroom.

Use Thinking Maps and Graphic Organizers as tools for teaching others.

U3C12L1: Preparing to Teach (CORE)

Being an instructor, or an assistant instructor, will be a challenging experience for Cadets. It is for anyone - even experienced teachers. Instructing may also be a little frightening. The key to being an effective instructor is to make sure that you are well prepared. Plan your lesson carefully, review the material you will need to present, and make sure that you have located the supplies and materials you will need.

In this lesson Cadets will develop a list of "Teaching Tips" to help them teach more effectively. They will also learn to write effective competencies and learning objectives for their lesson.

Competency: *Prepare to teach*

Lesson Objectives:

Describe five critical elements you need to consider in preparing to teach.

Write effective learning outcomes.

Describe at least six tips for planning a lesson.

Define key words: competency, learning objectives, learning outcomes, lesson plans, measurable, prerequisite, training aids

U3C12L2: Using and Developing Lesson Plans (CORE)

During your life, both in school and out, you may be called upon to instruct others. It is important to know how to plan and execute a lesson. Lesson plans are essential tools used for teaching. Teachers use a lesson plan like an outline to organize their thoughts and the information students must learn to become competent in a skill, attitude or knowledge. In this learning plan Cadets will explore the components of a lesson plan and how to develop one.

Competency: *Develop a lesson plan*

Lesson Objectives:

Explain the purpose of a lesson plan.

Describe the four-phases of a lesson plan.

Relate teaching and learning to the four-phase lesson plan model.

Relate learning activities to learning objectives .

Associate active learning principles to effective lesson plan development

Define key words: energizer, facilitator, focus, gather, inquire, process, reflection

U3C12L3: Delivering Instruction (CORE)

From time-to-time, Cadets may be required to present a portion of the course content. When this occurs, they will need to know some of the finer points necessary to teach that instruction. Recall that in

Preparing to Teach, they learned how to: prepare yourself to teach, develop learning outcomes (competencies and learning objectives), and use training aids. In Using and Developing Lesson Plans, they learned how to develop four-phase lesson plans (inquire, gather, process, and apply). They may want to review all or a portion of that material before proceeding with this lesson. In this lesson Cadets will learn different teaching methods and when to use each method, such as demonstration and lecture, five practical exercise formats, and the rehearsal process.

Competency: *Use effective teaching methods to deliver instruction.*

Lesson Objectives:

Compare lesson objectives to learning objectives.

Distinguish among the seven teaching methods.

Identify the five types of practice exercises.

Define key words: brainstorming, case study, coach-pupil exercises, conference, discussion, facilitate, gaming, group performance, independent exercises, lecture, practical exercises, role-play, team practical exercises

U3C12L4: Using Variety in Your Lesson Plan (CORE)

In Lesson 3: Delivering Instruction Cadets examined a variety of teaching methods, some involving individual effort and others encompassing group work. It's often noted

that instructors deliver their instruction in a way that supports their own learning style. Learning activities may be creative, motivating and effective for some types of learners, but an entire lesson of the same type of activity will often “lose” other learners. Adding variety to your lesson plan development will also engage a variety of learner types as well. In this lesson Cadets will examine a variety of learning activity strategies.

Competency: *Incorporate a variety of strategies into a lesson plan*

Lesson Objectives:

Assess the benefits of using cooperative learning strategies in the classroom.

Select cooperative learning strategies that encourage team building.

Select cooperative learning strategies that requires students to respond to questions posed in the lesson.

Select cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time.

Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom.

Define key words: cooperative learning strategy, team-building exercise

U3C12L5: Thinking Maps® and Graphic Organizers (CORE)

Visual tools are excellent tools for learning the structure of thinking skills. They provide a powerful visual picture of information and allows the mind “to see” patterns and relationships. Some tools are perfect for simple brainstorming; others graphically organize how we look at content such as the life cycles in science, and another relates directly to a thinking skill or process. Each kind of visual tool encourages cooperative learning. The JROTC curriculum uses both graphic organizers and Thinking Maps® within their lesson plans. In this lesson Cadets will examine the various types of visual tools and use them as they continue to improve their teaching skills.

Competency: *Use Thinking Maps® and Graphic Organizers as tools for teaching others*

Lesson Objectives:

Identify the factors associated with brain-based learning.

Describe the benefits of graphic organizers and Thinking Maps® to the learner.

Compare types of graphic organizers and Thinking Maps®.

Match thinking processes in learning to Thinking Maps® and graphic organizers.

Define key words: Bridge Map: analogies, Circle Map: defining in context, Bubble Map: describing, Multi-Flow Map: cause and effect, Tree Map: classifying, Double Bubble Map: comparing and contrasting, Brace Map: part-whole relationships, Flow Map: sequencing, thinking process

U3C12L6: Using Feedback in the Classroom (CORE)

We are all familiar with courses that consist of readings, lectures, assigned writings, and tests. In traditional courses like these, individualized comments from instructors to their students are often limited to grades on papers, quizzes, exams, and the final grade.

However, comments of this sort come well after instructors have evaluated learners on their course work. If there is any impact on learning, it will come during the next phase, in another course, or in some follow-up activity.

Such after-the-fact comments often contribute little to learning because they come too late for learners to take corrective action. On the other hand, the most important task you have as an instructor may be to provide information that learners can use to improve themselves during the course. Such information guides learners while they still can take corrective action. In this lesson Cadets will learn techniques for giving effective, timely feedback that enhances the learning process.

Competency: *Use feedback to enhance learning in the classroom.*

Lesson Objectives:

Describe the purpose of feedback in the classroom.

Explain four ways that feedback can be effective.

Identify the five characteristics or conditions of effective feedback.

Identify the basic ground rules and tips for giving effective feedback.

Define key words: acceptability, clarify, comprehensive, constructive, conviction, criteria, feedback, flexibility, jargon, modify, objectivity, preconceived, rapport, reinforce

Unit 4 – Wellness, Fitness and First Aid

Purpose: Provides information and tools Cadets need to take responsibility for physical and mental wellness. Cadets assess their personal status and develop plans for improving nutrition/exercise habits and for controlling stress. This unit also helps Cadets make responsible choices about substance use and to prevent substance abuse. In addition Cadets develop proficiency in providing basic first aid.

Program of Instruction					
	LET 1	LET 2	LET 3	LET 4	Total
Required:					28 hrs
Elective:	12hrs (additional)				

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

Take responsibility for your actions and choices.

Communicate using verbal, non-verbal, visual, and written techniques.

Do your share as a good citizen in your school, community, country, and the world.

Apply critical thinking techniques.

Meets or partially meets the following JROTC program outcomes:

Promote wellness through nutrition, physical fitness and substance abuse prevention.

Chapter 1: Achieving a Healthy Lifestyle

Competencies:

Develop a personal exercise program.

Meet the physical fitness standards for the Cadet Challenge.

Evaluate how diet impacts life.

Analyze how well you meet nutrient guidelines.

Relate the NAS dietary guidelines to your personal diet.

Estimate your body fat content.

Analyze the impact sanitation and hygiene has on health.

Assess how stress impacts your life.

U4C1L1: Choosing the Right Exercise Program for You (Elective)

What you eat and how much you exercise can directly affect how you look and feel.

Being fit improves your overall health both physically and mentally. Exercise is good for you and can also be fun. You can form friendships while exercising. You will feel better about yourself, improve your resistance to disease, and relieve stress. In this lesson Cadets will examine types of exercises and ways to stick with an exercise program and the types of media and technology distracters and benefits to fitness.

Competency: *Develop a personal exercise program.*

Lesson Objectives:

Classify exercises as aerobic, anaerobic, isometric, and isotonic.
Describe media and technology can impact health.
Compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise.
Identify the benefits of regular exercise.
Determine the essential components of a good exercise program.
Define key words: aerobic, anaerobic, calisthenics, cardiorespiratory, isokinetic, isometric, isotonic, obesity, tone

U4C1L2: Cadet Challenge (62 Units) (Elective)

Do you think you are physically fit? Your physical condition will be checked through the Cadet Challenge. Cadet Challenge consists of five exercises taken from the Presidential Physical Fitness Award program to test your physical ability. They require endurance, speed, strength, and flexibility. In this lesson Cadets will practice the required exercises and prepare to meet the Cadet Challenge.

Competency: *Meet the physical fitness standards for the Cadet Challenge.*

Lesson Objectives:

Compare the Cadet Challenge to the Presidential Physical Fitness Award .

Distinguish between the Presidential Physical Fitness Award and the National Physical Fitness Award.

Identify the six Cadet Challenge exercises.

Describe the proper techniques for the Cadet Challenge exercises.

Define key words: Cadet Challenge, curl-ups, flexed-arm hang, Presidential Physical Fitness Award (PPFA) pull-ups, shuttle run, V-sit reach

U4C1L3: The Components of Whole Health (CORE)

A healthy lifestyle has many facets and must consist of a balance of nutrition through food, physical activity and health enhancing behaviors. In this lesson Cadets will discover what makes them healthy and what their plan for creating a healthier you will require.

Competency: *Evaluate how diet impacts life*

Lesson Objectives:

Explain how calories consumed versus calories used affects body weight

Identify the daily-required food and portions.

Identify sources and benefits of fiber in your diet.

Describe the importance of water to the body.

Describe the possible effects of a diet high in fat and cholesterol.

Explain why salt, sugar, and caffeine should be used in moderation.

Define key words: calories, carbohydrates, deficient, diabetes, fats, fiber, metabolism, minerals, nutrients, osteoporosis, protein stimulant, vitamins

U4C1L4: Nutrition - You Are What You Eat (CORE)

Our diets have changed during the past 35 years. Americans now have a hurry-up lifestyle where convenience is more important than proper eating habits. For convenience people tend to eat more fast foods and processed foods. Are these

convenience foods wise choices? In this lesson Cadets will explore how nutrients affect their body. They will also analyze the nutrition provided in a restaurant meal and how nutrients and calories impact their entire health - not only today, but in the future too!

Competency: *Analyze how well you meet nutrient guidelines*

Lesson Objectives:

Explain the six nutrients your body requires.

Explain the difference between simple and complex carbohydrates.

Describe the role fat and cholesterol play in body functioning.

Compare saturated and unsaturated fats.

Describe ways to reduce cholesterol levels.

Compare the functions of vitamins, carbohydrates, fats and proteins

Identify food sources of vitamins and minerals.

Define key words: amino acids, complex carbohydrates, fat soluble vitamins, mono-unsaturated fats, poly-unsaturated fats, Referenced Daily Intake (RDI), saturated fats, simple carbohydrates, water soluble vitamins

U4C1L5: At Risk- Suicide Awareness and Prevention (Elective)

There may come a time in life where you'll encounter a peer or family member who is distraught over life situations. Sometimes these situations require the help of professionals and trusted adults, but you can be an advocate for identifying when someone is at risk for suicide. In this lesson, Cadets will become more aware of the symptoms of suicide risk and some prevention strategies that they can administer to assist the person toward getting the proper help. They will also consider keeping their own positive mental attitude in check and continue to move toward their own goals and dreams for success.

Competency: *Identify suicide symptoms and prevention strategies*

Lesson Objectives:

Identify the warning signs of potential suicide.

Describe the factors that protect young people from considering suicide.

Describe the actions you can take if you suspect someone you know may be considering suicide.

Study local and professional resources.

Identify post-suicidal interventions.

Associate the purpose of a positive mental attitude goal setting and overall all health.

Define key words: Positive Mental Attitude (PMA), risk, suicide prevention

U4C1L6: Controlling Fat (Elective)

You may have seen or read advertisements from individuals and organizations that encourage people to use their diet plan to control weight. Not every plan will work for everyone. In this lesson Cadets will examine ways to safely control weight and reduce their overall intake of fat in their diet.

Competency: *Determine how body fat impacts your overall health*

Lesson Objectives:

Identify the risks of a high fat diet on long term health.
Explore tendencies that encourage fat accumulation.
Define current and desired state for healthy lifestyle.
Identify steps that can lead to a leaner, healthier body.
Relate food intake and physical activity to weight control.
Define key words: Basal Metabolic Rate (BMR), Body Mass Index (BMI), essential fat, storage fat, obese, overweight

U4C1L7: Taking Care of Yourself (Elective)

You can prevent disease and injury by taking good care of yourself. When camping or performing

JROTC exercises in the field; you may not have clean, running water or indoor plumbing. However, you must still know how to take care of yourself to help prevent illness and maintain good health. In this lesson Cadets will explore good hygiene and sanitation habits and the consequences of poor habits.

Competency: *Analyze the impact sanitation and hygiene has on health*

Lesson Objectives:

Recognize the benefits of maintaining good hygiene habits.

Explain how to keep clean in field conditions.

Explain the correlation between physical fitness and hygiene.

Identify possible results of poor sanitation.

Detail procedures for disinfecting water.

Explain how to guard against food poisoning and the spread of germs through waste.

Define key words: ampule, bivouac, chlorine, disinfect, dysentery, galvanized, hygiene, iodine, lice, personal hygiene, purified, sanitation

U4C1L8: Understanding and Controlling Stress (Elective)

Stress in small doses is a normal, healthy part of life. However, stress that continues over long periods of time can lead to exhaustion and possible mental or physical illness. In this lesson Cadets will examine causes of stress and ways to manage stress in their life.

Competency: *Assess how stress impacts your life*

Lesson Objectives:

Differentiate between stress and anxiety in overall health.

Identify the physical and psychological effects of stress.

Practice prevention of stress overload including relaxation and anger management techniques.

Identify leadership strategies that promote healthy stress levels within a group.

Explore positive ways to deal with depression and anxiety.

Define key words: anxiety, depression, dilated, fight or flight response, generalized, manic-depressive illness, meditation, migraines, visualization

Chapter 2: First Aid for Emergency and Non-Emergency Situations

Competencies:

Assess first aid situations.

Demonstrate life-saving skills in an emergency situation.

Determine first aid procedures for bleeding victim.

Determine first aid treatment for shock, fractures, strains and sprains.

Determine first aid treatment for burns.

Determine first aid treatment for wounds, bruises and poisoning.

Determine first aid treatment for heat related injuries.

Determine first aid treatment for cold weather injuries.

Determine first aid treatment for bites, stings and poisonous hazards.

U4C2L1: The Need for First Aid/Your Response (CORE)

Most people encounter at least one situation requiring the use of first aid at some time in their lives. Whether a friend falls rollerblading and breaks an arm or a younger brother cuts himself on broken glass and requires stitches, someone should administer first aid until the injured person receives proper medical attention. That someone can be you if you acquire basic first aid knowledge of what to do and not to do in different accident situations. Remember that first aid may mean the difference between life and death, permanent and temporary disability, or long- and short-term recovery for an accident victim. In this lesson Cadets will learn the steps to take to respond to an emergency or non-emergency situation.

Competency: *Assess first aid situations*

Lesson Objectives:

Assess the need for knowing how to perform first aid.

Explain the significance of the Good Samaritan Law.

Identify the steps of first aid intervention.

Identify the information needed when calling an emergency number such as 911.

Identify the steps for checking the ABCDs.

Define key words: Cardiopulmonary Resuscitation (CPR), catastrophes, consent, Emergency Medical Service (EMS), evaluate, first aid, Good Samaritan Law

U4C2L2: The First Life-Saving Steps (CORE)

In emergency situations, the people involved may find it difficult to remain calm and think clearly. In the midst of this confusion, one simple trick Cadet's can use to remind themselves of the first and most important problems to check for and steps to take are the letters B-C.

A stands for airway. Is the victim's airway blocked? If so, clear the airway.

B stands for breathing. Is the victim breathing? If not, restore breathing.

C stands for circulation. Is the victim's heart beating? If not, restore the heartbeat.

In this lesson Cadets will learn procedures for addressing these three situations including CPR, abdominal thrusts, and rescue breathing.

Competency: *Demonstrate life-saving skills in an emergency situation*

Lesson Objectives:

- a. Describe how to perform rescue breathing.
- b. Identify the steps for performing CPR.
- c. Explain how CPR can keep a victim's heart and brain alive.
- d. Identify the steps for performing the Heimlich maneuver.
- e. Define key words: Automatic External Defibrillators (AEDs), cardiac arrest, Heimlich Maneuver, rescue breathing, stroke

U4C2L3: Controlling Bleeding (CORE)

In an accident situation, Cadets may encounter injured persons bleeding from wounds such as scrapes, cuts, punctures, or tears or gashes in the skin. The deeper a wound, the more serious it is. Mild wounds to the outer layer of skin do not bleed heavily but still require cleaning to avoid infection. Deeper wounds in which arteries and veins are cut can be life threatening. These kinds of wounds may involve great amounts of blood, and blood may often pulse, or spurt out of the wound. Severe bleeding, or hemorrhage, can result in shock or death if not treated promptly. Stopping the loss of blood in these cases is essential. If a victim loses too much blood, even CPR will not keep the person alive, because there will not be enough blood to deliver oxygen from the lungs to the body. In this lesson Cadets will learn procedures for controlling bleeding.

Competency: *Determine first aid procedures for bleeding victim*

Lesson Objectives:

Identify the three types of bleeding.

Identify the best way to control most cases of bleeding.

Distinguish among direct pressure, pressure points and a tourniquet to control bleeding.

Describe how to clean wounds.

Explain the importance of following Universal Precautions when dealing with blood and other body fluids.

Define key words: arteries, dressing, elevated, hemorrhage, pressure bandage, pressure points, veins

U4C2L4: Treating for Shock and Immobilizing Fractures (CORE)

Whenever Cadets treat someone for a severe injury, they must also treat him or her for shock. Even if an injured person shows no signs of shock, treat them for shock anyway, since shock can follow all major injuries. After treating for shock, take care of broken bones or suspected broken bones. If there is a question of whether or not a bone is broken, treat it as if it were broken anyway. Follow the first aid procedures for splinting a fracture carefully, since more damage can occur if a fracture is handled improperly. In this lesson Cadets will learn the first aid procedures for treating fractures, dislocations, sprains and strains.

Competency: *Determine first aid treatment for shock, fractures, strains and sprains*

Lesson Objectives:

Explain causes and effects of shock.

Identify the signs of shock.

Demonstrate how to treat for shock.
Distinguish between closed and open fractures.
Identify procedures for immobilizing fractures using splints and slings.
Distinguish between strains and sprains.
Define key words: clammy, closed fracture, dislocation, fainting, ligament, open fracture, splint, sprain, strain, trauma

U4C2L5: First Aid for Burns (CORE)

Burns can result from sources of heat, electricity, and chemicals. In situations where people are injured by these sources, your first aid knowledge should include how to treat them. In this lesson Cadets will learn about the different types of burns, how to treat them, and ways to prevent them.

Competency: *Determine first aid treatment for burns*

Lesson Objectives:

Characterize degrees of burns.

Describe how to treat first-, second-, and third-degree heat burns.

Describe how to treat electrical burns.

Describe how to treat chemical burns to the eyes and skin.

Define key words: acids, bases, caustic, compresses, flush, mottled, neutralized, scalding, smoldering, systemic

U4C2L6: First Aid for Poisons, Wounds, and Bruises (CORE)

As consumers, we buy more than a quarter of a million different household products - materials used in and around the house for medication, cleaning, cosmetic purposes, exterminating insects, and killing weeds. These items are valuable in the house and for yard maintenance, but misuse, especially when products are used in inappropriate applications or quantities, can cause illness, injury, and even death. In this lesson Cadets will learn how to provide first aid treatment for various kinds of poisonings, wounds, and bruises.

Competency: *Determine first aid treatment for wounds, bruises and poisoning*

Lesson Objectives:

Identify the causes and symptoms of poisoning.

Describe how to treat a poison victim.

Distinguish among the four types of wounds.

Describe how to treat minor wounds and bruises.

Define key words: abrasions, amputation, avulsion, incisions, lacerations, solvents

U4C2L7: Heat Injuries (CORE)

Participating in any vigorous outdoor exercise or activity on an extremely hot day can lead to serious injuries if you are not prepared. Knowing how to recognize the signs and symptoms of heat related injuries could help you prevent a life-threatening accident. In this lesson Cadets will learn how to provide first aid for heat related injuries.

Competency: *Determine first aid treatment for heat related injuries*

Lesson Objectives:

Explain the cause and effect of heat injuries.

Associate the symptoms of the three types of heat injuries.

Explain how to treat heat cramps.

Explain how to treat heat exhaustion.

Explain how to treat heatstroke.

Define key words: dehydration, fatigue, heat exhaustion, heatstroke, heat cramps, perspiring, ventilation

U4C2L8: Cold Weather Injuries (CORE)

It is common to think that only in areas where snow and frost are present, people are susceptible to cold weather injuries. Prolonged exposure to low temperatures, wind or moisture - whether it is on a ski slope or in a stranded car - can result in cold-related injuries such as frostbite and hypothermia, no matter where you live if you are not prepared. In this lesson Cadets will learn the first aid treatment for cold weather injuries.

Competency: Determine first aid treatment for cold weather injuries

Lesson Objectives:

Describe factors to consider in cold weather situations.

Explain causes and effects of cold weather injuries.

Identify symptoms of cold weather injuries.

Explain how to treat frostbite, immersion foot/trench foot, hypothermia and snow blindness.

Define key words: dehydration, frostbite, hypothermia, insulate, precipitation, subcutaneous, superficial

U4C2L9: Bites, Stings, and Poisonous Hazards (CORE)

With so many outdoor activities to participate in, such as hiking, camping, bicycle riding, skate boarding, and skiing, it is common to come across emergencies involving bites, stings, and poisonous hazards. It is estimated that one of every two Americans will be bitten at some time by an animal. Dogs are responsible for about 80 percent of all animal-bite injuries. Depending upon where you live, the type of first aid you need to know for snakebites and plants will vary. Knowing what to do when in the outdoors can mean the difference between life and death. In this lesson Cadets will learn first aid procedures for treating bites, stings, and poisonous hazards such as poison ivy, poison oak, and poison sumac.

Competency: Determine first aid treatment for bites, stings and poisonous hazards

Lesson Objectives:

Identify types of venoms.

Relate snakes to their bites.

Explain the effects of animal and human bites.

Identify the symptoms of insect bites and stings.

Associate the types of poisonous plants to the reactions they cause.

Determine how to treat for contact with poisonous plants.

Define key words: allergic reaction, antivenin, calamine, discoloration, rabies, tetanus, venom

Chapter 3: Drug Awareness

Competencies:

Assess the impact of drug and substance abuse on life today.

Respond to substance use and abuse situations.

U4C3L1: Use & Effect of Drugs, Alcohol, and Substances (CORE)

Data presented by the teenGetgoing website advocated by the JROTC Program notes that teen alcohol and drug trends suggest that 90 percent of teens will “use” alcohol and/or other drugs during adolescence. Fifty percent of teens will “abuse” alcohol and/or drugs and 15 percent will become “addicted” while still in adolescence! Look around your classroom. What kind of numbers does this represent? This lesson will present the latest information about alcohol and drugs and allow Cadets to process it in a way that is meaningful both to them and their community.

Competency: *Assess the impact of drug and substance abuse on life today*

Lesson Objectives:

Identify commonly abused substances.

Recognize the difference between drug use, misuse and abuse.

Describe reasons why people might use, misuse or abuse alcohol or drugs.

Identify the risks associated with alcohol and various drugs.

Associate the consequences of alcohol and drug use, misuse and abuse to life.

Define key words: abuse, addiction, alcohol, controlled substances, dependency, depressed, distilled, drugs, ethyl alcohol, ferment, gateway, hallucinogens, inhalants, intoxicated, misuse, narcotics, stimulants, substance, tobacco

U4C3L2: Critical Decisions About Substances [Interactive Nights Out] (CORE)

Do you know the difference between substance use, misuse and abuse? Can you recognize the symptoms of each? Substance abuse is a social dilemma — impacting families, employers, friends and even school systems. In this lesson Cadets will examine the types of behaviors and characteristics similar in substance abusers and apply appropriate responses to substance use and abuse situations.

Competency: *Respond to substance use and abuse situations*

Lesson Objectives:

Weigh the external and internal factors that influence decisions about substance abuse.

Employ pre-deciding techniques as a substance abuse prevention strategy.

Identify two kinds of intervention - Interpersonal and Enforcement

Recognize signs of substance abuse.

Describe why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free.

Identify ways to approach/help someone you suspect has a drug problem .

Define key words: detoxification program, Methadone, normal, stress, therapeutic communities.

Unit 5 – Geography, Map Skills and Environmental Awareness

Purpose: Cadets build map reading and land navigation skills, applying them to the sport of orienteering and to air navigation. Cadets develop global awareness, as they compare physical, political, economic, and cultural elements of continents, regions and countries, and examine the global nature of environmental issues.

Program of Instruction					
	LET 1	LET 2	LET 3	LET 4	Total
Required:		2			2 hrs
Elective:	38hrs (additional)				

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

Communicate using verbal, non-verbal, visual, and written techniques.

Do your share as a good citizen in your school, community, country, and the world.

Treat self and others with respect.

Apply critical thinking techniques.

Meets or partially meets the following JROTC program outcomes:

Apply physical and political geography to building global awareness.

Correlate the rights and responsibilities of citizenship to the purposes of U.S. government.

Chapter 1: Map Skills

Competencies:

Explore the components of a globe.

Use map reading skills.

Identify the characteristics of a topographic map.

Use the Grid Reference System to locate points anywhere in the world.

Use terrain features to orient a map and determine location.

Measure distance using maps.

Calculate direction on topographic maps.

Use a compass and grid to locate a position on a topographical map.

Apply map reading and land navigation skills to determine location.

Relate map reading skills to orienteering.

Plan an air flight.

U5C1L1: The Globe: An Overview (Elective)

An overview of the globe will give Cadets a basic understanding of the world in which Cadets live. This lesson will include an overview of the globe and its components including the seven continents, four oceans, two poles and longitude and latitude lines.

Competency: *Explore the components of a globe*

Lesson Objectives:

Identify the seven continents on a globe.

Identify the four oceans on a globe.

Distinguish between the two poles on a globe.

Distinguish between the longitude and latitude lines on a globe.

Differentiate between the equator and the prime meridian.

Define key words: continent, degrees, equator, globe, hemisphere, latitude, longitude, meridians, ocean, parallel, polar regions, poles, Prime Meridian

U5C1L2: Introduction to Maps (CORE)

Knowing how to read maps is a skill that can strengthen Cadets' awareness of the world around them. Cadet's effective use of maps requires a basic understanding of them, their scales, symbols and colors. In this lesson Cadets will examine types of situations that require map reading skills and will use these skills to orient a map.

Competency: *Use map reading skills*

Lesson Objectives:

Identify symbols, colors, and features on standard road maps.

Identify locations on a city and state map.

Communicate directions to specified sites using a city and state map.

Define key words: bar scale, contrast, elevation, intermittent, landforms, legend, man-made, marginal information, orient, Prominent, relief, terrain, topographic maps

U5C1L3: Introduction to Topographic Maps (Elective)

Road maps and topographic maps have many of the same characteristics, such as map legends, scales, grids and symbols. But topographic maps add unique characteristics and show detail about terrain, elevation and relief. This lesson presents an overview of topographic maps, describing their characteristics, marginal information, symbols, and colors. This will prepare Cadets for future practical exercises that require Cadets' interpretation of topographical maps. Future lessons within this chapter will deal specifically with topographical maps.

Competency: *Use map reading skills*

Lesson Objectives:

Identify symbols, colors, and features on standard road maps.

Identify locations on a city and state map.

Communicate directions to specified sites using a city and state map.

Define key words: bar scale, contrast, elevation, intermittent, landforms, legend, man-made, marginal information, orient, prominent, relief, terrain, topographic maps

U5C1L4: Grid Reference System (Elective)

To keep from getting lost, Cadets must know how to find Cadets location. Street addresses may not always be available, nor will Cadets always be lost on a street. This lesson introduces Cadets to the Universal Transverse Mercator Grid System and the Military Grid Reference System. Activities will enable Cadets to locate a point on a map using the six-digit grid coordinate.

Competency: *Use the Grid Reference System to locate points anywhere in the world*

Lesson Objectives:

Locate grid zones and grid segments using the Universal Transverse Mercator Grid System.

Determine the six-digit coordinate within 100 meters of given locations on a map.

Define key words: grid coordinate, grid lines, grid squares, meridians, Military Grid Reference System, prime meridian, superimposed, Universal Transverse Mercator Grid System

U5C1L5: Contours and Landforms (Elective)

A key to improving map reading skills is to understand elevation and relief, which also includes recognizing different types of land formations. This lesson introduces these two basic elements of map reading by explaining the concepts of contour lines and intervals and types of terrain. Cadets' map skills for life will improve as Cadets identify landforms and contours of a geographic area.

Competency: *Use terrain features to orient a map and determine location*

Lesson Objectives:

Differentiate between elevation and relief.

Recognize the three types of contour lines on a map.

Calculate the elevation of points on a map.

Recognize the ten terrain features.

Define key words: concave, concentric, convex, cut, depression, draw, fill, hachures, marginal, mean sea level, ridge, ridgeline, saddle, sinkhole, spur

U5C1L6: Determining Distance (Elective)

In previous lessons, Cadets learned that a map is a scaled graphic drawing of a portion of the earth's surface. The scale on the map allows the user to convert distance on it to distance on the ground. The ability to determine distance on a map, as well as on the earth's surface, is an important factor in plotting a distant location and determining how to get there. In this lesson Cadets will determine direction and distance to selected locations on a map.

Competency: *Measure distances using maps*

Lesson Objectives:

Demonstrate how to measure straight-line distance on a topographic map using the scales on that map and procedures for calculating distances that exceed those scales.

Demonstrate how to measure curved-line distance on a topographic map using the scales on that map and procedures for calculating distances that exceed those scales.

Identify the factors that may affect one's pace.

Describe how to determine distance on the ground using estimation and the factors that can cause underestimation or overestimation.

Define key words: center of mass, nautical miles, representative fraction, statute miles

U5C1L7: Determining Direction (Elective)

In the previous lesson Cadets learned how to determine the distance between two points, but is that enough information to get where you're going? In order to reach a destination Cadets all need to know what direction to travel. In this lesson Cadets will define the three different types of north direction and explain how to determine grid and magnetic azimuths using a protractor and compass.

Competency: *Calculate direction on topographic maps*

Lesson Objectives:

Define the three base directions .

Identify the symbols that represent them on a topographic map.

Demonstrate how to determine and measure a magnetic azimuth.

Demonstrate how to determine, measure, and plot a grid azimuth.

Demonstrate how to determine a back azimuth.

Define key words: azimuth, back azimuth, degree, grid azimuth, grid north, magnetic azimuth, magnetic north, true north

U5C1L8: Converting the Grid-Magnetic Angle (Elective)

Mapmakers place the declination diagram in the lower margin of most topographic maps. Declination is the angular difference between true north and either magnetic or grid north. In this lesson Cadets will learn how to use the declination diagram to convert grid azimuths to magnetic azimuths and vice versa.

Competency: *Use a compass and grid to locate a position on a topographical map*

Lesson Objectives:

Use the declination diagram to convert Grid Azimuths to Magnetic Azimuths.

Use the declination diagram to convert Magnetic Azimuths to Grid Azimuths.

Convert a Magnetic Azimuth when the G-M Angle is greater.

Define key words: arc, declination, grid convergence, Grid-Magnetic Angle

U5C1L9: Determining Location (Elective)

Sometimes it is not enough to know how to locate a point to within 1,000 or 100 meters, or to estimate the location of a distant point on the ground. There may be times when Cadets have to determine Cadets' location, or a distant point, even more accurately. Or, perhaps Cadets will need to use certain known locations as reference points. In this lesson Cadets will apply map reading and land navigation skills in order to perform these tasks.

Competency: *Apply map reading and land navigation skills to determine location*

Lesson Objectives:

Describe the procedure for locating an unknown point on a topographic map by intersection.

Describe the procedure for locating unknown position on a topographic map by resection.

Identify procedures for locating or plotting an unknown point on a topographic map using polar coordinates.

Identify procedures for determining direction using field-expedient methods.

Define key words: field-expedient, intersection, polar coordinates, resection

U5C1L10: Orienteering (Elective)

Orienteering began in Scandinavia in the 1800s, primarily as a military event and as part of military training. By 1919 it had become a competitive sport in Sweden. Then in the early 1930s, the sport received a boost with the invention of an improved compass. Bjorn Kjellstrom, one of the inventors of that compass, introduced orienteering to the U. S. in 1946. Orienteering is for all ages and degrees of fitness and skill. It provides the suspense and excitement of a treasure hunt. The object is to locate control points by using a map and compass to navigate the terrain. In this lesson Cadets will learn more about the skills involved in Orienteering.

Competency: *Relate map reading to orienteering*

Lesson Objectives:

Explain orienteering and how it originated.

Differentiate between six types of orienteering courses.

Explain the five-step process to determine direction of travel.

Demonstrate five movement techniques used in orienteering

Identify the control areas and safety aspects used in orienteering.

Define key words: aiming off, attack point, control points, orienteering, steering mark

U5C1L11: Air Navigation (Elective)

As Cadets discovered in previous Map Reading lessons, when Cadets travel on foot, Cadets have to consider the terrain. Where is the best place to cross a stream? Do Cadets walk over a hill or around it? How long will it take to get there if the ground level keeps rising and falling? Likewise, travel by car depends on the roads leading to Cadets' destination, which in turn maneuver around natural and man-made features. Very rarely can Cadets travel in a straight line on the ground from Cadets' departure point to Cadets' destination.

Air travel, however, is different. Without the limitations of terrain, Cadets determine Cadets heading and fly in a straight line from point A to point B. Of course, as with ground navigation, Cadets must plan Cadets trip carefully; and once in the air, Cadets must follow Cadets' route and keep alert. Cadets may be free from terrain difficulties in the sky, but flying comes with its own set of rules. In this lesson Cadets will learn how to plan an air flight.

Competency: *Plan an air flight*

Lesson Objectives:

Compare common units of measure for distance in air and road travel.
Contrast aeronautical charts and topographic maps.
Compare aeronautical symbols with topographical map symbols.
Identify types of aeronautical charts, scales, and characteristics.
Distinguish among the time zones.
Identify appropriate charts for planning a flight route.
Define key words: altimeter, cultural features, Greenwich Mean Time, hydrographic features, linear features, nautical mile, pilotage, preflight, meridian, statute mile

Chapter 2: Exploring the World

Competencies:

Show how geographic characteristics interact to form unique cultures.
Explore the unique geographic characteristics of North America.
Explore the unique geographic characteristics of South America.
Explore the unique geographic characteristics of Europe.
Explore the unique geographic characteristics of Asia.
Explore the unique geographic characteristics of Africa.
Explore the unique geographic characteristics of Australia and Oceania.

U5C2L1: Before You Get Started (Elective)

In today's world, news about places around the globe comes into Cadets home daily through television, radio, newspaper, and the Internet. Much of this news has political, economic, and social implications for the U.S. To better understand the origin and importance of these events, Cadets should learn more about the location of each event. In this lesson Cadets will review the basic concepts of geography. Cadets will also compare local geography with Antarctica's geographic characteristics.

Competency: *Show how geographic characteristics interact to form unique cultures.*

Lesson Objectives:

Define geography

Identify specialties in the geography field.

Explain the concept of regions.

Identify the continents and oceans.

Examine basic world climates and the major factors affecting them.

Summarize the physical and political characteristics of Antarctica.

Define key words: automation, Christian, ethnicity, Hinduism, ideological, Islamic, Judaism, per capita, spatial, tectonic plates

U5C2L2: North America—Tundra to Tropics (Elective)

North America is the third largest continent comprising all the land and adjacent islands north of and including the Isthmus of Panama. Over the centuries, the many cultures of North American have combined in a variety of ways to create the human landscape of

today's North America. In this lesson, Cadets will examine the geographic characteristics of North America.

Competency: *Explore the unique geographic characteristics of North America*

Lesson Objectives:

Describe principal physical features of the continent of North America

Summarize the physical and human characteristics of countries and regions in North America.

Predict how the interactions between groups of people in North America affect the area's cultural, economic, and political characteristics.

Define key words: Catholic, cay, collective, Columbian Exchange, commonwealth, continental divide, coral, Cordillera, dominion, drainage basin, fragmented state, hurricane, hydroelectric power, Isthmus, literacy, plural state, postindustrial, prairie, Protestant, semiautonomous, standard of living, tributaries, tundra

U5C2L3: South America—Through the Tropics to Antarctica (Elective)

South America is the fourth largest continent, extending about 5000 miles from north to south. It reaches farther south than any other continent except Antarctica. The diverse cultural, economic, and political geography is impacted by the variety of physical characteristics of the continent. In this lesson Cadets will examine the unique features of South America and consider how these features impact Cadet's life.

Competency: *Explore the unique geographic characteristics of South America*

Lesson Objectives:

Describe principal physical features of the continent of South America.

Summarize the physical and human characteristics of South American countries and regions.

Predict how the interactions between groups of people in South America can affect the area's cultural, economic, and political characteristic. Characterize places in South America based on common characteristics and recognize the distribution of those characteristics across the earth's surface

Define key words: basin, canopy, El Niño, mestizo, savanna

U5C2L4: Europe—The Peninsular Continent (Elective)

Some geographers consider Europe and Asia as one continent, Eurasia. It is generally accepted, however, that Europe and Asia are two separate continents, with Europe taking up the vast western peninsula of the European/Asian landmass. People of very different backgrounds and cultures exist together on this small continent, home to over 40 different countries. In this lesson Cadets will examine the unique features of Europe and consider how these features impact Cadets' life.

Competency: *Explore the unique geographic characteristics of Europe*

Lesson Objectives:

Describe principal physical features of the continent of Europe.

Summarize the physical and human characteristics of the countries and people of Europe.

Characterize places in Europe based on common characteristics of the earth's surface.

Define key words: Celtic, Clans, Fjords, Geysers, Gulf Stream, Orthodox Church, Slavs

U5C2L5: Asia—The Largest, Most Populous Continent (Elective)

At over 17 million square miles, Asia is the largest continent possessing more than a third of the world's total land. A sprawling realm of diverse terrain and climate, it is also the most populated continent with more than 3 billion people or 60 percent of the Earth's population. Site of some the earliest civilizations, today Asia is a complex mosaic of languages, races, religions, and politics. Although over half of Asia's land is claimed by only 2 countries, China and the Asian portion of Russia, 46 countries make up the remaining half. In this lesson Cadets will learn about the diversity of the physical and human geography on the continent of Asia.

Competency: *Explore the unique geographic characteristics of Asia*

Lesson Objectives:

Describe principal physical features of the continent of Asia.

Summarize the physical and human characteristics of Asian countries and regions.

Predict how the interactions between groups of people in Asia affect the area's cultural, economic, and political characteristic.

Define key words: Atheist, Buddhist, Confucianism, Homogenous, Monsoon, Sultanate

U5C2L6: Africa—The Plateau Continent (Elective)

Africa is the second largest continent. It is connected to Asia, the largest continent, by the Sinai Peninsula. With much of its land over 1000 feet in elevation, and few lowlands or mountainous areas, it is often called a plateau continent. In contrast to the Americas, Europe, and Asia, Africa is without a mountain range of continental proportions such as the North American Rockies, South American Cordillera and Andes, European Alpine, and Asian Himalayan mountain systems. In this lesson Cadets will learn about the diversity of the physical and human geography on the continent of Africa.

Competency: *Explore the unique geographic characteristics of Africa*

Lesson Objectives:

Describe physical features of the continent of Africa.

Summarize the physical and human characteristics of countries and regions in Africa.

Characterize places in Africa based on characteristics across the earth's surface.

Research current events in Africa.

Define key words: deforestation, desertification, famine, nomadic, oases

U5C2L7: Australia and the Rest of Oceania (Elective)

Australia is the smallest continent and the only continent that is also a single country. Situated south of the Equator and completely separated by water from any other continent, Australia is nicknamed "the land down under" and "the island continent." Collectively, the islands located in the Pacific Ocean away from the Asian continent are known as Oceania. These islands (with the exception of Australia which is itself a continent) are not considered part of any continent. In addition to Australia, Oceania consists of about 25,000 islands divided into three broad geographic-cultural areas -

Micronesia, Melanesia, and Polynesia - each made up of several island countries, most of which are groups of many small islands, but also includes New Zealand. In this lesson Cadets will learn about the diversity of the physical and human geography of Australia and Oceania.

Competency: *Explore the unique geographic characteristics of Australia and Oceania*

Lesson Objectives:

Describe principal physical features of Australia and Oceania.

Summarize the physical and human characteristics of countries and regions of Australia and Oceania.

Predict how the interactions between groups of people in Australia/Oceania can affect the areas cultural, economic and political characteristic.

Compare places in Australia and Oceania to other areas of the earth's surface.

Define key words: coral reef, Micronesia, Melanesia, Polynesia, outback, maritime

Chapter 3: Environmental Awareness

Competencies:

Investigate the causes and effects of a local environmental problem.

Examine an environmental issue that has global impact.

U5C3L1: Local Environmental Issues (Elective)

Most Americans are not aware of decisions that governmental agencies and/or state and federal legislatures make to ensure the purity of our environment or to protect our health - that is, until it affects them directly. Even though environmental issues are often very diverse and technical in nature, many non-technical community leaders and citizens are making the decisions on these issues. Consequently, society is forcing these decision makers to gain a significant understanding of the technology, terminology, and laws governing environmental issues. In this lesson Cadets will explore environmental issues that impact Cadets' local community and determine the steps Cadets can take to protect Cadets' local environment.

Competency: *Investigate the causes and effects of a local environmental issue*

Lesson Objectives:

Identify examples of air and water pollution.

Describe types of waste material.

Research the components that enable modern-day, properly engineered sanitary landfills to meet environmental standards .

Determine how communities address environmental issues.

Evaluate recycling processes.

Define key words: air emissions, ash, combustion, composting, incineration, landfill, leachate, liners, methane, pelletize, pollutants, pollution, recycling, searing, solid waste, source reduction, synthetic, toxicity

U5C3L2: Global Environmental Issues (Elective)

Many environmental issues and problems have a global impact. These issues, such as acid rain and global warming, must be addressed through international cooperation. In this lesson Cadets will explore examples of global environmental issues and how concerned groups and individuals are working to solve these problems.

Competency: *Examine an environmental issue that has global impact*

Lesson Objectives:

Determine how countries work together to address global environmental problems.

Evaluate the challenges facing the international community with respect to global environmental issues.

Predict potential consequences if no actions are taken regarding global environmental problems.

Compare the differing opinions of scientists regarding the causes and solutions of environmental problems.

Define key words: acid rain, carbon dioxide, deforestation, global warming, nuclear waste, treaty

Unit 6 – Citizenship in American History and Government

Purpose: Builds the basic skills and interest for participation in civic and political life. Cadets actively engage in the We The People curriculum to explore the origins, structure, rights, and responsibilities of the American constitutional government. Actively engages Cadets in applying problem solving strategies to current political and social issues.

Program of Instruction					
	LET 1	LET 2	LET 3	LET 4	Total
Required:		10	16		26 hrs
Elective:	34hrs (additional)				

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

Communicate using verbal, non-verbal, visual, and written techniques.

Do your share as a good citizen in your school, community, country, and the world.

Treat self and others with respect.

Apply critical thinking techniques.

Meets or partially meets the following JROTC program outcomes:

Correlate the rights and responsibilities of citizenship to the purposes of U.S. government.

Relate events in U.S. history to choices and responsibilities Americans have today.

Chapter 1: You the People - Citizenship Skills

Competencies:

Examine the Preamble to the American Constitution.

Hypothesize what our country would be like without skilled citizenship.

Use the small group meeting process in decision-making situations.

Participate in a representative group session.

Explore the Chief Justice process for debating constitutional and contemporary issue.

U6C1L1: The Preamble (CORE)

The Preamble to the Constitution of the United States establishes the purpose of the Constitution. It acts as a “Mission Statement” for the framers of the Constitution. In this lesson Cadets will analyze the Preamble to determine the goals, the beneficiaries and the responsible parties. Cadets will also write a Preamble or Mission Statement for their role as a citizen of the United States.

Competency: *Examine the Preamble to the American Constitution*

Lesson Objectives:

Classify the components of the Preamble to the United States Constitution

Explain the goals of the Preamble.

Connect the principles of the Preamble to the United States Constitution to your personal values.

Define key words: preamble, beneficiaries, goals, responsible parties

U6C1L2: Citizenship Skills (CORE)

The Preamble to the United States Constitution sets the stage for the success of our nation. Individual values, which are also important to the success of our nation, are inferred from the Preamble and are called Citizenship Skills in the Cadet Citizenship Training Program. These Citizenship Skills are basic human values envisioned by the Founding Fathers when they drafted the Constitution. In this lesson Cadets will explore the relationship between the values described in the Preamble and the 7 Citizenship Skills. Cadets will assess how these skills are demonstrated in the lives of citizens today.

Competency: *Hypothesize what our country would be like without the seven citizenship skills*

Lesson Objectives:

Define the seven You the People citizenship skills.

Relate the seven You the People citizenship skills to the Preamble of the Constitution.

Explain the relationship between the citizenship skills and effective teamwork.

Define key words: balance, cooperation, fairness, patience, respect, self-improvement, strength

U6C1L3: Small Group Meetings (CORE)

Citizens participate in two types of Citizen Action Group meetings: small group meetings and representative group sessions. In this lesson Cadets will examine the process and purpose of small group meetings. Cadets will also practice using the seven citizenship skills as they participate in small group meetings.

Competency: *Use the small group meeting process in decision-making situations*

Lesson Objectives:

Compare simple majority and consensus decision-making processes.

Explain the impact of the small group meeting agenda.

Describe each You the People ground rule.

Identify the small group meeting roles.

Explain the small group meeting process.

Design a process for the role rotations.

Define key words: agenda, consensus, decision-making, ground rule, simple majority, small group leader, small group meeting, timekeeper

U6C1L4: Representative Group Session (CORE)

A Representative Group Session takes place when many small groups combine into a larger group to share information about a specific issue. Representatives are elected from each small group. These representatives then hold a meeting that is observed by all of the small groups. In this lesson Cadets will examine the purpose and process of

Representative Group Session. Cadets will also practice preparing for and participating in the Representative Group Session.

Competency: *Participate in a Representative Group Session*

Lesson Objectives:

Identify the responsibilities of a small group representative.

Explain the impact of the representative group session agenda.

Describe the representative group session process.

Define key words: representative group session, representative group session agenda, small group representative

U6C1L5: Introduction to Chief Justice (CORE)

Chief Justice is an educational game designed to give Cadets an appreciation of the United States Constitution and our democratic form of government. The complete game contains 100 critical thinking questions that incorporate some of today's most important moral and ethical issues. In this lesson Cadets will explore and practice using the components of the Chief Justice game process.

Competency: *Explore the Chief Justice® process for debating constitutional and contemporary issue*

Lesson Objectives:

Examine the purpose of the Chief Justice® game.

Explore the rules of the Chief Justice® game.

Identify how to render a verdict in a case.

Define key words: Chief Justice ®, cross examine, deliberation, forum, judge, jury, jury foreman, law firms, opening statements, trials, verdict

Chapter 2: Foundations of the American Political System [We The People - Unit 1]

Competencies:

Examine how the Founders' ideas of government were to protect natural rights of citizens.

Explore how modern ideas of individual rights developed.

Relate the origins of representative government to British history.

Compare the varied arguments the Founders had for independence from England.

Examine the first states' constitutional ideals for protecting their rights.

U6C2L1: Our Natural Rights (CORE)

Natural rights philosophers such as John Locke explored ideas about the laws of nature and natural rights of all people. This lesson will explore how the Founders ideas of government supported Locke's philosophy of natural rights. Through discussion and reflection activities, Cadets will compare how Locke's definition and philosophy are similar or different to the natural rights protected by our government today.

Competency: *Examine how the Founders' ideas of government were to protect natural rights of citizens*

Lesson Objectives:

Identify how and why the natural rights philosophers used an imaginary state of nature to think about the basic problems of governments.

Analyze the basic ideas of the natural rights philosophy, including state of nature, law of nature, natural rights, social contract and consent.

Determine the purpose of government based on the natural rights philosophy.

Describe how the natural rights philosophy uses the concepts of consent and social contract to explain the formation of government.

Analyze the influence of the natural rights philosophy on the Founders.

Evaluate the concepts of constitution and constitutional government.

Determine the essential characteristics of constitutional government that differentiate them from autocratic or dictatorial governments.

Explain the essential characteristics of a constitution or higher law.

Define key words: cantons, civil rights, consent, constitutional government, democracy, equal protection, higher (fundamental) law, human nature, law of nature, legitimate, limited government, natural rights, political rights, private domain, republic, right of revolution, social contract, state of nature, unalienable (inalienable), unlimited government

U6C2L2: Developing Republican Government (CORE)

Natural rights philosophers such as John Locke explored ideas about the laws of nature and natural rights of all people. This lesson will explore how the Founders ideas of government supported Locke's philosophy of natural rights. Through discussion and reflection activities, Cadets will compare how Locke's definition and philosophy are similar or different to the natural rights protected by our government today.

Competency: *Trace how the American ideas of individual rights developed*

Lesson Objectives:

Examine how the ideas of classical republicanism influenced the Founders' ideas of what kind of government they wanted.

Distinguish between classical republicanism and the natural rights philosophy.

Recognize how the ideas and traditions of historical eras supported the Founders' thinking about natural rights and classical republicanism.

Explore how James Madison refined the ideas of classical republicanism to meet the needs of the new Americans.

Define key words: Age of Enlightenment, capitalism, Christendom, civic virtue, classical republicanism, common good, established religion, factions, hierarchical, Judeo-Christian, Middle Ages, mixed government, nation-state, papacy, Providence, public and private morality, Reformation, Renaissance, representative democracy, secular governments

U6C2L3: British Origins of American Constitutionalism (CORE)

The Founders were influenced by many ancient thoughts and ideas. From the Roman perspectives of classical government to the Judeo-Christian traditions of moral obligation, our government began to shape into what Americans experience and enjoy

as privilege today. In this lesson Cadets will explore how the ancient world influenced republican government and how modern ideas of individual rights developed.

Competency: *Show how the Founders built on the principles of British representative government*

Lesson Objectives:

Examine how the nature of the British constitution emerged from struggles between royalty, nobility and the church.

Identify how parliamentary government changed and began to represent the interests of all people.

Identify how the constitutional principles from the English Bill of Rights impacted the U.S. Bill of Rights.

Defend a position on the importance of specific rights such as habeas corpus and trial by jury and on what limitations, if any, should be placed on them.

Define key words: American Constitutionalism, burgesses, charters, common law, contracts, due process of law, Magna Carat, memorialize, monarch, parliamentary government, realm, rights of Englishman, rule of law, tenets, vassal

U6C2L4: Colonial Government--Basic Rights & Constitutional Government (CORE)

The American colonial period lasted for 150 years. The Founders were loyal subjects of the British crown and were proud to enjoy the rights of Englishmen as protected by the English constitution. The Founders were greatly impacted by the English form of government, which ultimately influenced the creation of United States Constitution. In this lesson Cadets will explore how the establishment of representative government in British history influenced the Founders and helped establish some of our most important constitutional rights today.

Competency: *Form an opinion about how the Declaration of Independence reflects your ideas about the purpose of government and protection of individual rights*

Lesson Objectives:

Explain how differences between colonial America and Europe affected the Founders' beliefs about government and individual rights.

Consider how you, as a citizen today, would view the limitation of many rights to white, male, property owners.

Show how the Declaration of Independence justified the arguments for separation of the colonies from Great Britain.

Examine what the Declaration of Independence says about the purpose of government and protection of individual rights.

Define key words: Boston Massacre, Boston Tea Party, Committees of Correspondence, constituents, covenant, Declaration of Independence, established religion, First Continental Congress, Fundamental Orders of Connecticut, governors, indentured servant, Intolerable Acts, legislatures, magistrates, Massachusetts Body of Liberties, Mayflower Compact, Minutemen, primogeniture, Quartering Act, Seven Years War, Sons of Liberty, sovereignty, Stamp Act Congress, suffrage, Tea Act, The Laws and Liberties, writs of assistance

U6C2L5: State Constitutions (CORE)

The American Revolution returned the colonists to a state of nature. Colonial governments under British authority ceased to exist. New governments would have to be created, a task the newly independent states initiated soon after the war commenced. In this lesson Cadets will examine the main features of the written constitutions the thirteen new states created using the basic ideas of the natural rights philosophy, republicanism, and constitutional government.

Competency: *Examine the first states' constitutional ideals for protecting their rights*

Lesson Objectives:

Explain the basic ideas of natural rights, republicanism, and constitutional government contained in the early state constitutions.

Explain the differences between the Massachusetts constitution and other state constitutions.

Explain the purpose of the state declarations of rights.

Describe the main components of the Virginia Declaration of Rights.

Defend positions on legislative supremacy.

Define key words: Absolute Veto, Higher Law, Legislative supremacy, override, political guarantees, popular sovereignty, procedural guarantees of due process, representation, social contract, state declarations of rights, veto, Virginia Declaration of Rights

Chapter 3: Creating the Constitution [We The People - Unit 2]

Competencies:

Identify the origins of the Articles of Confederation.

Explain how the Philadelphia Convention and the Virginia Plan helped create the Constitution.

Categorize the powers granted to the legislative, judicial and executive branches of government.

Analyze the conflicting positions relating to the ratification of the Constitution.

U6C3L1: Articles of Confederation 1781 (CORE)

The first government created by the Founders did not work well. Knowing the shortcomings of that government is important in understanding that unless a government is organized properly, it may not work very well. It also helps in understanding why our government is organized the way it is. In this lesson Cadets will find out why the Founders created the Articles of Confederation the way they did and the problems that resulted from a weak national government.

Competency: *Determine why the Founders created the Articles of Confederation and the concerns that resulted*

Lesson Objectives:

Explain why Americans needed a national government after the colonies declared independence from Great Britain.

Explain how the Founders designed the first constitution, the Articles of Confederation.

Compare the advantages and disadvantages of the Articles of Confederation.
Define key words: factions, loyalists, majority rule, national government

U6C3L2: Creating Our Constitution (CORE)

The second U.S. Constitution was written at a convention held in Philadelphia in 1787. Both the New Jersey and the Virginia delegates to the convention submitted plans to organize the new national government. In this Lesson Cadets will learn how the Philadelphia Convention came to be, the major issues that were discussed and debated, and the role that the New Jersey and Virginia plans played in creating the Constitution.

Competency: Assess how the Philadelphia Convention and the Virginia Plan helped create the Constitution

Lesson Objectives:

Relate the elements of the Virginia and New Jersey Plans to the basic ideas of government such as natural rights, republican government, and constitutional government.

Explain the reasons for the disagreements among the delegates regarding representation.

Evaluate the advantages and disadvantages of the Virginia and New Jersey Plans for a national government.

Explain why the Virginia Plan was used as the basis for the new Constitution rather than the New Jersey Plan.

Define key words: delegates, equal representation, executive, federal system, Framers, House of Representatives, judicial, legislative, Philadelphia Convention, proportional representation, ratification, Senate, Virginia Plan

U6C3L3: Balancing the Power (CORE)

The Framers of the Constitution addressed a variety of concerns, issues and problems as they worked to establish the national government. Specific powers were granted and denied to each of the three branches of government: the legislative branch, the executive branch, and the judicial branch. This distribution of power resulted in a balance of power designed to keep any one branch from becoming too powerful. In this lesson Cadets will explore how the Framers addressed a variety of issues and concerns facing them as they established the national government and how they distributed power among the three branches of government.

Competency: Assess how the powers granted to the legislative, judicial and executive branches of government result in a balance of power

Lesson Objectives:

Explain how and why the Framers developed the present system of representation in Congress and the advantages and disadvantages of this system.

Describe how Article 1 of the Constitution delegates explicit powers to the Congress and limits the powers of both the national and state governments.

Explain the basic organization of the executive and judicial branches set forth in Articles II and III of the Constitution.

Describe the limitations on the powers of the executive and judicial branches.
Explain why the Framers developed the Electoral College as the method for selecting the president.

Define key words: appellate jurisdiction, apportioned, balance of power, bills of attainder, electoral college, electors, enumerated powers, equal [state] representation, executive power, executive departments, ex post facto laws, fugitive slave clause, the Great Compromise, impeach, judicial review, legislative power, necessary and proper clause, original jurisdiction, proportional representation, separated powers, supremacy clause, treason, veto

U6C3L4: The Debate over the Constitution (Elective)

Not all of the delegates to the Constitutional Convention supported the adoption of the Constitution. Many delegates had reservations about all or parts of the document. Those opposed to ratification were called Anti-Federalists while those in support of ratification were called Federalists. In this lesson Cadets will explore the arguments presented by both sides and discover how some of the differences were ultimately settled.

Competency: *Analyze the conflicting positions relating to the ratification of the Constitution.*

Lesson Objectives:

Explain the comments made by Benjamin Franklin and James Madison who favored the adoption of the Constitution.

Explain the position of George Mason and give arguments in support of and in opposition to his criticisms of the Constitution.

Explain the arguments of the Anti-Federalists and how those arguments were based upon traditional ideas of republican government.

Explain the responses of the Federalists to the criticisms of the Anti-Federalists.

Explain how the debate between the Federalists and Anti-Federalists led to the development and adoption of the Bill of Rights.

Explain why the Federalists wanted the Constitution to be ratified in state conventions, and the arguments they used to justify this procedure which is included in Article VII of the Constitution.

Explain the arguments made by the Federalists in support of the Constitution, including how the Federalists' arguments differed from classical arguments about republican government.

Define key words: agrarian, Anti-Federalist, Federalist, ratify

Chapter 4: Shaping American Institutions and Practices [We The People - Unit 3]

Competencies:

Identify how the constitution was used to organize the new government.

Examine the reasons behind the development of the Bill of Rights.

Compare the role of political parties in early America to today.

Contrast various positions on Judicial Review.

Differentiate between the powers of federal and state governments.

U6C4L1: Constitution Used to Organize New Government (Elective)

In this lesson Cadets will explore the steps taken by the First Congress to name a president and vice president, to provide funding for the new government, to draft a bill of rights, and to organize the executive and judicial branches. Cadets will explore how the Constitution provides an outline of the federal government's organization, how the government fills in the details, and how the executive branch has expanded over time.

Competency: *Identify how the Constitution was used to organize the new government*

Lesson Objectives:

Explain that the Constitution provides a general framework outlining how the government should be organized and should operate, and that details are added by the government as the need arises.

Explain how Congress used Article II of the Constitution to name the new president and vice president.

Explain the importance and the methods of raising revenue to fund the new government.

Describe how Congress organized the executive branch and the unforeseen growth of this branch and the federal bureaucracy.

Describe the federal court system that was established by Congress in the Judiciary Act of 1789.

Define key words: bureaucracy, federal district court, Judiciary Act of 1789, president's cabinet

U6C4L2: Bill of Rights (Elective)

In this lesson Cadets will examine the rights included in the Constitution and the struggle to add the Bill of Rights. Cadets will explore the reactions to the Bill of Rights of the people at the time and consider your own thoughts about the importance of the Bill of Rights to the protection of individual rights.

Competency: *Examine the reasons behind the development of the Bill of Rights*

Lesson Objectives:

Explain the importance of the rights the Framers included in the body of the Constitution to limit the powers of the federal government and protect the rights of the people.

Explain why the Anti-Federalists wanted a bill of rights added to the Constitution.

Explain why Madison proposed adding a bill of rights to the beginning of the Constitution and why the Bill of Rights was added as a series of amendments instead.

Describe the amendments Madison proposed to protect individual rights from abuse by state governments.

Defend positions on the importance of the Second Amendment the right of the people to keep and bear arms.

Define key words: bills of attainder, enumeration, ex post facto laws, habeas corpus, impeachment, provision

U6C4L3: Rise of Political Parties (Elective)

Soon after the government was established, there was an unforeseen development to which the

Framers were very much opposed. This was the formation of political parties. In this lesson Cadets will learn how political parties came to be formed and how their role in government has changed.

Competency: *Compare the role of political parties in early America to the role they play today*

Lesson Objectives:

Explain why the framers opposed the development of political parties.

Explain the basis of the disagreement between the Federalists and the Republicans over the interpretation of the Constitution and the relationship of this disagreement to the emergence of political parties.

Explain the arguments between Jefferson and Hamilton over the establishment of the Bank of the United States, foreign relations, and the Alien and Sedition acts.

Explain the significance of the presidential election of 1800 and the reasons for the demise of the Federalist Party after the War of 1812.

Explain the role of political parties today.

Define key words: Alien and Sedition Acts, faction, Federalist Party, general welfare clause, necessary and proper clause, political parties, Republican Party, revolution of 1800

U6C4L4: Judicial Review (Elective)

Throughout our history, there have been strong differences of opinion about whether the judicial branch should have the power of judicial review and how that power should be used. The controversy raises basic questions about representative government and majority rule on the one hand, and constitutional government, its constitutional powers, and the protection of basic rights and of minorities on the other. In this lesson Cadets will explore the practice of judicial review and how the Supreme Court gained this power.

Competency: *Contrast various positions on Judicial Review*

Lesson Objectives:

Explain the differing arguments on whether the Supreme Court should have the power of judicial review.

Explain the relationship of judicial review to representative democracy and constitutional government.

Describe how Chief Justice Marshall claimed the power of judicial review for the Supreme Court in the case of Marbury v. Madison and explain his argument.

Explain the various methods of constitutional interpretation that influence the way the Supreme Court arrives at a decision and the arguments for and against each of them.

Explain a variety of factors that may influence the justices' opinions.

Define key words: commission, judicial review, legal remedy, original jurisdiction, precedents, unconstitutional, writ of mandamus

U6C4L5: Division of Power (Elective)

The Constitution established a complex federal system of government. In this lesson Cadets will explore how power is divided between the federal and state governments and the problems that sometimes arise between the two.

Competency: *Differentiate between the powers of federal and state governments*

Lesson Objectives:

Describe the source of federal and state power.

Explain the differences between federal, unitary and confederate forms of government.

Explain the importance of *McCulloch v. Maryland* and its main arguments.

Explain how the commerce clause in Article I has been used to expand the regulatory powers of Congress.

Explain the importance of *Gibbons v. Ogden* and its main arguments.

Describe a number of factors which have contributed to the expansion of the power of the federal government.

Define key words: confederation, federal system, sovereignty, supremacy clause, unitary government

Chapter 5: Bill of Rights Developed and Expanded [We The People - Unit 4]

Competencies:

Illustrate the causes and effects of the Civil War.

Explain how the Fourteenth Amendment expanded constitutional protection of rights.

Examine how the civil rights movement used the constitution to achieve its goals.

Identify the evolution of the right to vote in the United States.

Defend a position about the acceptability of an affirmative action program under the equal protection clause.

U6C5L1: Constitutional Issues and Civil War (Elective)

Economic differences among various sections of the country and the territorial expansion of the young nation intensified disagreements about the power of the national government and the relationship of the nation to the states. The different sectional interests of early nineteenth-century America might have been settled through political compromise, if it were not for the reappearance of the issue about which there could be no accommodation - the institution of slavery. In this lesson Cadets will examine how the continued existence of slavery became a symbol of the sectional rivalries between North and South and eventually forced Americans to examine and debate the nation's most fundamental principles. Cadets will explore the causes and events leading up to the Civil War as well as the effects of the war.

Competency: *Illustrate the causes and effects of the Civil War*

Lesson Objectives:

Explain how sectional differences and territorial expansion during pre-Civil War America encouraged different interpretations of the Constitution.

Explain how the institution of slavery forced Americans to examine and debate the nation's most fundamental principles.

Explain how the Dred Scott case intensified the conflict between the ideas of personal liberty and property rights.

Explain how the Civil War challenged the Framers' belief that they had created a perpetual union expressing the sovereign authority of the American people as a whole. Explain the significance of the Emancipation Proclamation.

Explain the purpose and substance of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

Explain why the Civil War Amendments and subsequent civil rights legislation were ineffective in protecting the rights of African Americans.

Define key words: emancipation, perpetual union, secession, sectionalism

U6C5L2: Fourteenth Amendment (Elective)

Next to the preservation of the Union and the abolition of slavery, the most important constitutional development of the post-Civil War era was the passage of the Fourteenth Amendment. The "Great Amendment" as it is sometimes called has become a principal guarantee of the rights of all Americans, as important as the Bill of Rights itself. In the lesson Cadets will examine the provisions of the Fourteenth Amendment that have made it so important.

Competency: Explain how the Fourteenth Amendment expanded constitutional protection of rights

Lesson Objectives:

Explain the purpose and the three key provisions of the Fourteenth Amendment: privileges and immunities, due process of law, and equal protection of the laws. Explain the differences between procedural and substantive due process.

Explain the difference between the ideas of equality of condition and equal protection of the laws.

Explain what is meant by "incorporation" and how the Supreme Court has used the Fourteenth Amendment to protect individual rights against the actions of state governments.

Describe the effect that incorporation has had on the federal system and the power of the states.

Define key words: double jeopardy, due process, incorporation, procedural due process, selective incorporation, substantive due process

U6C5L3: Civil Rights Movement (Elective)

In this lesson Cadets will consider how the Fourteenth Amendment and other parts of the

Constitution made it possible to secure and expand the rights of American citizens.

Cadets will examine how legal segregation required the involvements of all branches of the federal government, including the Civil Rights Act of 1964, Supreme Court decisions, and executive orders to use federal troops in enforcing the laws and the Court's decisions.

Competency: *Examine how the civil rights movement used the constitution to achieve its goals.*

Lesson Objectives:

Explain how the Supreme Court's application of the equal protection clause has changed from the late nineteenth century to the present.

Explain the "separate but equal doctrine" established by the Supreme Court decision in the case of Plessy v. Ferguson and describe the consequences of the Plessy decision.

Explain the role of the legislative, executive, and judicial branches of government in ending legal segregation.

Describe how the civil rights movement is a good example of citizens using rights protected by the Constitution to secure other constitutional rights.

Define key words: civil disobedience, Civil Rights Act of 1964, National Association for the Advancement of Colored People (NAACP), non-violent direct action, separate but equal doctrine, token integration

U6C5L4: Right to Vote (Elective)

Suffrage, that is, the right to vote, has been a subject of controversy throughout our history. During the colonial period and the early years of our nation, voting was generally restricted to white men who owned property. While the majority of white males qualified for suffrage, other people, such as women, African Americans, Native Americans, and members of certain religious groups were usually denied the right to vote. In this lesson Cadets examine how the right to vote as been extended during the last 200 years to almost every citizen 18 years of age or older.

Competency: *Chart the evolution of voting rights in the United States*

Lesson Objectives:

Provide an account of the history of the expansion of suffrage in the United States.

Explain ways in which suffrage was denied to various groups in the past

Describe general voting requirements today.

Describe how the extension of the right to vote is related to some of the fundamental ideals and principles of our constitutional government.

Define key words: Fifteenth Amendment, franchise, Nineteenth Amendment, referenda, suffrage, Twenty-fourth Amendment, Twenty-sixth Amendment

U6C5L5: Using the Law to Correct Injustice (Elective)

This lesson will focus on what extend the Constitutional and other laws can be used to address injustice and other problems in modern-day America. This lesson discusses the history and rationale for affirmative action as well as some types of other programs available. As a result of this lesson Cadets will be able to defend a position on an issue involving affirmative action and on the guidelines used to determine the constitutionality of these programs.

Competency: *Defend a position about the acceptability of an affirmative action program under the equal protection clause.*

Lesson Objectives:

Explain the purposes of affirmative action programs, their relationship to the purposes of

the Fourteenth Amendment, and the issues raised by affirmative action. Evaluate positions on issues of affirmative action and on the present guidelines used to determine the constitutionality of affirmative action programs. Define key words: affirmative action, aggressive recruitment programs, Education Amendment of 1972, Equal Employment Opportunities, Equal Pay Act of 1963, preferential treatment programs, quotas and group entitlements, Regents of the University of California v. Bakke (1978), remedial programs, reverse discrimination

Chapter 6: The Bill of Rights [We The People - Unit 5]

Competencies:

Compare different interpretations of how the first amendment applies to the government's power over religion.

Compare different interpretations of how the first amendment protects freedom of expression.

Compare different interpretations of how the first amendment protects freedom of assembly, petition and association.

Evaluate the significance of Procedural Due Process.

Compare different interpretations of how the Fourth and Fifth Amendments protect citizens against unreasonable law enforcement.

Compare different interpretations of how the Fifth through Eighth Amendments protect citizens' rights within the Judicial System.

Justify the differences between the military justice system and the civilian justice system.

U6C6L1: First Amendment and Freedom of Religion (Elective)

There are two parts to the idea of freedom of religion — the freedom to believe and the freedom to practice one's belief. In this lesson you will examine the historic impact of religion on society and how it influences change in the system by the Founders. Cadets will examine a number of cases involving the establishment of religion, and evaluate the values and interests involved, finally taking a position on how to resolve an issue.

Competency: *Compare different interpretations of how the first amendment applies to the government's power over religion*

Lesson Objectives:

Identify the history and importance of religious freedom .

Distinguish between the meanings of the establishment and free exercise clauses of the First Amendment.

Explain the different interpretations of the establishment clause.

Explain conflicts that may exist between the establishment and free exercise clauses.

Explain the issues and considerations involved in limiting the free exercise of religious beliefs.

Evaluate positions on issues regarding the establishment and free exercise clauses.

Define key words: established church, establishment clause, free exercise clause, Great Awakening, separation of church and state

U6C6L2: First Amendment and Freedom of Expression (Elective)

The Founders considered the protections of free speech, press, assembly, and petition fundamental to political freedom. This lesson develops the concepts of freedom of speech and press found in the First Amendment. Cadets will examine why freedom of expression is important to both the individual and society.

Competency: Defend your position on an issue that involves the First Amendment's right to freedom of expression

Lesson Objectives:

Explain the importance of freedom of expression to both the individual and society.

Examine the historical significance of freedom of expression.

Explain considerations useful in deciding when to place limits on freedom of speech and press.

Evaluate proposed standards for determining the proper scope and limits of freedom of expression.

Evaluate positions on issues involving the right to freedom of expression.

Define key words: clear and present danger, libel, neutrality, Sedition Act of 1798, seditious libel, time-place-and manner restrictions

U6C6L3: First Amendment and Freedom of Assembly (Elective)

The First Amendment says that “Congress shall make no law...abridging...the right of the people peaceably to assemble, and to petition the government for a redress of grievances.” In this lesson Cadets will examine the importance and historical background of these rights and identify types of situations where these rights may be limited.

Competency: The First Amendment says that “Congress shall make no law...abridging...the right of the people peaceably to assemble, and to petition the government for a redress of grievances.” In this lesson Cadets will examine the importance and historical background of these rights and identify types of situations where these rights may be limited.

Lesson Objectives:

Explain the purpose and importance of the rights of assembly, petition and association.

Describe how rights of assembly and petition have been used and what limitations are placed on them.

Relate the right of association to the First Amendment.

Define key words: gag rule, lobby, public forum, redress of grievances, right to assembly, right of association and right of petition

U6C6L4: Procedural Due Process (Elective)

The Founders believed that procedural due process was essential to protect the rule of law and constitutional government. In this lesson you will examine the history of procedural due process and how it compares to substantive due process. Cadets will examine violations of rights that have occurred and consider how to prevent such instances from occurring in the future.

Competency: *Evaluate the significance of Procedural Due Process*

Lesson Objectives:

Describe the differences between procedural and substantive due process of law.

Explain the procedural due process rights included in the Constitution and the Bill of Rights.

Identify the differences between an adversary and an inquisitorial system

Identify violations of due process.

Define key words: adversary system, general warrants, inquisitorial system, procedural due process, reasonable doubt, substantive due process, writs of assistance

U6C6L5: Protection Against Unreasonable Law Enforcement (Elective)

Both the Fourth and Fifth Amendments put limits on the methods used by law enforcement officials investigating crimes. Government must respect the idea that people are innocent until proven guilty. In this lesson Cadets will examine and interpret how the Fourth and Fifth Amendments protect their rights of privacy.

Competency: *Interpret how the Fourth and Fifth Amendments protect citizens against unreasonable law enforcement*

Lesson Objectives:

Explain the purpose and history of the Fourth Amendment.

Explain the issues raised in interpreting and applying Fourth Amendment protections against warrantless searches.

Identify the importance of the Fifth Amendment provisions for citizens.

Define the common limitations on the right against self-incrimination.

Define key words: exclusionary rule, immunity, Miranda Rights, misdemeanor, probable cause, right against self-incrimination, right to privacy, warrant

U6C6L6: Protection of Rights Within the Judicial System (CORE)

In this lesson Cadets examine how provisions of the Fifth through Eighth Amendments protect the rights of people accused of crimes and put on trial. Cadets will review the importance and history of each right and learn about the right to counsel and its role in the American judicial system. Additionally, Cadets will take a close look at the Supreme Court rules concerning the death penalty and issues involved in allowing capital punishment.

Competency: *Compare positions on capital punishment to rights protected in the Fifth through Eighth Amendments*

Lesson Objectives:

Identify how provisions in the Fifth Amendment protect your rights after arrest.

Explain how the Sixth Amendment is intended to provide fair hearing for accused criminals.

Look at issues and controversies over the Right to Counsel.

Examine historic and current positions pertaining to types of punishment.

Define key words: acquitted, bail, capital punishment, cruel and unusual punishment, double jeopardy, felony, indicted, right to counsel

U6C6L7: Military Justice System (CORE)

Military personnel do not have the same basic national rights and freedoms as civilians. In order for the armed forces to function efficiently, military personnel must give up some of their personal liberties and conform to military standards. In this lesson Cadets will explore the history and function of the military justice system and note the similarities and differences to federal and state justice systems.

Competency: *Justify the differences between the military and civilian justice systems*

Lesson Objectives:

Identify the four factors that determine whether a crime is service-connected.

Identify the rights of an accused person under the military justice system

Explain the procedures for administering and imposing non-judicial punishment under Article 15 of the UCMJ.

Differentiate between the three levels of court-martial as they pertain to court composition and the types of cases heard by each level.

Define key words: admissible, admonition, Article 15, censure, coerced, General Court-Martial, Special Court-Martial, Summary Court-Martial, UCMJ

Chapter 7: Citizen Roles in American Democracy [We The People - Unit 6]

Competencies:

Define your role as a citizen or resident alien of a constitutional democracy.

Predict how increased diversity, technological changes, and closer international relationships are likely to affect your life as an American citizen or resident alien over the next 10 years.

Illustrate similarities and differences between the American view of human rights and the human rights views held by the wider international community.

Justify your opinion about a contemporary issue that presents a conflict among competing fundamental constitutional principles (ex. personal freedom vs. social order)

U6C7L1: Roles of Citizens (CORE)

In this lesson Cadets will examine the American citizenship and its relationship to the natural rights philosophy, republicanism, and constitutional democracy. Cadets will examine the characteristics of effective citizenship, explore the rights and responsibilities of citizenship, and determine the qualities citizens need to develop to become effective citizens in our society.

Competency: *Determine your role as a citizen of a constitutional democracy*

Lesson Objectives:

Explain the relationship between self-interest and the common good.

Describe the differences between citizens and resident aliens.

Explain how citizenship in a constitutional democracy differs from citizenship in a totalitarian state.

Explain how citizens can exercise their rights and responsibilities in a constitutional democracy.

Define key words: civil rights, commonwealth, empowerment, naturalized citizen, orthodoxy, political action, political rights, resident alien, social action, spirit of association

U6C7L2: New Citizenship and Constitutional Issues (CORE)

In this lesson Cadets will explore three trends that may impact citizenship in the future: 1) the increasing diversity of American society 1) the impact of modern technology and 3) America's growing interdependence with the rest of the world. In addition, Cadets will examine some constitutional issues facing the United States. Finally, Cadets will predict how these issues and trends might affect their life as an American citizen over the next 10 years.

Competency: *Predict how increased diversity, technological changes, closer international relationships, and current constitutional issues are likely to affect your life as an American citizen over the next 10 years*

Lesson Objectives:

Describe developments taking place in the world that have the potential to impact the future of American citizenship.

Explain the impact of increased diversity in society on the political system

Describe the potential impact of increasingly sophisticated technology on representative democracy.

Explain how changes in the complexity of American society create new constitutional issues.

Describe constitutional issues currently being raised in American society

Describe unenumerated rights and the controversies raised by the Ninth Amendment .

Define key words: E Pluribus Unum, global village, judicial restraint, plebiscite, teledemocracy

U6C7L3: Constitutionalism and Other Countries (CORE)

We often examine constitutionalism primarily within the context of the American experience. By itself this perspective is too narrow, especially in today's world. In this lesson Cadets will look at other traditions of constitutional government and at the many experiments in constitutionalism now taking place in the world. Cadets will examine the historical impact of American constitutionalism on other countries and compare the American view of human rights with the views held by the international community.

Competency: *Illustrate similarities and differences between the American view of human rights and the human rights views held by the wider international community*

Lesson Objectives:

Describe the influence of American ideas about government and individual rights have had on other nations of the world.

Describe how constitutional democracy in other nations differs from constitutional democracy in the United States.

Describe the differences between the Bill of Rights and the Universal Declaration of Human Rights and between negative and positive rights.

Defend positions on what rights, if any, in the Universal Declaration of Human Rights should be established in the United States.

Define key words: civil and political rights, federalism, independent judiciary, prime minister, rights of solidarity, Universal Declaration of Human Rights

U6C7L4: Defending Fundamental Principles (Elective)

Founder George Mason said, “no free government or the blessings of liberty can be preserved to any people but by frequent recurrence to fundamental principles.” In this lesson Cadets will have the opportunity to relate some fundamental principles and ideas of our government to contemporary issues.

Competency: Justify your opinion about a contemporary issue that presents a conflict among competing fundamental constitutional principles (ex. personal freedom vs. social order)

Lesson Objectives:

Explain in what ways the American experience in self-government can be called an "adventure in ideas".

Explain how differences in opinion about fundamental principles are resolved in the U.S. system of government.

Compare positions on issues related to the fundamental principles and values of government and individual rights in American society.

Define key words: diversity, freedom, liberty, principle, sovereignty

Chapter 8: Critical Thinking in Citizenship

Competencies:

Investigate how leadership choices and decisions can lead to good and/or bad consequences.

Illustrate how ethical choices and decisions can lead to good and/or bad consequences.

Predict how American choices and decisions can affect those in other countries differently from the way in which they affect Americans.

Outline how major decisions (leadership, ethical, or global) have led to significant events in American history.

U6C8L1: Leadership Choices, Decisions, and Consequences (CORE)

Leaders must be able to confidently decide on what action to take under the most critical conditions. If a leader delays or avoids making a decision, the result might be a lost opportunity, loss of confidence, confusion, and failure of a project. In this lesson Cadets will examine strategies to use when considering decisions as a leader. Cadets will also analyze the impact of actions that involve decisions made at a leadership level.

Competency: Investigate how leadership choices and decisions can lead to good and/or bad consequences

Lesson Objectives:

Translate how the 11 principles of leadership apply to decision making.

Apply the decision making process to leadership decisions.

Define key words: After Action Review, contingency

U6C8L2: Ethical Choices, Decisions, and Consequences (CORE)

As a leader, Cadets will be responsible for making decisions that affect others within and outside their organization. Cadets will need to consider the consequences before deciding on a course of action. As Cadets learned in an earlier lesson, leaders have three ethical responsibilities: 1) be a good role model; 2) develop followers in an ethical manner; 3) lead in such a way to avoid ethical dilemmas. In this lesson Cadets will examine ethical dilemmas. Cadets will form opinions about the decisions and consequences associated with ethical dilemmas.

Competency: *Illustrate how ethical choices and decisions can lead to good and/or bad consequences*

Lesson Objectives:

Differentiate between ethical and unethical behavior.

Examine ethics codes.

Explore how circumstances impact an ethical dilemma.

Discuss the consequences of ethical and unethical decisions.

Define key word: ethical dilemma

U6C8L3: Global Citizenship Choices, Decisions, and Consequences (CORE)

Have you ever considered how your actions affect people outside your community? Your actions can have an impact on your family, friends, and neighborhood. The actions and choices made by you and other Americans can impact people outside your neighborhood and even outside the country. In this lesson Cadets will examine ways our choices can impact other nations.

Competency: *Predict how American choices and decisions can affect those in other countries differently from the way in which they affect Americans*

Lesson Objectives:

Compare characteristics of developed and developing nations.

Summarize the main goals of American Foreign Policy.

Discuss ways nations cooperate to solve global problems.

Examine ways that American political, military, economic, and humanitarian choices affect other nations.

Define key words: aggression, deterrence, diplomacy, foreign policy, intelligence, nationalism, sanctions, standard of living, summit meeting, terrorism

U6C8L4: Historical Timeline: Choices, Decisions, and Consequences (CORE)

An important aspect in the study of an historical event is an analysis of the significant actions that took place. History is more than memorization of dates, events, and people. History influences the future. What happened yesterday affected events today; what happens today impacts life tomorrow. In this lesson Cadets will assess how major leadership, ethical, and/or global decisions led to significant events in American history.

Competency: *Outline how major decisions (leadership, ethical, or global) have led to significant events in American history*

Lesson Objectives:

Examine ways leadership, ethical, global decisions have impacted history.

Describe how historic events have influenced leadership, ethical, and global decisions.

Investigate historic actions and decisions that have influenced citizens today.

Define key words: chronological, timeline

Unit 7 – Cadet Safety and Civilian Marksmanship Program

Purpose: Introduces Cadets to the historic applications of marksmanship and its current use as a sport. Teaches firearm safety and an understanding of the functions of marksmanship equipment and demonstrates proper operation of the equipment. The different firing positions are described and the techniques for sight alignment are discussed for each position. Safety and discipline are stressed at each step. Cadets are taught that in marksmanship, like any other skill, they need to use education, concentration, and practice to achieve the best results.

Program of Instruction					
	LET 1	LET 2	LET 3	LET 4	Total
Required:					
Elective:					

Exit learning Outcomes:

Addresses the following JROTC core abilities:

Build your capacity for life-long learning

Communicate using verbal, non-verbal, visual, and written techniques

Take responsibility for your actions and choices

Do your share as a good citizen in your school, community, country, and the world

Treat self and others with respect

Apply critical thinking techniques

Meets or partially meets the following JROTC program outcomes:

Maximize potential for success through learning and self-management

Develop leadership skills

Chapter 1: Cadet Safety and Civilian Marksmanship Program *Optional*

U7C1L1: History of Marksmanship (Elective)

This lesson introduces Cadets to the historic applications of marksmanship and its current application as a sport. It also identifies the qualities that make participants in the sport of air rifle target shooting safe and successful.

Competency: *Demonstrate Cadet Safety and Civilian Marksmanship Program skills.*

Lesson Objectives:

Identify different human marksmanship skills and recognize their historic applications.

Discover how human marksmanship endeavors have evolved from martial/survival skills to sports skills.

Report on important sports competitions that involve rifle shooting.

Describe the basic rules of target shooting as a sport.

Define key words: Accuracy, Concentration, Control, Determination, Practice, Skill

U7C1L2: Firearm Safety and Safe Range Operation (Elective)

This lesson introduces Cadets to the rules for safe air rifle handling and the range procedures that Cadets must follow in air rifle firing activities.

Competency: *Demonstrate Cadet Safety and Civilian Marksmanship Program skills.*

Lesson Objectives:

Identify the main parts of a firearm that concern safety (muzzle, action, and trigger).

Develop rules for safe firearm handling.

Understand rules and procedures for safe range operation.

Demonstrate rules for safe firearm handling.

Define key words: Action, Muzzle, Safety, Trigger, CBI

U7C1L3: Target Shooting Equipment and Its Operation (Elective)

This lesson introduces Cadets to the parts and components of the air rifle, how it functions and how to load and fire it. It also gives Cadets details about the proper clothing and equipment needed for air rifle target shooting.

Competency: *Demonstrate Cadet Safety and Civilian Marksmanship Program skills.*

Lesson Objectives:

Recognize the basic equipment needed for target shooting.

Describe how air rifles function.

Recognize the first steps of cocking and firing an air rifle, including a correct trigger release.

Recognize how to load and fire air rifles.

Define key words: Action, Cocking Lever, Front Sight Inserts, Kneeling Roll, Loading Port, Pistol Grip, Rear Sight Blinder, Sling Swivel

U7C1L4: The First Target Position- Standing (Elective)

This lesson introduces Cadets to the first target position, which is the standing position.

Competency: *Demonstrate Cadet Safety and Civilian Marksmanship Program skills.*

Lesson Objectives:

Assume the standing position used for target shooting.

Practice sight alignment on a blank target.

Dry fire by performing correct trigger release.

Define key words: Dry Fire, Sight Alignment, Standing Position, Target, Trigger Release

U7C1L5: Aiming and Firing (Elective)

This lesson introduces Cadets to the basic techniques for firing an aimed shot, at a target.

Competency: *Demonstrate Cadet Safety and Civilian Marksmanship Program skills.*

Lesson Objectives:

Aim at a target from the standing position.
Learn how correct breathing enhances control and relaxation.
Shoot in the standing position while performing the basic techniques for firing a shot.
Define key words: Aim, Load, Shoot, Unload

U7C1L6: Sight Adjustment and Scoring (Elective)

This lesson introduces Cadets to correct sight adjustment and scoring.

Competency: *Demonstrate Cadet Safety and Civilian Marksmanship Program skills.*

Lesson Objectives:

Practice shooting in the standing position while applying good shot technique.

Adjust sights so that shot groups are centered on the target.

Score targets correctly.

Define key words: Calculate, Evaluate, Score, Sight Zero

U7C1L7: The Prone Position (Elective)

This lesson introduces Cadets to the correct technique for firing in the prone position.

Competency: *Demonstrate Cadet Safety and Civilian Marksmanship Program skills.*

Lesson Objectives:

Demonstrate how to properly use a sling in a target shooting position.

Assume the prone position used for target shooting.

Shoot in the prone position while performing correct shot technique

Define key words: Prone, Sling

U7C1L8: The Kneeling Position (Elective)

This lesson introduces Cadets to correct technique for firing from the kneeling position.

Competency: *Demonstrate Cadet Safety and Civilian Marksmanship Program skills.*

Lesson Objectives:

Describe how positions used in modern target shooting evolved from positions and skills used by soldiers in combat.

Assume the kneeling position used for target shooting.

Shoot in the kneeling position while performing the correct shot technique.

Define key words: Kneeling, Kneeling Roll

U7C1L9: Practice and Skills Development (Elective)

This lesson will help Cadets understand how marksmanship skill is developed through study, analysis, and practice.

Competency: *Demonstrate Cadet Safety and Civilian Marksmanship Program skills.*

Lesson Objectives:

Use a Shooter's Diary to record critical lessons learned in marksmanship practice.

Develop and practice a shot plan.

Attain improved shot technique by learning to check balance and relaxation before each shot.

Complete a three-position 3x10 course of fire on the BMC target.
Define key words: Development, Practice, Shot Plan, Skill

U7C1L10: Competition Opportunities (Elective)

This lesson teaches how to complete a competition course of fire and introduces Cadets to the excitement and challenge of competition shooting.

Competency: *Demonstrate Cadet Safety and Civilian Marksmanship Program skills.*

Lesson Objectives:

Learn about sports competition opportunities available to JROTC and school rifle team members.

Complete a regulation course of fire (3x10 shots) on the official air rifle target.

Complete a "final" using the Olympic final round format.

Define key words: Competition, Final, Self Control