Government and Public Administration Cluster
Army Leadership Education -1 Bravo
Course Number 28.03120

Course Description:
Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

This laboratory course is designed to introduce students to the history, customs, traditions, and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course.

High school students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence, and study skills. These self- assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

Unit 1- Leadership and Education Training: The Emerging Leader:
This is the first of four core courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This course supports twenty-two lessons designed for first-year Cadets. Because the central focus of the JROTC program is to help develop strong leaders and model citizens. First year Cadets are introduced to content that will help the inner leader begin to emerge.

The Knowledge, skills, and abilities acquired in this unit are covered in six chapters:
Chapter 1: JROTC Foundations introduces Cadets to the mission of the program and how it helps prepare personal success and citizenship. They are exposed to the traditions, organizational structure, and disciplines of JROTC and begin putting into practice customs and courtesies important in the program.
Chapter 2: Personal Growth and Behaviors focuses on the Cadet. In this chapter they take a close look at personal behavioral preferences, interpersonal skills and abilities, and strategies to help build personal success -- in the high school classroom, the JROTC program, and the Cadet's community.
Chapter 3: Team Building introduces Cadets to the discipline and structure of military drill. The individual role responding to commands and moving with precision is essential when participating in drill exercises at future competitions or community events.
Chapter 4: Decision Making introduces Cadets to a process and system for addressing goals and handling conflict, both internal and with others.
Chapter 5: Health and Fitness looks at stress and its effect on health. In this chapter, Cadets will examine ways to address and manage stress in life. Physical fitness is one effective strategy for maintaining health and is an essential component of this JROTC program through Cadet Challenge.
Chapter 6: Service Learning is a required element of the JROTC program. In LET 1, Cadets learn the features and benefits of service learning for the community, one's self, and the JROTC program.

Course Standard 1

GPA-ALE1-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.

1.1   Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and Mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2   Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3   Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking

Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 **Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 **Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.**

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 **Present a professional image through appearance, behavior and language.**

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional

Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

JROTC Foundations

Course Standard 2

GPA-ALE1-2
COMPETENCY: Describe how the Army JROTC program promotes personal success and citizenship.
Students will demonstrate how Army JROTC can impact their future. Introducing JROTC.

2.1   Describe the origin of the Army JROTC program.
2.2   Describe activities you can participate in as a Cadet.
2.3   Identify the program outcomes of the Army JROTC program.
2.4   Explain the mission and benefits of the Army JROTC program.
2.5   State the Army JROTC Cadet Creed.
2.6   Describe the core curriculum of the Army JROTC program.
2.7   Describe and properly use the following keywords: cadet, challenges, JROTC, leadership, mantle, mission, motivate, National Defense Act, opportunities, unique.

Course Standard 3

GPA-ALE1-3
COMPETENCY: Analyze the organization and traditions of JROTC programs.
Students will analyze purpose of the Army JROTC organization and traditions of service programs.

3.1   Explain the organization of JROTC programs.
3.2   Explain the lines of responsibility and authority in JROTC programs.
3.3   Correlate duties and responsibilities with positions in the JROTC battalion.
3.4   Explain uniform wear and history.
3.5   Explain the purpose of uniform wear, restrictions, and standards.
3.6   Describe the proper care and maintenance of each piece of the uniform.
3.7   Describe Cadet appearance and grooming standards.
3.8   Match Army ranks to their proper titles.
3.9   Identify military rank and grade insignia.
3.10 Demonstrate placement of uniform awards, insignias, and decorations.
3.11 Classify the components of individual award categories.
3.12 Define award criteria.
3.13 Define and properly use the following keywords: Army Combat Uniforms, battalion, bisecting, chevron, citizenship, Class A uniform, Class B uniform, company, enlisted, ferrule, grey beret, insignia, military awards, non-subdued, organization, organizational chart, platoon, responsibility, shoulder marks, size, squad, standards, subordinate, succession, tarnish, teams, uniform.

Customs and Courtesies in JROTC

Course Standard 4

GPA-ALE1-4
COMPETENCY: Demonstrate customs and courtesies in the JROTC environment.
Students will demonstrate protocol to show respect for and handle the United States Flag.

4.1	Explain how our nation arrived at the current design of the United States Flag.
4.2	Explain the symbolism of the parts and colors on the United States Flag.
4.3	Explain the origin of the lyrics in our National Anthem.
4.4	Demonstrate the proper salute to the United States Flag.
4.5	Demonstrate the correct way to fold the United States Flag.
4.6	Demonstrate how to show respect for the United States Flag.
4.7	Compare the rules for displaying the United States Flag in different situations.
4.8	Describe customs when the National Anthem is played.
4.9	Explain why there are rules for saluting and addressing officers.
4.10	Distinguish among the types of personal salutes and when they are executed.
4.11	Identify situations requiring salutes or other forms of respect to senior officers.
4.12	Define and properly use the following keywords: Anthem, bombardment, colors, courtesies, customs, ensign, esprit de corps, half-staff, halyard, pennant, retreat, reveille, staff, standard, under arms, union.

Course Standard 5

GPA-ALE1-5
COMPETENCY: Apply proper etiquette in social settings.
Students will explore the purpose of military traditions, customs, and courtesies.

5.1	Analyze etiquette and manners in formal and informal settings.
5.2	Explain the handling of social invitations.
5.3	Demonstrate proper dining etiquette.
5.4	Correlate the historical significance of Dining-In, Dining-Out to the Cadet Ball.
5.5	Define and properly use the following keywords: dignitary, Dining-In, Dining-Out, etiquette, manners, monopolize, place card, receiving line, RSVP, stilted.

Personal Growth

Course Standard 6

GPA-ALE1-6
COMPETENCY: Use Thinking Maps to enhance learning.
Students will use Thinking Maps to enhance learning.

6.1	Identify the types of thinking processes.
6.2	Relate thinking to learning.
6.3	Correlate thinking processes to the eight Thinking Maps.
6.4	Use Thinking Maps to visually represent a learning objective.
6.5	Define and properly use the following keywords: analogy, Brace Map, Bridge Map, Circle Map, Bubble Map, Double-bubble Map, Flow Map, Multi-Flow Map, Relating Factor, and Tree Map.

Self-Awareness

Course Standard 7

GPA-ALE1-7
COMPETENCY: Determine your behavioral preferences.
Students will determine their behavioral preferences.

7.1	Explain the four clusters of behavior in the Winning Colors® framework.
7.2	Illustrate individual behavioral preferences using the four Winning Colors®.
7.3	Identify strengths for each behavior cluster.
7.4	Express appreciation for your own uniqueness.
7.5	Define and properly use the following keywords: assessment, associate, cluster, differentiate, and introspection.

Appreciating Diversity through Winning Colors

Course Standard 8

GPA-ALE1-8
COMPETENCY: Apply an appreciation of diversity to interpersonal situations.
Students will apply an appreciation of diversity to interpersonal situations.
- 8.1 Explain how awareness enhancing behaviors affect a better communication with others.
- 8.2 Identify key characteristics for each Winning Colors® behavior cluster: Builder, Planner, Adventurer, and Relater.
- 8.3 Determine factors that impact the behavior of others.
- 8.4 Evaluate factors that impact how others perceive individual behavior.
- 8.5 Select behaviors that promote success in a variety of situations.
- 8.6 Define and properly use the following keywords: comfort zone, diversity, natural, and preference.

Thinking and Learning

Course Standard 9

GPA-ALE1-9
COMPETENCY: Analyze how thinking and learning affects your academic performance.
Students will determine the thinking/learning skills necessary for improving active learning.
- 9.1 Distinguish between active learner and passive learner traits.
- 9.2 Explain how creative and critical thinking work together.
- 9.3 Describe the difference between objective and subjective thinking.
- 9.4 Explain the essential elements of the learning process.
- 9.5 Examine the different models of learning preferences.
- 9.6 Describe the eight types of intelligence.
- 9.7 Explore how to expand your learning preferences and intelligences.
- 9.8 Define and properly use the following keywords: assumption, context, creative thinking, critical thinking, data, kinesthetic linguistic, metacognition, objectivity, passive, pragmatic, schema, sociological, spatial, stimuli, and subjective.

Foundations for Success-Study Skills Reading for Meaning

Course Standard 10

GPA-ALE1-10
COMPETENCY: Apply strategies for reading comprehension.
Students will select reading comprehension strategies to enhance learning.
- 10.1 Identify the purposes of reading.
- 10.2 Distinguish among reading comprehension strategies.
- 10.3 Distinguish among the types of context clues readers use to determine word meaning.
- 10.4 Recognize how to apply strategies that build your vocabulary.
- 10.5 Relate how vocabulary contributes to reading comprehension.
- 10.6 Define and properly use the following keywords: analogy, antonym, appositive, comprehension, concept, context, hypothesis, inventory, mood, prediction, prefix, properties, purpose, root word, strategy, suffix, synonym.

Social Etiquette

Course Standard 11

GPA-ALE1-11
COMPETENCY: Develop personal study and test-taking strategies.
Students will develop personal study and test-taking strategies.
- 11.1 Describe effective study habits.
- 11.2 Analyze effective note-taking strategies.
- 11.3 Explain effective strategies for test preparation and test-taking.
- 11.4 Define and properly use the following keywords: abbreviations, association, critical thinking, efficiently, note hand, objective, questions, preview, qualifier, retention, review, subjective questions, test anxiety.

11.5   Develop individualized personal study and test-taking strategies.

Personal Code of Conduct

Course Standard 12

GPA-ALE1-12
COMPETENCY: Develop a personal code of conduct.
Students will develop and apply a personal code of conduct.
- 12.1   Describe how values affect behavior.
- 12.2   Identify the seven values of the US Army.
- 12.3   Describe basic rules of ethics.
- 12.4   Compare cultural, universal, and non-universal norms.
- 12.5   Explain the process for making ethical decisions.
- 12.6   Describe the benefits of a personal code of conduct.
- 12.7   Describe ways to form good habits.
- 12.8   Define and properly use the following keywords: conscience, cultural norms, ethics, Golden Rule, habits, integrity, morals, non-universal norms, priorities, universal norms, values.

Personal Growth Plan

Course Standard 13

GPA-ALE1-13
COMPETENCY: Develop a personal growth plan.
Students will develop a plan for personal growth.
- 13.1   Distinguish between the 14 critical emotional skills.
- 13.2   Relate the critical emotional skills to the five emotional skills dimensions.
- 13.3   Develop strategies for growth in emotional skill areas.
- 13.4   Define and properly use the following keywords: adaptability, assertion, change orientation, deference, emotional intelligence, intrapersonal, persistence.

Team Building

Course Standard 14

GPA-ALE1-14
COMPETENCY: To relate drill competencies to life skills.
Students will complete team-building techniques and drill activities to apply to life skills.
- 14.1   Summarize the origin of drill dating back to the continental Army of the United States.
- 14.2   Identify skills learned by drilling.
- 14.3   Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today.
- 14.4   Define and properly use the following keywords: dedication, discipline, drill, followership, maneuver, precision, professionalism, self-discipline, teamwork, unison.

Stationary Movements and Marching Techniques

Course Standard 15

GPA-ALE1-15
COMPETENCY: Perform stationary movements and marching techniques on command.
Students will perform stationary movements and marching techniques.
- 15.1   Describe the position of attention.
- 15.2   Describe how to respond to positions of rest commands.
- 15.3   Describe how to respond to facing commands.
- 15.4   Describe the correct way to salute in a variety of situations.
- 15.5   Describe how to execute marching movements from various commands.
- 15.6   Describe how to respond to halt commands.
- 15.7   Define and properly use the following keywords: at ease, attention, double time, facing, halt, hand salute, parade rest, quick time, rest, rest movements, steps.

Squad Drill

Course Standard 16

GPA-ALE1-16
COMPENTENCY: Demonstrate correct response to squad drill movements.
Students will demonstrate correct response to squad drill movements.
- 16.1 Describe how to respond to commands when forming and marching the squad.
- 16.2 Identify the different types of squad formations and their related drill commands.
- 16.3 Identify the location of key squad personnel in squad formation.
- 16.4 Define and properly use the following keywords: close interval, column, double interval, file, flack, formation, line, normal interval, pivot, rank.

Decision Making

Course Standard 17

GPA-ALE1-17
COMPENTENCY: Apply the processes for making personal decisions and setting goals.
Students will demonstrate processes for making decisions and creating goals.
- 17.1 Describe the steps used to make decisions.
- 17.2 Identify guidelines used to evaluate choices.
- 17.3 Evaluate decisions for positive outcome.
- 17.4 Describe the SMART goal-setting system.
- 17.5 Analyze goals for potential success.
- 17.6 Define and properly use the following keywords: Assess, attainable, decision-making goal setting.

Managing Anger

Course Standard 18

GPA-ALE1-18
COMPENTENCY: Develop personal anger management strategies.
Students will apply anger management strategies.
- 18.1 Determine common causes of anger.
- 18.2 Identify physical effects of anger.
- 18.3 Examine possible reactions to anger.
- 18.4 Distinguish healthy form unhealthy reactions to anger.
- 18.5 Describe healthy anger management strategies.
- 18.6 Define and properly use the following keywords: aggression, anger management, assertion, change orientation, deference, empathy, passive-aggressive behavior, suppress.

Resolving Conflicts

Course Standard 19

GPA-ALE1-19
COMPENTENCY: Apply conflict resolution techniques.
Students will develop strategies for resolving conflict in a diverse, multi-cultural setting.
- 19.1 Explain how conflict affects relationships.
- 19.2 Describe the causes and types of conflict.
- 19.3 Evaluate options and consequences for dealing with conflict.
- 19.4 Use communication skills to respond positively to a conflict.
- 19.5 Apply the six steps for conflict resolution.
- 19.6 Apply knowledge of winning colors to resolve conflict.
- 19.7 Define and properly use the following keywords: active listening, apologize, compromise, conflict, consequences, effective speaking, either-or- fallacy, escalate, harassment, mutual, negotiate.

Health and Fitness

Course Standard 20

GPA-ALE1-20
COMPETENCY: Determine the causes, effects, and coping strategies for stress in your life.
Students will develop an understanding and coping strategies to control stress.

- 20.1 Determine the cause and the coping strategies for stress in your life.
- 20.2 Differentiate between the positive and negative stress.
- 20.3 Identify the source of stress.
- 20.4 Identify the stages of the body's stress response.
- 20.5 Describe physical and behavioral effects of prolonged stress.
- 20.6 Describe ways to manage stress.
- 20.7 Define and properly use the following keywords: distress, endorphins, fatigue, "fight, flight, or freeze response", psychosomatic response, relaxation response, resistance, stress, stressor.

Cadet Challenge

Course Standard 21

GPA-ALE1-21
COMPETENCY: Describe the physical fitness standards for the cadet challenge.
Students will describe and demonstrate key cadet challenge exercises.

- 21.1 Identify the five Cadet Challenge exercises.
- 21.2 Describe the proper techniques for the Cadet Challenge exercises.
- 21.3 Distinguish between the various fitness award categories.
- 21.4 Define and properly use the following keywords: Cadet Challenge, curl-ups, flexed-arm hang, pull-ups, right angle push-ups, shuttle run, V-sit reach.

Course Standard 22

GPA-ALE1-22
COMPETENCY: Explain the strategies for effective listening skills.
Students will utilize active listening strategies.

- 22.1 Explain how barriers prevent effective listening.
- 22.2 Compile a list of trigger words.
- 22.3 Identify four tips to improve effective listening skills.
- 22.4 Define and properly use the following keywords: hearing, listening, thought speed, trigger words.
- 22.5 Demonstrate active listening skills and complete an Active Listening Task Summary in the cadet portfolio.