

# ARMY JUNIOR RESERVE OFFICERS TRAINING CORPS (AJROTC)

## 28.03 ARMY JROTC COURSE TITLES

The performance standards in this course are based on the performance standards identified in the curriculum for Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advance placement in a college ROTC program or an accelerated promotion in the military services.

<b>Course Number</b>	<b>Course Title</b>
<b>28.0300</b>	<b>Leadership Education and Training (LET)</b>
<b>28.03100</b>	Introduction to Leadership, Character Development, Life Skills and Citizenship
<b>28.03200</b>	Intermediate Leadership, Character Development, Intermediate Life Skills, Geography and Government
<b>28.03300</b>	Advanced Leadership, Principles of Management, Advanced Life Skills, Orienteering and History
<b>28.03400</b>	Leadership Education and Training, Leadership Seminar, Emotional Intelligence, History, Life Skills Seminar, Earth Science, Citizenship and History
<b>28.03500</b>	Leadership Education and Training I, (Accelerated) MOWW Focus Curriculum, Community Service/Service Learning
<b>28.03600</b>	Leadership Education and Training 2, (Accelerated) Character Education and Service
<b>28.03700</b>	Leadership Education and Training 3, (Accelerated) Economics and Service
<b>28.03800</b>	Leadership Education and Training 4, (Accelerated) Citizenship Seminar

**\* Subjects such as Leadership, Citizenship, History, Character Development, Wellness, Service Learning, Financial Management, Communication Skills, and Emotional Intelligence are developed throughout the course. Students who are involved with advanced leadership are eligible for honors credit.**

## ACKNOWLEDGMENTS

Georgia's competency-based curriculum framework for Junior Reserve Officers Training Corps (JROTC) would not have been possible without the efforts of many people. Representatives of the Army headquarters played a vital role in collaborating with educators to ensure that curriculum reflects the realities of the workplace and effectively prepares students for further education and productive careers. Members of the writing/development team, focus group participants, the State Department of Education program specialist for JROTC, and Instructors throughout the state gave their time and expertise in developing these standards. In addition, their employers generously granted them time off to work on this professional development project. The following individuals provided valuable service in the development of Georgia's competency-based curriculum standards.

### Education Review Panel

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## **AJROTC Textbook Titles**

### **Leadership Theory and Application**

Unit 1: Introduction to JROTC, a Character & Leadership Development Program

Unit 2: Leadership Theory and Application

### **Foundations for Success in Life, Career, Health and Wellness**

Unit 1: Foundations for Success

Unit 2: Wellness, Fitness and First Aid

### **Geography and Earth Science**

### **Citizenship and History**

### **Project High School Prep**

### **National Endowment for Financial Education High School Completion Program**

### **You the People**

### **Character Education**

### **Writing for Sergeants**

## **CORE EMPLOYABILITY SKILLS**

### **BASIC SKILLS**

1. Locates, understands, and interprets written information in a variety of formats, including such documents as manuals, graphs, reports, and schedules.
2. Communicates thoughts, ideas, information, and messages in writing and technologically, and creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
3. Performs and applies numerical concepts and calculations, and solves problems by choosing appropriately from a variety of mathematical techniques using mental, manual, and technological methods.
4. Receives, interprets, and responds to verbal and nonverbal messages in a manner appropriate to a given situation.
5. Organizes ideas and communicates orally in a clear, concise, and courteous manner.

### **THINKING SKILLS**

6. Specifies goals, objectives, constraints, and supporting factors.
7. Identifies problems, alternative solutions, consequences of alternative solutions, and uses appropriate techniques to resolve given problems.
8. Implements a plan of action making modifications as needed to achieve stated objectives.
9. Uses effective learning techniques to acquire and apply new knowledge and skills.

### **PERSONAL QUALITIES**

10. Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
11. Chooses ethical courses of action.
12. Takes initiative to accomplish tasks in a timely manner.
13. Exerts a high level of effort and perseveres towards goal attainment.
14. Demonstrates adaptability, dependability, and responsibility and such social behaviors as tolerance, honesty, empathy, and courtesy.

### **INTERPERSONAL SKILLS**

15. Participates and interacts as a team member and leader.
16. Shares knowledge and skills with others.
17. Performs effectively in various environments with people of different ages, genders, cultures, socio-economic backgrounds, attitudes, and abilities.

18. Works to satisfy customer/client expectations.
19. Uses strategies appropriate to a given situation to prevent and resolve conflicts.

### **RESOURCES**

20. Selects goal-relevant activities, prioritizes them, manages time, and prepares and follows schedules.
21. Uses or prepares budgets, makes projections, keeps records, and makes adjustments to meet objectives.
22. Acquires, stores, allocates, and uses materials and space efficiently.

### **TECHNOLOGY**

23. Prevents, identifies, or solves problems with technical or electronic equipment.
24. Operates and maintains technical equipment and the work environment safely following applicable industry regulations and guidelines.
25. Utilizes a variety of technologies.

### **BUSINESS ASPECTS**

26. Demonstrates understanding of basic economic concepts and how they are applied in business functions and activities.
27. Identifies forms of business ownership.
28. Demonstrates understanding of the scope of a business, its place within an industry, and the interrelationship of its parts.
29. Demonstrates understanding of the individual's role, responsibilities, and relationships in the organizational structure of a business.
30. Maintains safety, health, and environmental standards, and addresses ergonomic concerns.

### **CAREER DEVELOPMENT**

31. Makes potential career decisions based upon interests, abilities, and values and formulates appropriate plans to reach career goals.
32. Demonstrates understanding of the relationship between educational achievement and career planning and how career choices impact family patterns and lifestyle.
33. Demonstrates effective skills for seeking and securing employment.
34. Demonstrates understanding of education and career development as a lifelong learning process which requires preparation for change.

## 28.03100 JROTC Army I

### Introduction to Leadership, Character Development, Life Skills and Citizenship

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **COURSE PREREQUISITES: Completion of the eighth grade**

#### **Army JROTC - The Making of a Better Citizen**

- 35 Meet other and learn about class members.
- 36 State the mission of Army JROTC.
- 37 Identify the challenges and opportunities of Army JROTC.

#### **The Past and Purpose of Army JROTC**

- 38 List the key points of the U.S. congressional act that created ROTC.
- 39 Identify the desired goals for JROTC.
- 40 Explain significant historical events that combined military training and education.
- 41 Identify the importance of JROTC and the military in education at all levels.
- 42 Describe the relationship of the military to public education.

#### **Moving Up in Army JROTC - Rank and Structure**

- 43 Identify Army JROTC enlisted and officer insignia.
- 44 Diagram cadet ranks to positions to include duties and responsibilities
- 45 Evaluate how the organization supports the operation of the Army.

#### **The Signs of Success**

- 46 Name and compare three types of unit decorations.
- 47 Name the two main categories of individual awards.
- 48 Identify the four institutional award categories.

### **Your Personal Appearance and Uniform**

- 49 Identify JROTC Uniform Components
- 50 State the appropriate occasions for wearing each uniform.
- 51 Identify four factors important to personal appearance.
- 52 Describe guidelines for proper personal appearance in uniform.
- 53 Describe proper maintenance of uniforms.
- 54 Describe guidelines for proper wearing of the uniform.
- 55 Demonstrate correct placement on uniforms of nameplate, insignias, awards, and decorations.
- 56 Perform a pre-inspection.

### **The Stars and Stripes**

- 57 State when and where the first “Stars and Stripes” was created.
- 58 Explain the significance of the parts and colors of the U.S. Flag.
- 59 Describe the sizes and uses of the three basic types of U.S. Flags.
- 60 Describe courtesies taken to show respect for the U.S. Flag.
- 61 Explain the basic rules for displaying the U.S. Flag in different situations.
- 62 Demonstrate the correct way to fold the U.S. Flag.

### **Proudly We Sing – The National Anthem**

- 63 Name the author of the National Anthem.
- 64 Relate the story behind the National Anthem.
- 65 Describe the courtesies taken as a cadet to show respect during the playing of the National Anthem.
- 66 Give the history of the official National March.
- 67 Recognize the official National March.

### **American Military Traditions, Customs, and Courtesies**

- 68 Describe types of personal salutes and when they are executed.
- 69 Match Army ranks to their proper titles.
- 70 Execute a salute.
- 71 Identify situations requiring a salute or other forms of respect to senior officers.

### **Leadership Defined**

- 72 Identify leader behaviors that create the desire to follow.
- 73 Assess present leader behaviors as they relate to purpose, direction, and motivation.
- 74 Identify areas for personal development.

### **Leadership Reshuffled**

- 75 Identify the development of leadership.
- 76 Describe the different approaches to leadership, the reasons for using them and the reasons for their decline.
- 77 Describe environmental changes that affect leadership.

### **Leadership from the Inside Out**

- 78 Identify what attitudes the cadets currently hold and how those attitudes affect their actions.
- 79 Describe how the similarities and differences in people's values can impact how they lead, follow or team with others.
- 80 Identify and relate to the Army values.

### **Principles and Leadership**

- 81 Identify the four categories of leadership character and competence.
- 82 Define leadership dimensions.
- 83 Recognize leader behaviors as they relate to the BE, KNOW, DO model.
- 84 Identify times cadets can, and do, demonstrate leadership character and competence.

### **Steps from the Past**

- 85 Describe the origin of drill as it relates to the Continental Army of the United States.
- 86 Identify five purposes of drill throughout history in times of war and peace.
- 87 Explain the importance of drill on military discipline.
- 88 Compare the qualities of discipline that Baron Friedrich von Steuben instilled in the Continental Army to what military drill teaches and develops today.

### **Roles of Leaders and Followers in Drill**

- 89 Describe the responsibilities of a follower and leader in drill.
- 90 Identify the types of drill commands.
- 91 Describe the elements of a proper command voice.
- 92 Demonstrate correct response to the commands for the position of attention, rest positions at the halt, facing at the halt, and the hand salute.
- 93 Demonstrate the hand salute while covered and uncovered.

### **Using Your Leadership Skills/Taking Charge**

- 94 Explain the preparation a drill leader takes before a drill.
- 95 Explain the procedure a drill leader takes to teach a drill.
- 96 Identify five characteristics of a good drill leader.

### **Stationary Movements**

- 97 Demonstrate correct response to the commands for the position of attention, rest positions at the halt, facing at the halt, and the hand salute.
- 98 Demonstrate the hand salute while covered and uncovered.

### **Steps and Marching**

- 99 Demonstrate marching to the cadence of 120 steps and 180 steps per minute with a 30-inch step.

100 Demonstrate marching using the 15-inch step.

### **Squad Drill**

101 Demonstrate correct response to the commands for forming and marching the squad.

102 Identify the different types of squad formations and relate specific drill commands to them.

103 Identify the locations of key squad personnel in squad formation.

### **Platoon Drill**

104 Demonstrate correct response to the commands for forming and marching the platoon.

105 Identify the platoon drills that are executed in the same manner as in squad drill.

106 Identify the different types of platoon formations and relate specific drill commands to them.

107 Identify the locations of key platoon personnel in platoon formation.

### **Self-Awareness**

108 Using the Winning Colors<sup>®</sup> framework, explain four clusters of behavior in positive terms.

109 Illustrate your present behavioral preferences by arranging the four Winning Colors<sup>®</sup> cards as directed.

110 Provide an example of what you did in a specific situation to explain the card arrangement.

111 Identify the strength of each behavior cluster, for you personally, by arranging the cards as directed.

112 Demonstrate self-esteem in your attitude and communication practices by expressing appreciation for your own uniqueness.

### **Appreciating Diversity through Winning Colors**

113 Identify key concepts and vocabulary words for each Winning Colors<sup>®</sup> behavior cluster: Builders, Planners, Adventurers, and Relaters.

114 Develop insight regarding the behavior of others.

115 Develop insight regarding how others perceive your behavior.

116 Analyze a situation, pick behaviors that have a high chance of being successful, and explain why.

### **Personal Growth Plan**

117 Identify the key emotional skill dimensions addressed in the Success Profiler<sup>™</sup>.

118 Assess your Personal Skills Map to create a Personal Growth Plan.

119 Select two emotional skills for self-directed growth and development focus areas.

120 Plan two self-directed development activities for each focus area to accomplish within the next month.

### **Becoming an Active Learner**

- 121 List three traits of active learners vs. passive learners.
- 122 Identify the three types of questions active learners ask, the thinking types and related viewpoints that must be applied to address these three questions.
- 123 Identify the difference(s) between critical and creative thinking and the kinds of activities that demonstrate these types of thinking.
- 124 Describe the differences between objective and subjective thinking.

### **Reading for Meaning - Comprehension Strategies**

- 125 Name at least four purposes for reading.
- 126 State three reasons why good reading skills are essential.
- 127 Identify four strategies an individual can use to improve reading comprehension.
- 128 Explain how to apply four strategies an individual can use to improve reading comprehension.

### **Reading for Meaning - Vocabulary Strategies**

- 129 Identify six different types of context clues a reader can use to figure out the meaning of an unknown or unfamiliar word.
- 130 Identify three strategies an individual can use to deal with vocabulary in context in order to improve reading comprehension.
- 131 Explain how to apply three vocabulary strategies to deal with vocabulary in context.
- 132 Explain at least one method a learner can use to increase his/her vocabulary.

### **Study Habits that Work for You**

- 133 Demonstrate the ability to develop an effective study strategy.
- 134 Identify how to apply personal learning preferences to study habits.
- 135 Identify effective time management strategies.
- 136 Apply note taking tips and strategies to reading assignments.
- 137 Demonstrate ability to use SQ3R as a textbook reading/study technique.
- 138 Identify how to make the most of time in class.

### **Test Taking Techniques**

- 139 List three ways to reduce the fear of taking a test.
- 140 Define the typical “question words” frequently found on tests.
- 141 Demonstrate the ability to effectively use appropriate strategies to respond to multiple-choice type test questions.
- 142 Demonstrate the ability to apply appropriate reading comprehension strategies in test taking situations.
- 143 Demonstrate the ability to effectively use appropriate strategies to respond to vocabulary test questions.
- 144 Identify and describe the components of a good study plan for test preparation.

### **The Communication Process**

- 145 Apply the communication model to interpersonal interactions.
- 146 Differentiate between verbal and nonverbal means of communication and use each appropriately.
- 147 Determine how to avoid mixed messages.
- 148 Discuss communication styles and techniques as they relate to Winning Colors<sup>®</sup>.
- 149 Evaluate personal communication style.

### **Becoming a Better Writer**

- 150 Determine situations where writing is an appropriate form of communication.
- 151 Communicate using a variety of writing techniques.
- 152 Determine how you can use writing to express your needs.
- 153 Outline and effectively organize writing assignments using the presented techniques.

### **Becoming a Better Listener**

- 154 Identify four tips to improve effective listening skills.
- 155 Explain how barriers prevent effective listening.
- 156 Compile an individual list of trigger words.
- 157 Develop role-plays that teach effective listening skills to others.

### **Creating Better Speeches**

- 158 Create speech introductions, which include an attention getter.
- 159 Differentiate between types of speeches and the occasions which require each.
- 160 Analyze speeches for content and delivery.

### **Finding Solutions – Conflict**

- 161 Recognize the impact of conflicts on relationships.
- 162 Describe four basic causes of conflict.
- 163 Analyze five different types of conflicts.
- 164 Use “I” statements to facilitate proper communication.

### **Financial Planning: Your Roadmap**

- 165 Identify the components in the five-step financial planning process.
- 166 Differentiate between needs and wants.
- 167 Describe how values can influence decisions.

### **Choosing the Right Exercise Program for You**

- 168 Compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise.
- 169 Classify exercises as aerobic, anaerobic, isometric, and isotonic.
- 170 Define current and desired state for healthy lifestyle.
- 171 List five benefits of regular exercise.

- 172 Identify attitudes and actions that help you stick with an exercise program.
- 173 Describe the three parts that should make up every exercise program.
- 174 Develop a plan to reach your desired state for a healthy lifestyle.

### **You Are What You Eat**

- 175 Explain how calories consumed versus calories used affects body weight.
- 176 Identify the 6 food groups and servings on the food guide pyramid.
- 177 Identify sources and benefits of fiber in your diet.
- 178 Describe the importance of water to the body.
- 179 Describe the possible effects of a diet high in fat and cholesterol.
- 180 Explain why salt, sugar, and caffeine should be used in moderation.

### **Nutrition - Nourishing Your Body**

- 181 Identify the 6 nutrients your body requires and what each nutrient provides for a high quality/healthy lifestyle.
- 182 Explain the difference between simple and complex carbohydrates and state an example of each.
- 183 Identify the vital roles that fats and cholesterol play in body functioning.
- 184 Compare saturated and unsaturated fats.
- 185 List ways to reduce cholesterol levels.
- 186 Describe how vitamins differ from carbohydrates, fats and proteins.
- 187 Identify sources and functions of vitamins and minerals.
- 188 Describe the three parts that should make up every exercise program.
- 189 Identify functions of water in the body and the amount of water that should be consumed daily.

### **Ready, Go...Crossing the Finish Line - Year 1**

- 190 Define the Presidential Physical Fitness program.
- 191 Identify components of the five events within the program (Cadet Challenge).
- 192 Identify the proper techniques for each of the events within Cadet Challenge.
- 193 Recognize scores necessary to achieve the Presidential Physical Fitness Award.

### **The Need for First Aid/Your Response**

- 194 Identify the need for knowing how to perform first aid.
- 195 Define first aid.
- 196 Explain the significance of the Good Samaritan law.
- 197 Identify the steps for first aid intervention.
- 198 List the questions that 911 will ask.
- 199 Identify the steps for checking the ABCDs.

### **The First Life-Saving Steps**

- 200 Describe how to perform rescue breathing.
- 201 Identify the steps for performing CPR.
- 202 Explain how CPR can keep a victim's heart and brain alive.

203 Identify the steps for performing the Heimlich Maneuver.

### **Controlling Bleeding**

204 Identify the three types of bleeding.

205 Identify the best way to control bleeding in most cases.

206 Demonstrate how to control bleeding to extremities using direct pressure, pressure points, and a tourniquet.

207 Describe how to clean wounds in order to prevent infections.

### **Treating for Shock and Immobilizing Fractures**

208 Explain causes and effects of shock.

209 Identify signs of shock.

210 Demonstrate how to treat for shock.

211 Identify fractures as closed or open.

212 Demonstrate procedures for immobilizing fractures using splints and slings.

213 Distinguish between sprains and strains.

### **Commonly Abused Substances and Their Use**

214 Identify commonly abused substances.

215 Recognize the difference between drug use, misuse, and abuse.

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

217 Identify legal (medical) uses of commonly abused drugs.

218 Identify how commonly abused drugs are taken into the body.

### **Making Critical Decisions About Substances**

219 Compare and contrast the external and internal factors that influence decisions about substance abuse.

220 Apply the F-I-N-D-S Decision Process:

221 Figure out the problem.

222 Identify the options.

223 Name pros and cons of each choice.

224 Decide what is the best choice, then act on it.

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

### **The Globe - An Overview**

226 Define a globe.

227 Locate the seven continents on a globe.

228 Locate the four oceans on a globe.

229 Distinguish between the two poles on a globe.

230 Distinguish between the longitude and latitude lines on a globe.

231 Differentiate between the equator and the prime meridian.

### **The Preamble**

232 Define a Preamble.

233 Classify the components of the Preamble.

- 234 Analyze the goals of the Preamble.
- 235 Design a Preamble for your life.

### **Introduction to the Citizenship Skills**

- 236 Define seven Citizenship Skills.
- 237 Compare seven Citizenship Skills to the Preamble of the Constitution.
- 238 Hypothesize what the U.S. would be like without these seven Citizenship Skills.

### **Cooperation and Patience**

- 239 Describe the importance of using cooperation and patience for effective teamwork.
- 240 List five Active Listening techniques.
- 241 Perform the five Active Listening techniques.
- 242 Analyze how to use Patience in a given situation.
- 243 Assess how Cooperation and Patience affected past team experiences.
- 244 Describe the Citizenship Skills: Cooperation and Patience.

### **Fairness, Respect, and Strength**

- 245 Describe the Citizenship Skills: Fairness, Respect, and Strength.
- 246 Explain the difference between Individual Desire and the Common Good.
- 247 Analyze the use of Strength and Respect in a given situation.
- 248 Evaluate ability to use Fairness, Respect, & Strength when working with a team.

### **Self-Improvement and Balance**

- 249 Describe the Citizenship Skills: Fairness, Respect, and Strength.
- 250 Explain the difference between Individual Desire and the Common Good.
- 251 Analyze the use of Strength and Respect in a given situation.
- 252 Evaluate your ability to use Fairness, Respect, and Strength when working with a team.

### **Becoming an American Citizen - Naturalization and Immigration**

- 253 Explain the three methods for becoming a citizen.
- 254 Describe the laws that regulate immigration.
- 255 List the standards for becoming a citizen.
- 256 Apply a standard to deciding who should be able to immigrate to or become a citizen of the United States.

### **Rights, Responsibilities, and Privileges of American Citizens**

- 257 Explain the differences between rights, responsibilities, and privileges.
- 258 Provide examples of the basic rights guaranteed in the First Amendment to the Constitution.
- 259 Identify rights violations in various scenarios.
- 260 Develop role-plays, which demonstrate an understanding of basic rights in a courtroom situation.

**Participating American Citizens**

- 261 Identify at least five of the 24 characteristics of a participating citizen.
- 262 Compare the characteristics of a participating citizen to those of patriotism.

**Introduction to Chief Justice**

- 263 Debate a position on an issue.
- 264 Determine the outcome of a debate.
- 265 Develop an oral presentation that includes supporting evidence for a point of view on flag burning and the First Amendment.
- 266 Evaluate the oral presentations and render a verdict in the case.

## **28.03200 JROTC Army II**

### **Intermediate Leadership, Character Development, Intermediate Life Skills, Geography and Government**

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **COURSE PREREQUISITES: LET 1**

#### **Celebrating Differences - Culture and Individual Diversity**

- 35 Demonstrate knowledge of the leadership role in celebrating diversity, treating women and minorities fairly and equitably, and the prevention of sexual harassment.

#### **Power Bases and Influence**

- 36 List the different types of power and influence.  
37 Describe the appropriate application of power and influence.  
38 Use individual and system power respectfully and effectively to increase performance.

#### **Styles of Leadership**

- 39 Identify different styles of leadership.  
40 Determine what style works best and when.

#### **Management Skills**

- 41 Define management.  
42 Identify five management principles.  
43 Outline the difference between management and leadership.

#### **Communication**

- 44 Recognize the important role communication plays in leadership.  
45 Identify the basic flow and purpose served by informal communication.  
46 Chart the major elements of a communication model.

- 47 Demonstrate the main types of nonverbal communication.
- 48 Discuss how feedback and effective listening help communication effectiveness.

### **Motivation**

- 49 Demonstrate that individual performance within a group is influenced by expectations, ability, and motivation.
- 50 Discuss the fourteen principles of motivation and how they impact motivation.

### **Development**

- 51 Conduct a Force Field Analysis identifying strengths and areas of focus for development.
- 52 Conduct an assessment of current level of competence in the fifteen leadership dimensions and create a plan of action to be totally involved in the leadership development process.

### **Taking Charge - Knowing Your Responsibilities as a Leader**

- 53 Identify four steps that leaders should utilize when taking on a new leadership position.
- 54 Identify the major duties or responsibilities of a team leader, squad leader, platoon sergeant and platoon leader.
- 55 Demonstrate the responsibilities of a team leader or other higher position in drill.

### **Company Formations and Movement**

- 56 Demonstrate correct response to the commands for forming the company, changing interval, aligning the company, opening and closing ranks, and dismissing the company.
- 57 Demonstrate correct response for changing the direction of march of a column, correcting distance between platoons, and forming a column of twos and reforming.
- 58 Demonstrate correct response for forming, aligning, and changing the direction of march of a company mass formation, and forming a company in column from a company mass formation.
- 59 Demonstrate correct response to the commands for forming a company in column with platoons in line and reforming.
- 60 Identify the different types of company formations and relate specific drill commands to them.
- 61 Identify the locations of the key platoon and company personnel in company formations.

### **Brain Structure and Function**

- 62 Explain why the brain stem is sometimes called “the reptilian brain.”
- 63 Identify key areas in the midbrain/limbic system and describe their primary function.
- 64 Label the four lobes of the cerebral cortex.
- 65 Label major regions in the brain and match them to key functions.
- 66 Sketch and label three main parts of a neuron.

- 67 Name three elements involved in transmitting a stimulus from outside the body to the brain.
- 68 Explain why neural networks change and grow to enhance the brain's processing power.

### **Left Brain/Right Brain**

- 69 Match activity descriptions to hemisphere based on research regarding specialized brain functions.
- 70 Complete a brain dominance inventory.
- 71 Describe the differences between global and analytical thinking.
- 72 Explain how brain dominance helps determine personality and behavior.
- 73 Explain two things you have learned about your own information processing preferences.
- 74 Provide at least three reasons why the ability to specialize and synchronize are both important aspects of how the brain functions

### **Learning Style and Processing Preferences**

- 75 Name at least three sensory (perceptual) systems.
- 76 Explain at least three essential elements of the learning process and describe how the elements relate.
- 77 Compare and contrast an automatic versus a purposeful response to stimuli.
- 78 State three reasons it is important to become aware of the unique ways in which people learn.
- 79 Explain each step in Senge's ladder of inference, using an example from your own life.

### **Learning Models**

- 80 Assess your own preferences in each dimension of the Dunn and Dunn model.
- 81 State the 5 dimensions included in Dunn and Dunn's learning model.
- 82 List at least two specifics within each of the five dimensions in Dunn and Dunn's learning model.
- 83 Name two actions you can take, using knowledge of your preferences, to become a more active, effective learner.
- 84 Explore how to expand beyond your current preferences.
- 85 State three reasons why knowing individual preferences of team members helps a team to achieve goals.

### **Multiple Intelligences**

- 86 Compare and contrast your current understanding of intelligence with Gardner's definition.
- 87 Match a list of statements to one of the eight types of intelligence identified by Gardner.
- 88 Distinguish between inter- and intra- personal.
- 89 Present three activities to develop intelligence in one of the eight areas Gardner

has defined.

- 90 Design two activities you can do in the next two weeks, using what you have learned about your intellectual strengths, to improve in one of your classes at school.
- 91 Discuss how ineffective speakers can improve their speech making.
- 92 Strategize to improve speaking ability by avoiding common mistakes.
- 93 Develop coping strategies for stressful speaking situations.
- 94 Provide constructive feedback to speakers.

### **Communicating in Groups**

- 95 Identify the elements in the communication process.
- 96 Create a case study that highlights a topic unique to small group communication.
- 97 Apply knowledge of small group communication process to the analysis of a piece of literature or media.

### **Roles and Group Communication**

- 98 Identify the elements in the communication process.
- 99 Create a case study that highlights a topic unique to small group communication.
- 100 Apply knowledge of small group communication process to the analysis of a piece of literature or media.

### **Finding Solutions - Conflict and Behavior**

- 101 Apply knowledge of Winning Colors<sup>®</sup> to conflict situations and resolution.
- 102 Evaluate the steps to managing conflicts and personal conflict management skills.
- 103 Recognize different hot buttons and the behavior style they indicate.
- 104 Respond to conflict situations positively through role-play.
- 105 Evaluate the pros and cons of alternatives to determine potential solutions to conflict.

### **Preparing to Teach**

- 106 Describe five critical elements you need to consider in preparing to teach.
- 107 Write effective learning objectives by constructing each to include the task, condition and standard for student performance.
- 108 Identify the various types of training aids and describe how to effectively use them in a classroom.
- 109 Describe at least six tips for planning a lesson.

### **Using and Developing Lesson Plans**

- 110 Explain the purpose of a lesson plan.
- 111 Identify the four phases of a lesson plan, and each phase's purpose.
- 112 Describe the teacher's role and the potential benefits to students in each phase.
- 113 Create a lesson plan utilizing the four-phase process.

### **Delivering Instruction**

- 114 Describe a lesson objective, quantitative standard and training aids.
- 115 Describe seven types of teaching methods and identify when to use each type in a classroom.
- 116 Identify the five types of practical exercises.
- 117 Explain the process of rehearsing.
- 118 Design a presentation using one of the seven teaching methods.

### **Use Variety in Your Lesson Plan**

- 119 Define cooperative learning and identify the benefits of using cooperative learning strategies in the classroom.
- 120 Identify and describe at least two cooperative learning strategies you could use in a lesson plan that encourage team building.
- 121 Identify and describe at least two cooperative learning strategies you could use in a lesson plan that require students to respond to or discuss questions posed in the lesson.
- 122 Identify and describe at least four cooperative learning strategies you could use in a lesson plan so that learners could gather, share, and learn a great deal of material in a short amount of time.
- 123 Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in the classroom.

### **Graphic Organizers**

- 124 Define graphic organizers and describe the benefits of graphic organizers to the learner.
- 125 Identify the graphic organizers that help learners brainstorm or associate ideas and concepts.
- 126 Identify the graphic organizers that are useful for learners when comparing or prioritizing information.
- 127 Identify the graphic organizers that are most useful to learners when they need to analyze or compare information.
- 128 Identify the graphic organizers that are most effective in sequencing and visualizing information.
- 129 Identify the graphic organizers that are most useful for connecting or reflecting on ideas or concepts.

### **Using Feedback in the Classroom**

- 130 Describe the purpose of feedback in a classroom and four ways that feedback can be effective.
- 131 Identify the five characteristics or conditions of effective feedback.
- 132 Identify the basic ground rules and tips for giving effective feedback.

### **Making the Right Choices**

- 133 List at least two effective strategies for decision-making.
- 134 Name at least two ineffective strategies for decision-making.

- 135 Apply the F-I-N-D-S model to make decisions.
- 136 Analyze potential solutions to determine the best alternative.
- 137 Evaluate decisions for effectiveness.

### **Goals and Goal Setting**

- 138 Define goals and differentiate among short-, medium- and long-term goals.
- 139 Define a set of personal goals that includes short-, medium- and long-term goals.
- 140 Analyze goals to determine what makes them meaningful.
- 141 Create a plan for achieving one long-term goal.

### **Career: Labor You Love**

- 142 Observe the criteria employers look for in employees (SCANS)
- 143 Relate career factors to earnings potential.
- 144 Discuss the effects of education and training on a career.

### **Dietary Guidelines**

- 145 Identify the 9 NAS dietary goals and ways to achieve them.
- 146 Identify factors that affect the nutritional requirements of individuals at various life stages.
- 147 Identify signs and symptoms of anorexia nervosa and bulimia.
- 148 Examine varying viewpoints on vitamin and mineral supplement usage.
- 149 Calculate your personal supplement blueprint. (Optional)

### **Controlling Fat**

- 150 Identify 5 health problems that an obese or overweight person is at greater risk of getting.
- 151 Identify tendencies that encourage the accumulation of fat.
- 152 Define current and desired state for healthy lifestyle.
- 153 State 4 steps that can lead to a lean body fat content.
- 154 State the relationship of food intake and physical activity to weight control.

### **Taking Care of Yourself**

- 155 Recognize the benefits of maintaining good hygiene habits.
- 156 Explain how to keep clean in field conditions.
- 157 Explain the correlation between physical fitness and hygiene.
  
- 158 Describe ways to get adequate sleep/rest in unfamiliar places and to remain awake/alert, when necessary, in field situations.
- 159 Recognize stress-reducing techniques.
- 160 Identify possible results of poor sanitation.
- 161 Detail procedures for 4 methods of disinfecting water.
- 162 Explain how to guard against food poisoning and the spread of germs through waste.

### **Understanding and Controlling Stress**

- 163 Identify ways in which stress and anxiety can be both beneficial and harmful.

- 164 Identify/recognize the physical and psychological effects of stress.
- 165 Identify/recognize common causes of stress in young people as well as causes of stress in your own life.
- 166 Practice prevention of stress overload including relaxation and anger management techniques.
- 167 Identify/practice leadership strategies that promote healthy stress levels within a group.
- 168 Identify/recognize causes and symptoms of depression and anxiety and positive ways to deal with them.

### **Ready, Go...Crossing the Finish Line - Year 2**

- 169 Practice improving your scores.
- 170 Recognize scores necessary to achieve the Presidential Physical Fitness Award.

### **First Aid for Burns**

- 171 Identify the degrees of burns and their characteristics.
- 172 Demonstrate how to treat first-, second-, and third-degree heat burns.
- 173 Explain how to prevent heat burns.
- 174 Demonstrate how to treat electrical burns.
- 175 Explain how to prevent electrical burns.
- 176 Demonstrate how to treat chemical burns to the skin and eyes.
- 177 Explain how to prevent chemical burns.

### **First Aid for Poisons, Wounds, and Bruises**

- 178 Recognize causes and symptoms of poisoning.
- 179 Demonstrate how to treat for poisons.
- 180 Identify the four kinds of wounds.
- 181 Demonstrate how to treat minor wounds and bruises.

### **Heat Injuries**

- 182 Explain the cause and effect of heat injuries.
- 183 Describe factors to consider in hot weather situations.
- 184 Identify the three types of heat injuries and their symptoms.
- 185 Demonstrate how to treat heat cramps.
- 186 Demonstrate how to treat heat exhaustion.
- 187 Demonstrate how to treat heatstroke.
- 188 Explain how to prevent heat injuries.

### **Cold Weather Injuries**

- 189 Describe factors to consider in cold weather situations.
- 190 Explain causes and effects of cold weather injuries.
- 191 Identify types of cold weather injuries and their symptoms.
- 192 Demonstrate how to treat frostbite, immersion foot/trench foot, hypothermia and snow blindness.
- 193 Explain how to prevent cold weather injuries.

### **Bites, Stings, and Poisonous Hazards**

- 194 Identify types of venoms.
- 195 Identify types of snakes and the symptoms of their bites.
- 196 Explain how to prevent snakebites.
- 197 List possible results of human and animal bites.
- 198 Identify symptoms of insect bites and stings.
- 199 Explain how to prevent insect bites and stings.
- 200 Identify types of poisonous plants and possible reactions to contact with them.
- 201 Explain how to treat for contact with poisonous plants.
- 202 Explain how to prevent exposure to poisonous plants.

### **Drugs - Use and Effect**

- 203 Identify the 6 types of drugs to include stimulants, depressants, hallucinogens, narcotics, designer drugs, and inhalants.
- 204 Recognize that drugs affect the natural state of the body.
- 205 Recognize the risks associated with various drugs.
- 206 Identify where and how various drugs affect the body.
- 207 Describe your concern about the physical effects of drugs.

### **Tobacco - Use and Effect**

- 208 Define the terms Stimulant, Dependency, and Nicotine.
- 209 Describe ways that people use tobacco products.
- 210 Identify the three major components of tobacco and what they do to the human body.
- 211 Identify short- and long-term effects of tobacco use on the human body.
- 212 Identify risks associated with second-hand smoke.

### **Alcohol - Use and Effect**

- 213 State/Recall the definition for the terms depressant and alcohol.
- 214 Describe ways people use alcohol products.
- 215 Identify short- and long-term effects of alcohol consumption and abuse on the human body.
- 216 List five factors that influence the effect alcohol has on an individual.

### **Substance Abuse Intervention**

- 217 Identify two kinds of intervention - Interpersonal and Enforcement.
- 218 Recognize signs of substance abuse.
- 219 Describe why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free.
- 220 Identify ways to approach/help someone you suspect has a drug problem.
- 221 Identify two intervention approaches used by law enforcement.

### **Substance Abuse Prevention**

- 222 Distinguish agencies within your school/local community that are involved in fighting substance abuse.
- 223 Recognize ways you can aid in the prevention of substance abuse.

### **Introduction to Maps**

- 224 Define map.
- 225 Identify symbols, colors, and features on standard road maps.
- 226 Identify locations on a city and state map.
- 227 Communicate directions to specified sites using a city and state map.

### **Orienteering**

- 228 Define orienteering and how it originated.
- 229 Differentiate between six types of orienteering courses.
- 230 Demonstrate the 5-step process to determine direction of travel.
- 231 Demonstrate five movement techniques used in orienteering.
- 232 Identify three control areas and five safety aspects used in orienteering.
- 233 Demonstrate proper orienteering techniques and map reading/land navigation skills if given the opportunity to participate in an orienteering event.

### **Making Decisions - Majority and Consensus**

- 234 Define Simple Majority and Consensus.
- 235 Design a process for decision-making.
- 236 Apply Simple Majority and Consensus.

### **Establishing Ground Rules**

- 237 Define Simple Majority and Consensus.
- 238 Recall the ground rules for the You the People process.
- 239 Analyze the importance of the ground rules.
- 240 Classify the ground rules for the You the People process.
- 241 Evaluate your understanding of each ground rule.

### **Small Group Meetings**

- 242 Identify the Small Group Meeting roles.
- 243 Describe the Small Group Meeting agenda.
- 244 Explain the Small Group Meeting process.
- 245 Assign roles to each Small Group member.
- 246 Choose a group name and group leader.
- 247 Design a process for the role rotations.
- 248 Apply the Small Group Meeting process.

### **Representative Group Session**

- 249 Identify the Small Group Meeting roles.
- 250 Identify the responsibilities of a Small Group Representative.
- 251 Understand the Representative Group Session agenda.
- 252 Elect a Small Group Representative.
- 253 Perform the Representative Group Session process.
- 254 Assess the Representative Group Session.

### **Revolution and Independence**

- 255 Identify the cause and effect relationship between events in revolutionary times.
- 256 Recognize the importance of the tax issue to the American Revolution.
- 257 Develop alternative actions for historical and current events
- 258 Identify the possible consequences of proposed actions.

**Your Constitution - Its Purpose, Reality, and Use**

- 259 Explain the value of “rules of conduct” for every day activities.
- 260 Generate a list of rules that apply to members of the House of Representatives and the Senate in Article I of the Constitution.
- 261 Generate a list of powers given to members of the House of Representatives and the Senate in Article I of the Constitution.
- 262 Describe how “rules of conduct” are designed to limit excesses of power.
- 263 Apply the concepts of rules and power to a practical situation.

**The Organization and Power of Congress**

- 264 Explain the Separation of Power between the states and the federal government.
- 265 List powers denied the federal government.
- 266 Define the term “elastic clause”.
- 267 Recognize implied powers.

**The Executive Branch and Sources of Presidential Power**

- 268 Identify the various roles played by the President of the United States.
- 269 List five types of Presidential Power.
- 270 Recognize the types of Presidential Power given real life examples.

**Political Parties, Voting and Elections**

- 271 Identify the steps followed in electing a President.
- 272 Match Propaganda Techniques with examples.
- 273 Create a Presidential ad using Propaganda Techniques.
- 274 Demonstrate the use of Propaganda Techniques in advertising.

## **28.03300 JROTC Army III**

### **Advanced Leadership, Principles of Management, Advanced Life Skills, Orienteering and History**

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **COURSE PREREQUISITES: LET 2**

#### **The Department of Defense**

- 35 Examine the mission of the Department of Defense (DOD).
- 36 Identify the four major responsibilities inherent to DOD's mission and relate how they individually and collectively contribute to its accomplishment.
  
- 37 Identify the major elements of DOD.
- 38 Explain the meaning of Civilian control over the military, include which positions in DOD are under civilian control.
- 39 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.

#### **The Army Part 1 - The Active Army**

- 40 Identify two Congressional acts that have impact on organizational structure of Armed Forces and describe three provisions of each act.
- 41 Identify the Congressional act that provides basis for recent organization of Army.
- 42 Identify the fundamental mission and three roles of the Army.
- 43 Identify the primary mission of the active Army and five ways it contributes to domestic affairs.
- 44 Identify two major Army commands; include the command that manages the JROTC program.

- 45 Identify three categories under which the Army classifies its branches.
- 46 Describe the basic/special branches of the Army, and classify them by category.
- 47 Identify two non-accession branches of the Army.

### **The Army Part 2 - The Reserve Components**

- 48 Identify the primary missions of the Army National Guard and the Army Reserve.
- 49 Contrast the major types of units the Army National Guard and the Army Reserve contribute to the Army force.
- 50 Identify the three categories of the Army Reserve.

### **The U.S. Navy**

- 51 Identify the document where the Founding Fathers provided for the establishment of the Navy.
- 52 State the overall mission of the Navy and the four primary missions during times of war.
- 53 Examine the primary mission of the Navy in relation to the Department of Defense.
- 54 Describe the organization of the Navy.
- 55 Contrast the Operating Forces to the Shore Establishment.
- 56 List the three components of the Naval Reserve Force.

### **The U.S. Air Force**

- 57 Identify the Act that separated the Army Air Force from the Army and created the U.S. Air Force.
- 58 State the overall mission of the Air Force and the six core competencies and five pillars in support of the nation's interests.
- 59 Examine the primary mission of the Air Force in relation to the Department of Defense
- 60 Describe the nine Air Force commands.
- 61 List the capabilities of the Force Structure.
- 62 List the two components of the Air Force Reserve.
- 63 Describe the mission of the Air Force Reserves.

### **The U.S. Marine Corps**

- 64 State where the Marine Corps can be found in the Department of Defense.
- 65 State the present day mission of the Marine Corps.
- 66 List the strategic concept of the Marines.
- 67 Describe the four attributes that distinguish the Marine Corps from other services.
- 68 Describe the organization of the Marine Corps.
- 69 List the Reserve components of the Marine Corps.

### **The U.S. Coast Guard and U.S. Merchant Marine**

- 70 List the five federal agencies that were amalgamated to create the Coast

Guard.

- 71 State the mission of the Coast Guard and the five operating goals.
- 72 State the two cabinet level departments to which the Coast Guard answers.
- 73 List when the Coast Guard answers to each department.
- 74 Describe the organization of the Coast Guard.
- 75 List the three components of the Coast Guard Total Force.
- 76 Outline the role of the Merchant Marine in the defense of the nation.

### **Goal Setting**

- 77 Demonstrate the value of goal setting for task achievement.
- 78 Demonstrate the positive role of a leader in developing the motivation to achieve.
- 79 Describe individual and small group goal-setting behavior and achievement motivation.
- 80 Describe feelings and outcomes of winning and losing.

### **Performance Indicators**

- 81 Review the leadership dimensions of the BE, KNOW, DO model.
- 82 Use the counseling process and BE, KNOW, DO model as an assessment and counseling tool.

### **Negotiating**

- 83 Explore the element of trust between group members and the effects of the betrayal of trust.
- 84 Demonstrate the effects of competition and collaboration in inter-group relationships.
- 85 Study the effects of win-lose, win-win, and lose-lose strategies in negotiations between groups.

### **Decision Making and Problem Solving**

- 86 Analyze some aspects of cooperation in solving a group problem.
- 87 Describe behaviors that may contribute toward or obstruct the solving of a group problem.

### **Planning**

- 88 Illustrate the need to plan adequately.
- 89 Describe the four-step planning process.
- 90 Explain how to create one type of plan.
- 91 Describe different styles of analyzing data and of drawing conclusions from data.

### **Basic Command and Staff Principles**

- 92 Describe the concept of command by comparing: command authority to command responsibility, and staff relationships to command authority/chain of command.

- 93 Describe the primary importance of a staff and four reasons why commanders organize a staff.
- 94 Describe delegation of authority and identify at least three command functions that should remain with the commander.
- 95 Describe four staff responsibilities and three common procedures that staff officers use to coordinate staff actions.
- 96 Compare the three types of staffs and their relationship to the commander.
- 97 Describe the nine-step sequence of command and staff actions in the correct order.
- 98 Describe the scope and purpose of the commander's estimate.
- 99 Describe the procedures and personnel requirements necessary to conduct a regular or special meeting.
- 100 Demonstrate command and staff principles while performing the responsibilities and duties of an assigned leadership position within your cadet battalion.

### **Forming, Inspecting, and Dismissing the Battalion**

- 101 Identify the different types of battalion formations and relate specific commands to them.
- 102 Demonstrate correct responses to the commands for forming and dismissing the battalion.
- 103 Demonstrate correct responses to the commands for forming for inspection, inspecting the battalion, inspecting with arms, and completing the inspections.
- 104 Identify the locations of the key platoon, company, and battalion personnel in battalion formations.
- 105 Demonstrate leadership skills and abilities while performing the duties and responsibilities in an assigned command or staff position.

### **Finding Solutions – Mediation**

- 106 Practice mediation techniques.
- 107 Differentiate between arbitration and mediation.
- 108 Select three strategies for controlling your anger.
- 109 Indicate two techniques that you can incorporate in your life to reduce conflict.

### **Violence Prevention**

- 110 Complete the Profile
- 111 Chart a personal plan to focus on strengths and areas needing improvement

### **Anger Management**

- 112 Complete the Profile
- 113 Chart a personal plan to focus on strengths and areas needing improvement

### **Orientation to Service Learning**

- 114 Determine ways to make a difference to someone, the community or the world.
- 115 Explore team dynamics, what roles and responsibilities are needed to get a job done.
- 116 Discuss reasons why providing service is important.
- 117 Define service learning and its components.

### **Plan and Train for Your Exploratory Project**

- 118 Determine an exploratory project.
- 119 Identify steps to conduct a proper service learning experience.
- 120 Plan essential facets of an exploratory project.
- 121 Prepare for different circumstances and/or outcomes.

### **Project Reflection and Integration**

- 122 Evaluate exploratory project experience.
- 123 Determine ways the class made a difference.
- 124 Discuss the importance of service.
- 125 Identify ways to integrate service learning with the JROTC curriculum.
- 126 Create examples of high service/high integration.
- 127 Complete a service learning project.

### **Career Exploration Strategy**

- 128 Identify personal strengths and interests and link them to possible career paths.
- 129 Explain the difference between a job and a career.
- 130 Identify the steps in developing a career exploration strategy.
- 131 Conduct career exploration using the techniques identified.
- 132 Identify ways in which effective career exploration relates to personal growth and career development.

### **Career Development Portfolio**

- 133 Explain why developing and maintaining a career development portfolio is important.
- 134 Create a personalized career development portfolio that contains documentation on educational development and career exploration and planning.
- 135 Identify specific items of personal interest that best represent achievements and goals.
- 136 Complete an employment application, self-analysis, resume, Personal Skills Map and a school-to-work checklist for your portfolio.
- 137 Identify jobs/careers of interest.
- 138 Research specific career information.
- 139 Determine qualifications and education/training necessary for desired career.

140 Analyze future job trends.

### **Military Career Opportunities**

- 141 Explain the difference between the three career paths available in the U.S. Armed Forces.
- 142 Identify four ways to become a commissioned officer.
- 143 Identify basic enlistment qualifications and the four-step process required to enter the military.
- 144 Describe benefits provided to enlisted members of the military.
- 145 Determine the purpose of the Selective Service.
- 146 Relate the Military to your own career goals.

### **College Preparation**

- 147 Examine whether college is right for you.
- 148 Determine how careers and majors are related.
- 149 Discuss different types of colleges.
- 150 Describe the admissions process.
- 151 List general admission requirements.
- 152 Explore ways to finance college.
- 153 Identify educational institutions and majors that fit your needs.
- 154 Create a plan of action and timeline to realize career goals.

### **Budget: Don't Go Broke**

- 155 Identify the purpose of a budget.
- 156 Analyze pay stubs to determine resources available for financial objectives.
- 157 Construct a simple budget.

### **Ready, Go...Crossing the Finish Line - Year 3**

- 158 Practice improving your scores.
- 159 Recognize scores necessary to achieve the Presidential Physical Fitness Award.

### **World Geography**

- 160 Identify topographical map symbols, colors, and the features they represent.
- 161 Differentiate between a topographical map and a standard road map.
- 162 Identify the most common unit of measure for distance in air travel and compare it with the unit of measure in road travel.
  
- 163 Identify four items of marginal information found on aeronautical charts and contrast them with items on topographic maps.
- 164 Identify ten aeronautical symbols used on aeronautical charts and contrast them with symbols on topographic maps.
- 165 Identify three types of aeronautical charts, their scales, and their characteristics.
- 166 Identify the four time zones located in the continental US and

- differentiate/calculate times between them.
- 167 Prepare a trip by air by choosing the appropriate charts and planning a flight route.
  - 168 Locate and describe principal physical features of the each continent
  - 169 Identify countries and regions of the each continent and summarize their physical and human characteristics.
  - 170 Explain how the interactions between groups of people on each continent affect the continent's cultural, economic, and political characteristics.
  - 171 Create maps to organize and display data about each continent.

### **Environmental Issues - Part 1**

- 172 Identify one example of air and water pollution.
- 173 Identify at least five types of waste material and state one example or condition of each type.
- 174 Identify three components that enable modern-day, properly engineered sanitary landfills to meet environmental standards.
- 175 Describe three concerns of excessive concentrations of methane gas in landfills.
- 176 Describe three ways that communities control waste volume.
- 177 Describe recycling, how source separation relates to recycling, and the three-step recycling process.
- 178 Describe incineration and the two types of ash produced during incineration.

### **Citizenship and American History**

- 179 Differentiate between the purpose and types of constitutional and legislative courts.
- 180 Differentiate between the types of cases and juries.
- 181 Identify the basic steps for processing a criminal case from the commission of a crime to the sentencing.
- 182 Explain the size and composition of the Supreme Court and how justices are appointed.
- 183 Explain three ways that cases can reach the Supreme Court.
- 184 Differentiate between the three types of decisions that justices can make when hearing a case.
- 185 Explain the three ways Congress can limit the powers of the Supreme Court.

### **Young America**

- 186 Identify two battles that took place between the U.S. military and Native-American Indians on both the northern and southern frontiers.
- 187 Identify President Johnson's primary reason for negotiating with the French for the sale of land in Louisiana and West Florida, the United States offer to the French for that land, and the terms of the actual purchase with the French.
- 188 Identify the circumstances that led to the War of 1812 and three causes for that war.

- 189 Identify three locations in North America where battles of the War of 1812 took place, the major battles of each location and their outcomes, and the phase of the war for each location.
- 190 Hypothesize how the events of young America changed the lives of American citizens.

### **The Formative Years (1815-1899)**

- 191 Identify two issues that caused the Civil War.
- 192 Describe how the U.S. victory in the Spanish-American War affected the northern and southern states and the world.
- 193 Identify one song, one book, and their authors that became popular during the 1850s and 1960s that symbolized slavery.
- 194 Review the personal achievements of citizens during the Civil War.
- 195 Evaluate how citizens of today and yesterday have changed our American culture.

### **World War I (1914-1918)**

- 196 Identify the countries that composed the Allies and the Central Powers.
- 197 Identify the five principle causes of World War I.
- 198 Describe the role the U.S. took at the beginning of World War I.
- 199 Describe the circumstances that lead to the U.S. entering World War I.
- 200 Review the results of World War I on the United States and Europe.

### **Command and Staff Principles**

- 201 Demonstrate Command and Staff principles while continuing to perform the responsibilities and duties of an earned leadership position.

### **Presenting Instruction**

- 202 Assist in the instruction of JROTC I and II.

## 28.03400 JROTC Army IV

Leadership Seminar, Emotional Intelligence, History, Life Skills Seminar, Earth Science, Citizenship and History

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **COURSE PREREQUISITES: LET 3**

#### **Practical Leadership Application**

- 35 Demonstrate leadership skills actively through upper level command and staff positions.
- 36 Evaluate performance of subordinate cadets through the development and use of rubrics and established indicators.

#### **Leading Meetings**

- 37 Describe how to plan and conduct meetings.
- 38 Develop an action plan for using effective meeting practices.
- 39 Explain the use of effective meeting leadership practices.

#### **Supervising**

- 40 Describe supervisory skills of problem solving and decision-making.
- 41 Explain how to transform mistakes into opportunities for learning.

#### **Team Development**

- 42 Identify the characteristics, qualities of individual responsibility, self-reliance, followership, and teamwork.
- 43 Explain the importance of individual responsibility, self-reliance, and

- followership to teamwork.
- 44 Describe the responsibilities of a team leader and the leadership factors that affect teamwork.

### **Project Management**

- 45 Gain awareness of appropriate project-management behaviors.
- 46 Identify the critical components needed for successful project management.
- 47 Practice the use of PERT/CPM and GANTT charts.

### **Mentoring**

- 48 Describe the concept of mentoring and the four functions of a mentoring program.
- 49 Identify seven ways leaders as mentors can obtain the trust and respect of subordinates and/or the mentored.
- 50 Demonstrate knowledge of the roles and responsibilities of a mentor while participating in a mentoring relationship.

### **Review of Drill Procedures**

- 51 Demonstrate leadership traits and principles in leadership situations, including as a drill leader.
- 52 Execute drill as a leader in the cadet battalion.
- 53 Exhibit the duties and responsibilities of a coach and counselor in drill.
- 54 Execute the duties and responsibilities in ceremonies commensurate with his or her position in the cadet battalion.

### **JROTC Success Profiler – The Leadership Profile**

- 55 Complete the profile
- 56 Chart a personal plan to focus on strengths and areas needing improvement.

### **The Emotional Intelligence Programs –The Change Profile**

- 57 Complete the profile.
- 58 Chart a personal plan to focus on strengths and areas needing improvement.

### **Etiquette**

- 59 Exhibit appropriate etiquette when making introductions.
- 60 Demonstrate proper etiquette when dining.
- 61 Determine appropriate address for invitations and prepare thank you notes.

### **Time Management**

- 62 Identify time and efficiency wasters by examining a typical day's activities.
- 63 Describe the link between time management, personal goals and responsibilities.
- 64 Outline an individualized daily routine.

65 Develop Plans in daily, weekly, and quarter/semester increments.

### **Fitness**

66 Practice improving your scores.

67 Recognize scores necessary to achieve the Presidential Physical Fitness Award.

68 Assist in administering the Challenge

### **Geography**

69 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.

70 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.

71 Determine his/her individual pace count and Identify the factors that may affect one's pace.

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

73 Locate a point on a topographic map to within 10 meters with an 8-digit grid coordinate using the military grid reference system.

74 Demonstrate two procedures for locating: an unknown point on a topographic map by intersection, and your unknown position on a topographic map by resection.

75 Demonstrate one procedure for locating or plotting an unknown point on a topographic map using polar coordinates.

76 Demonstrate two procedures for determining direction using field-expedient methods.

77 Locate and describe principal physical features of the continent of Asia.

78 Identify countries and regions of the continent of Asia and summarize their physical and human characteristics.

79 Explain how the interactions between groups of people in Asia affect the area's cultural, economic, and political characteristics.

80 Create maps to organize and display data about Asia.

### **Environmental Issues – Part 2**

81 Develop alternate solutions for waste disposal that benefit the environment.

82 Create a recycling plan of action.

### **World War II (1939-1945)**

83 Describe the conditions that existed in Italy and Germany after World War I that led to the rise of fascism and Nazism.

84 Identify the two dictatorships that emerged in Italy and Germany during the 1930s.

85 Recognize the countries that Germany and Italy conquered during the 1930s.

86 Identify the early involvement by the United States during World War II.

- 87 Explain the cause and effect relationship that led to the U.S. Declaration of War on December 8, 1941 and two subsequent declarations of war on December 11<sup>th</sup>.
- 88 Classify key events that took place during World War II.
- 89 Evaluate the Allied plans to invade Japan, what course of action the Allies took and the significance/consequences of that action.

### **The Cold War (1946-1959)**

- 90 Identify the reason why the U.S. became involved in the Cold War and two ways in which the U.S. and Soviet Union battled each other.
- 91 Explain why N.A.T.O. was formed.
- 92 Identify the reason why the U.S. and the UN went to war in Korea.
- 93 Explain one major technological advancement made by the Soviet Union and one made by the U.S. during this period.
- 94 Evaluate how technological advancements and the events of the Cold War changed the American culture.

### **Times of Turmoil (1960-1976)**

- 95 Identify two events that occurred in Cuba in 1962 that almost triggered military aggression between the Soviet Union and the United States.
- 96 Identify the reason why the United States was militarily involved in South Vietnam.
- 97 Identify two American leaders who were assassinated during the 1960s.
- 98 Identify the first black American to become a Supreme Court Justice.
- 99 Identify the United States President who was forced to resign in 1974.
- 100 Describe two accomplishments that the United States had in space during the 1960s.
- 101 Evaluate how the Vietnam war and other events influenced the American culture.

### **America's Challenge to Change (1977-Present)**

- 102 Describe the events that led to the Iran Hostage crisis in 1979.
- 103 Describe the reasons for U.S. military action in Grenada in 1983, Panama in 1989 and the U.S.-led peacekeeping force in Iraq in 1991.
- 104 Describe the events that occurred in Somalia and Bosnia/Kosovo during the Clinton administration.
- 105 Identify the events that occurred during the 2000 Presidential Election.
- 106 Analyze how the events of 1977 to the present day have changed our American culture.
- 107 Hypothesize on how you or others might change the future for American citizens.

### **Experiencing History**

- 108 Identify the four phases and their components/procedures necessary for

- conducting a historic learning activity.
- 109 Research information pertaining to the historical site.
- 110 Participate in the historical learning activity.
- 111 Evaluate the historical learning activity.

### **The Federal Courts**

- 112 Differentiate between the purpose and types of constitutional and legislative courts.
- 113 Differentiate between the types of cases and juries.
- 114 Identify the basic steps for processing a criminal case from the commission of a crime to the sentencing.
- 115 Explain the size and composition of the Supreme Court and how justices are appointed.
- 116 Explain three ways that cases can reach the Supreme Court.
- 117 Differentiate between the three types of decisions that justices can make when hearing a case.
- 118 Explain the three ways Congress can limit the powers of the Supreme Court.

### **John Marshall and the Judicial Review**

- 119 Recognize the relationship between the Executive, Legislative, and Judicial branches of the federal government.
- 120 Define the concept of Judicial Review.
- 121 Distinguish between Judicial Activism and Judicial Restraint.
- 122 Explain the importance of Marbury v. Madison.

### **The Department of Justice**

- 123 Identify the duties and responsibilities of the top four positions of the Department of Justice.
- 124 Identify the primary function or mission of the five divisions of the Justice Department and their major functional areas/characteristics.
- 125 Evaluate an existing case from one of the five divisions of the Justice Department.

### **Military Justice**

- 126 Identify the four factors that determine whether a crime is service-connected.
- 127 Identify the rights of an accused person under the military justice system.
- 128 Explain the procedures for administering and imposing nonjudicial punishment under Article 15 of the UCMJ; specifically:
  - 129 Who imposes the punishment?
  - 130 What offenses constitute nonjudicial punishment?
  - 131 What are the service members' rights?
  - 132 What form of punishment may be imposed?
- 133 Differentiate between the three levels of court-martial as they pertain to court composition and the types of cases heard by each level.

### **Enforcing the Law**

- 134 Explain the five basic functions of the police mission.
- 135 Explain how citizens contribute to community law enforcement.
- 136 Identify the three classifications of military law enforcement agents and their responsibilities.
- 137 Compare and contrast the responsibilities of local, state and military law enforcement officers by attending a presentation by guest speakers.

### **Democracy and Freedom**

- 138 Compare and contrast the freedoms of the United States with other countries.
- 139 Explain how the government gets its authority and why it is important to our freedoms.
- 140 Differentiate between limited and unlimited government.
- 141 Differentiate between a republic and a democracy.
- 142 Judge the current state of our government and how to improve it.

### **Redefining American Citizenship**

- 143 Identify the duties of participating American citizens.
- 144 Design a class definition to Rate the motivation of American citizens.

### **Reviving American Citizenship**

- 145 Rate the motivation of American citizens.
- 146 Design a plan for reviving American citizenship.
- 147 Implement a plan for reviving American citizenship.

### **Your Constitution; How it Works**

- 148 Describe the Legislative, Executive and Judicial powers as listed in the Constitution.
- 149 Explain the origin of the Constitution.
- 150 Debate the ratification of the Constitution.

### **Local Government**

- 151 Identify a local issue or problem that is important in the school or community.
- 152 Research a selected issue or problem using the You the People process.
- 153 Design a course of action for a selected issue.
- 154 Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions.
- 155 Identify the three classifications of military law enforcement agents and their responsibilities.
- 156 Compare and contrast the responsibilities of local, state and military law enforcement officers by attending a presentation by guest speakers.

## 28.03500 JROTC Army V

### MOWW Curriculum, Community Service/Service Learning

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

**COURSE PREREQUISITES: None**

#### **Teamwork**

- 35 Set class standards
- 36 Identify basic elements of teamwork
- 37 List three goals to accomplish this year
- 38 Write your definition of a friend
- 39 Define vocabulary words

#### **Maslow's Hierarchy of Needs**

- 40 List the series of steps (a hierarchy) that people progress through as they grow and mature
- 41 Demonstrate knowledge of the progressive pattern by helping others
- 42 List the three responsibilities that you have toward yourself
- 43 Describe "Developing knowledge"
- 44 List factors involved with caring for your health
- 45 Explain "Insure you have joy in your life".
- 46 Discuss how and why you could establish an environment rich in esteem needs and one that could aid one's self actualization needs.
- 47 Describe where prejudice fits into the five levels of needs
- 48 Explain why racial prejudice has such a negative effect in the workplace. Explain military effectiveness reports and the effect of prejudice in the US military.
- 49 Relate the concepts of mind, body, and spirit to the concept of Maslow's Hierarchy.

#### **Speaking and Writing**

- 50 Scan the information about the subject
- 51 Write down the main points
- 52 Make an outline
- 53 Develop an opening sentence that captures attention

- 54 Explain the main points of your presentation in detail through a lecture, group discussion or demonstration
- 55 Use clear language suited to your audience to motivate them to continue to listen
- 56 Develop the body of the paper or speech
- 57 Define complicated words
- 58 Use visual aids appropriately to make your ideas exciting.
- 59 Develop a summary that clearly restates the main points

### **You Have the Potential**

- 60 Define potential
- 61 State what determines performance in an individual.
- 62 List eight things that impede potential
- 63 Describe the difference between natural ability and performance

### **Self-image and Self-esteem**

- 64 Define attitude, self-esteem and self-image
- 65 Describe what attitude, self-esteem, and self-image actually mean
- 66 Explain what conditioning means and how it affects a person's life
- 67 Give two examples of how a person's actions may reflect his or her level of self-esteem
- 68 Describe the process of how to change self-image thus negative behavior
- 69 Provide 11 examples of how behavior is conditioned:
- 70 Explain how to cause change
- 71 Write down your goals

### **Personal Values**

- 72 Define the term values
- 73 Identify 10 of your most important values
- 74 Describe the importance of values and how they affect your personal behavior.

### **Create Your Own Success**

- 75 Describe the failures of Abraham Lincoln and Thomas Edison
- 76 Describe how to deal with failure
- 77 Explain how to focus on your positive achievements
- 78 Explain why success is a journey and not a destination
- 79 List three steps to success

### **Goal Setting and Human Behavior**

- 80 Describe what or who stops or limits your potential
- 81 Select three ideas from the topics listed in previous lessons and use them in a presentation titled: Three Ideas That Most Will Help Me in Life.

### **Dental Care**

- 82 List two causes of tooth decay and gum disease
- 83 Describe three ways to reduce tooth decay.

### **Writing Resumes**

- 84 Describe what is a resume
- 85 Write down 3 things the resume heading should include
- 86 List 12 things that should be in the content of the resume
- 87 Explain the importance of action words in a resume
- Prepare a resume

### **Creating Charismatic Careers**

- 88 Describe how to look for careers that will interest you
- 89 Find 4 careers that interest you and describe why

### **Marvelous, Magical Music**

- 90 List 3 ways music is important
- 91 Recite 5 elements of music
- 92 Describe 5 musical instruments

### **Study Smart, Not Hard**

- 93 Explain the benefits of sitting in front
- 94 Describe why appearance/neatness is important
- 95 List 3 ways to improve appearance/neatness
- 96 Demonstrate 11 different study techniques

### **Conflict Resolution**

- 97 Explain the meaning of conflict
- 98 Define conflict
- 99 Describe the causes of conflict
- 100 List 6 approaches to conflict resolution:
- 101 Identify a method to deal with conflict when it occurs

### **Team Building**

- 102 Define a Team
- 103 Describe the responsibilities of team members
- 104 Explain team needs
- 105 List the stages of team development
- 106 Demonstrate a team problem-solving technique
- 107 Complete a practical lesson of team problem solving

### **Community Service**

- 108 Perform a community service project

### **Success Profiler**

- 109 Complete the exercises assigned from the personal skills map
- 110 Complete the learning profile
- 111 Chart a personal plan to focus on strengths and areas needing improvement
- 112 Complete the exercises assigned from the learning profile assessment

- 113 Complete the team building profile
- 114 Chart a personal plan to focus on strengths and areas needing improvement
- 115 Complete the exercises assigned from the team building profile assessment

## 28.03600 JROTC Army VI

### Leadership and Training, Character Education and Service

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how to write positive affirmations and use them to affect positive change. Study character education and development and perform a community service project based on what you have learned. Students can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)\* for completing studies in character education and performing related service projects. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **COURSE PREREQUISITES: Completion of LET 2 (Accelerated) 1<sup>st</sup> Semester**

#### **Unlocking Your Potential**

- 35 Define Potential.
- 36 Explain the difference between the “I can’t” attitude and the “I haven’t learned yet” attitude.
- 37 Discuss the statement: “It is not what I have, it’s what I do with what I have that determines my performance.”
- 38 Identify areas of their lives where they believe they are allowing, “being good” to get in the way of “being great.”
- 39 Define conditioning.
- 40 Define motivation.
- 41 Identify habits that may be keeping them from trying something new or attaining success in certain areas of their lives.
- 42 Explain the “Potential V” diagram.
- 43 Describe the thought process (how our minds store information) and how it affects our behavior.
- 44 Define attitude.
- 45 Identify habits that may be keeping them from trying something new or attaining success in certain areas of their lives.
- 46 Explain how attitudes are formed.
- 47 Discuss the statement:  
*Words are tools that predict and perpetuate performance.*
- 48 Define self-image.
- 49 Explain how self-talk and self-image affect performance.

- 50 List three steps for successful change.
- 51 Define affirmative reminders.
- 52 List the conditions for writing effective affirmative reminders.

### **Character Education**

- 53 Explain the crucial need for behavior change as the basis of Character Education.
- 54 Describe the power and role of the story in Character Education, to diversity and identification of the present behavioral makeup of character
- 55 List four basic components of character development, consisting of the thinking part, the leadership part, the team-building part and the action part of the self.
- 56 Use a four-phase strategy for character development.
- 57 Describe how spoiling is detrimental to character maturity.
- 58 Explain the meaning and practical application of personal courage.
- 59 Describe how false judgments are detrimental to positive character progress.
- 60 Identify the destructive nature of child abuse and bullies.
- 61 Explain the attribute of character of “going where no man has gone before!”
- 62 Choose your role as a member of a team depending on the situation
- 63 Compare what is good and evil in character growth.
- 64 Provide the rationale as to how knowledge is the foundation of character maturity.
- 65 Describe the relationship of fear and intimidation to formation of character.
- 66 Explain how the value of genuine character is the capacity to celebrate life.

### **Character Education in Action**

- 67 Community or school projects that reinforce character education

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## 28.03700 JROTC Army VII

### Leadership and Training, Economics and Service

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction in economics. Students will learn how to manage their finances, budget, save, invest, purchase insurance and manage credit. Once they have completed the course in financial management/economics and performed a related service, they can earn 2 college credits from the University of Colorado at Colorado Springs UCCS)\*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

**COURSE PREREQUISITES:** Completion of LET 3 (Accelerated) 1<sup>st</sup> Semester

#### **NEFE Unit 1 - Financial Planning: Your Roadmap**

- 35 Identify the components in the five-step financial planning process.
- 36 Differentiate between needs and wants.
- 37 Describe how values can influence decisions.
- 38 Examine the significance of goal setting within the financial planning process.
- 39 Develop financial goals.
- 40 Describe how delayed gratification impacts the financial planning process.
- 41 Describe how limited resources impact choices.
- 42 Identify the opportunity cost of financial decisions
- 43 Apply a decision-making process to personal financial choices.
- 44 Discuss the importance of taking responsibility for personal financial decisions.
- 45 Solve problems that arise in mathematics and in other contexts.
- 46 Define key words related to financial planning.

#### **NEFE Unit 2 - Career: Labor You Love**

- 47 Observe the criteria employers look for in employees (SCANS)
- 48 Relate career factors to earnings potential.
- 49 Discuss the effects of education and training on a career.
- 50 Define the characteristics of an entrepreneur.
- 51 Explain the steps to becoming an Entrepreneur.
- 52 Distinguish benefits employees should consider when searching for employment.

53 Define key words related to financial planning or careers.

**NEFE Unit 3 - Budget: Don't Go Broke**

- 54 Identify the purpose of a budget.
- 55 Analyze pay stubs to determine resources available for financial objectives.
- 56 Construct a simple budget.
- 57 Relate spending and savings to resources available for each.
- 58 Describe the "P.Y.F." (pay-yourself-first) philosophy.
- 59 Examine a variety of record keeping methods to be used for the budgeting process.
- 60 Define key words related to managing income.

**NEFE Unit 4 - Savings and Investments: Your Money at Work**

- 61 Explain the relationship between savings and investing.
- 62 Describe reasons for savings and investing.
- 63 Explain the concept of the time value of money.
- 64 Describe how time, money, and the rate of interest relate to meeting specific financial goals.
- 65 Use the Rule of 72.
- 66 Explain basic investment principles.
- 67 Discuss the impact of investment results when there is a delay in implementing a savings program.
- 68 Identify the relationship between risk and return.
- 69 Explain how inflation affects spending and investing.
- 70 Identify and discuss various savings and investment alternatives.
- 71 Define key words related to savings, investing, and time value of money.

**NEFE Unit 5 - Credit: Buy Now, Pay Later**

- 72 Define the purpose of credit.
- 73 Explain the importance of using and managing credit wisely.
- 74 Define the various costs related to credit.
- 75 Identify sources of credit including installment loans, student loans, and mortgages.
- 76 Use selection criteria for obtaining a credit card.
- 77 Discuss the factors to consider when building credit history.
- 78 Describe the advantages of using credit.
- 79 Discuss ways the use of credit can be abused.
- 80 Identify financial consequences of debt.
- 81 Describe the steps for correcting debt problems.
- 82 Identify impact of bankruptcy on credit.
- 83 Define key words related to credit and debt.

**NEFE Unit 6 - Insurance: Your Protection**

- 84 Explain the use of insurance as an option for financial protection.
- 85 Describe how insurance works.
- 86 Identify ways to manage the possibility of financial loss.

- 87 Recognize the costs associated with insurance coverage.
- 88 Distinguish between the types of auto insurance coverage.
- 89 Recognize personal automobile insurance coverage.
- 90 Determine factors considered to obtain the cost of automobile insurance.
- 91 Relate insurance to your current and future personal needs.
- 92 Identify general types of insurance, including health, property, life, disability, and liability.
- 93 Define the key words relative to financial protection or loss.

### **Advanced Leadership**

- 94 Assume leadership roles in community projects that reinforce academics studied thus far in the curriculum
- 95 Community projects that reinforce environmental studies
- 96 Perform duties of assistant instructors

### **Economics**

- 97 Community projects that reinforce financial planning instruction

### **Academics**

- 98 School projects that reinforce academics such as tutoring

### **Command and Staff Principles**

- 99 Demonstrate Command and Staff principles while continuing to perform the responsibilities and duties of an earned leadership position.

### **Presenting Instruction**

- 100 Assist in the instruction of JROTC I and II.

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## **28.03800 JROTC Army VIII**

### **Leadership and Training and Citizenship Seminar**

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction in writing and advanced citizenship. Students will learn the basic components of writing to prepare for college English or their career. They will use citizenship action groups to perform community service projects related to government processes. Once they have completed a course in citizenship and performed a related service, they can earn 2 college credits from the University of Colorado at Colorado Springs (UCCS)\*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

**COURSE PREREQUISITES: Completion of LET 4 (Accelerated) 1<sup>st</sup> Semester**

#### **Writing for Sergeants (Practical exercises)**

- 35 Recognize common and proper nouns.
- 36 Recognize pronouns and explain their function.
- 37 Identify action verbs and linking verbs and explain their function.
- 38 Identify adjectives and explain their function.
- 39 Identify adverbs and explain their function.
- 40 Identify prepositions and explain their function.
- 41 Identify coordinate and subordinate conjunctions and explain their function.
- 42 Distinguish sentences from non-sentences.
- 43 Divide sentences into subjects and predicates.
- 44 Pick out the verbs in a sentence and describe their function.
- 45 Pick out the subjects in a sentence and describe their function.
- 46 Recognize adjectives and adjective phrases and describe their function.
- 47 Recognize adverbs and adverb phrases and describe their function.
- 48 Identify adjective clauses and describe their function.
- 49 Identify adverb clauses and describe their function.
- 50 Recognize the sentence fragment.
- 51 Correct the sentence fragment.
- 52 Recognize the run-on sentence.
- 53 Correct the run-on sentence.
- 54 Recognize the comma-splice error.

- 55 Correct the comma-splice error.
- 56 Define the term *subject-verb agreement*.
- 57 Distinguish between singular and plural subjects.
- 58 Distinguish between singular and plural verbs.
- 59 Make your subjects and verbs agree by using the five rules that careful writers know.
- 60 Form the past tenses of regular and irregular verbs.
- 61 Distinguish between *sit* and *set*.
- 62 Distinguish between *rise* and *raise*.
- 63 Distinguish between *lie* and *lay*.
- 64 Avoid inconsistent shift in verb tense.
- 65 Recognize errors in parallel structure.
- 66 Correct errors in parallel structure.
- 67 Recognize misplaced modifiers.
- 68 Correct misplaced modifiers.
- 69 Recognize dangling modifiers.
- 70 Correct dangling modifiers.
- 71 Recognize the subject form of the pronoun.
- 72 Use the subject form of the pronoun correctly in compound structures.
- 73 Recognize the object form of the pronoun.
- 74 Use the object form of the pronoun correctly in compound structures.
- 75 Use the *-self* pronouns correctly.
- 76 Recognize the possessive pronouns.
- 77 Use the possessive pronouns correctly.
- 78 Recognize the demonstrative pronouns.
- 79 Use the demonstrative pronouns correctly.
- 80 Use correctly the three end marks of punctuation—the period, the question mark, and the exclamation point.
- 81 Apply the five key rules for the comma.
- 82 Use the colon correctly.
- 83 Use the apostrophe correctly to form contractions and possessives.
- 84 Recognize and capitalize proper nouns.
- 85 Capitalize the names of all races, nationalities, languages, and religions.
- 86 Capitalize the days of the week, the months of the year, and the names of holidays.
- 87 Know the eleven basic rules for using capitals in military documents

### **Presidential Power Project**

- 88 Identify the executive powers and limitations stated in Article II of the

Constitution.

- 89 Analyze the use of executive power throughout our history.

### **Congress Project**

- 90 Discuss issues that are currently in Congress and select one to follow over time.
- 91 Research an assigned perspective on the issue.
- 92 Analyze the successes, failures and activities of your assigned perspective.
- 93 Assess the role of Congress and how cadets can follow their representatives' actions.
- 94 Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions.

### **Supreme Court Project**

- 95 Discuss a recent Supreme Court decisions and select one to research.
- 96 Research a recent Supreme Court decision and determine your group's position on the issue.
- 97 Compare your group's decision with that of the Supreme Court.
- 98 Assess how the Supreme Court decision changed the Constitution.
- 99 Evaluate the performance of YTP Small Group Meetings and Representative Group Sessions.

### **Advanced Citizenship and YTP Projects**

- 100 Research a given topic.
- 101 Present conclusions at the Representative Group Meeting.
- 102 Evaluate Small Group Meetings and Representative Group Sessions.

### **Advanced Citizenship**

- 103 Community projects that reinforce studies in government for example Freedom's Answer/Youthevote

### **Writing in Action**

- 104 Perform school projects that reinforce writing and other academics such as Tutoring

### **Leadership in Action**

- 105 Perform duties of assistant instructor/take leadership roles in projects and the cadet corps

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