

Government and Public Administration Cluster
Army Leadership Education -1
Course Number 28.03100

Course Description:

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

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

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

Unit 1- Leadership and Education Training: The Emerging Leader:

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

The Knowledge, skills, and abilities acquired in this unit are covered in six chapters:

Chapter 1: JROTC Foundations introduces Cadets to the mission of the program and how it helps prepare personal success and citizenship. They are exposed to the traditions, organizational structure, and disciplines of JROTC and begin putting into practice customs and courtesies important in the program.

Chapter 2: Personal Growth and Behaviors focuses on the Cadet. In this chapter they take a close look at personal behavioral preferences, interpersonal skills and abilities, and strategies to help build personal success -- in the high school classroom, the JROTC program, and the Cadet's community.

Chapter 3: Team Building introduces Cadets to the discipline and structure of military drill. The individual role responding to commands and moving with precision is essential when participating in drill exercises at future competitions or community events.

Chapter 4: Decision Making introduces Cadets to a process and system for addressing goals and handling conflict, both internal and with others.

Chapter 5: Health and Fitness looks at stress and its effect on health. In this chapter, Cadets will examine ways to address and manage stress in life. Physical fitness is one effective strategy for maintaining health and is an essential component of this JROTC program through Cadet Challenge.

Chapter 6: Service Learning is a required element of the JROTC program. In LET 1, Cadets learn the features and benefits of service learning for the community, one's self, and the JROTC program.

Course Standard 1

GPA-ALE1-1

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

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

JROTC Foundations

Course Standard 2

GPA-ALE1-2

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

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

Course Standard 3

GPA-ALE1-3

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

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

Customs and Courtesies in JROTC

Course Standard 4

GPA-ALE1-4

COMPETENCY: Demonstrate customs and courtesies in the JROTC environment.

Students will demonstrate protocol to show respect for and handle the United States Flag.

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

Course Standard 5

GPA-ALE1-5

COMPETENCY: Apply proper etiquette in social settings.

Students will explore the purpose of military traditions, customs, and courtesies.

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

Personal Growth

Course Standard 6

GPA-ALE1-6

COMPETENCY: Use Thinking Maps to enhance learning.

Students will use Thinking Maps to enhance learning.

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

Self-Awareness

Course Standard 7

GPA-ALE1-7

COMPETENCY: Determine your behavioral preferences.

Students will determine their behavioral preferences.

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

Appreciating Diversity through Winning Colors

Course Standard 8

GPA-ALE1-8

COMPETENCY: Apply an appreciation of diversity to interpersonal situations.

Students will apply an appreciation of diversity to interpersonal situations.

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

Thinking and Learning

Course Standard 9

GPA-ALE1-9

COMPETENCY: Analyze how thinking and learning affects your academic performance.

Students will determine the thinking/learning skills necessary for improving active learning.

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

Foundations for Success-Study Skills Reading for Meaning

Course Standard 10

GPA-ALE1-10

COMPETENCY: Apply strategies for reading comprehension.

Students will select reading comprehension strategies to enhance learning.

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

Social Etiquette

Course Standard 11

GPA-ALE1-11

COMPETENCY: Develop personal study and test-taking strategies.

Students will develop personal study and test-taking strategies.

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

11.5 Develop individualized personal study and test-taking strategies.

Personal Code of Conduct

Course Standard 12

GPA-ALE1-12

COMPETENCY: Develop a personal code of conduct.

Students will develop and apply a personal code of conduct.

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

Personal Growth Plan

Course Standard 13

GPA-ALE1-13

COMPETENCY: Develop a personal growth plan.

Students will develop a plan for personal growth.

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

Team Building

Course Standard 14

GPA-ALE1-14

COMPETENCY: To relate drill competencies to life skills.

Students will complete team-building techniques and drill activities to apply to life skills.

- 14.1 Summarize the origin of drill dating back to the continental Army of the United States.
- 14.2 Identify skills learned by drilling.
- 14.3 Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today.
- 14.4 Define and properly use the following keywords: dedication, discipline, drill, followership, maneuver, precision, professionalism, self-discipline, teamwork, unison.

Stationary Movements and Marching Techniques

Course Standard 15

GPA-ALE1-15

COMPETENCY: Perform stationary movements and marching techniques on command.

Students will perform stationary movements and marching techniques.

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

Squad Drill

Course Standard 16

GPA-ALE1-16

COMPETENCY: Demonstrate correct response to squad drill movements.

Students will demonstrate correct response to squad drill movements.

- 16.1 Describe how to respond to commands when forming and marching the squad.
- 16.2 Identify the different types of squad formations and their related drill commands.
- 16.3 Identify the location of key squad personnel in squad formation.
- 16.4 Define and properly use the following keywords: close interval, column, double interval, file, flank, formation, line, normal interval, pivot, rank.

Decision Making

Course Standard 17

GPA-ALE1-17

COMPETENCY: Apply the processes for making personal decisions and setting goals.

Students will demonstrate processes for making decisions and creating goals.

- 17.1 Describe the steps used to make decisions.
- 17.2 Identify guidelines used to evaluate choices.
- 17.3 Evaluate decisions for positive outcome.
- 17.4 Describe the SMART goal-setting system.
- 17.5 Analyze goals for potential success.
- 17.6 Define and properly use the following keywords: Assess, attainable, decision-making goal setting.

Managing Anger

Course Standard 18

GPA-ALE1-18

COMPETENCY: Develop personal anger management strategies.

Students will apply anger management strategies.

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

Resolving Conflicts

Course Standard 19

GPA-ALE1-19

COMPETENCY: Apply conflict resolution techniques.

Students will develop strategies for resolving conflict in a diverse, multi-cultural setting.

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

Health and Fitness

Course Standard 20

GPA-ALE1-20

COMPETENCY: Determine the causes, effects, and coping strategies for stress in your life.

Students will develop an understanding and coping strategies to control stress.

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

Cadet Challenge

Course Standard 21

GPA-ALE1-21

COMPETENCY: Describe the physical fitness standards for the cadet challenge.

Students will describe and demonstrate key cadet challenge exercises.

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

Course Standard 22

GPA-ALE1-22

COMPETENCY: Explain the strategies for effective listening skills.

Students will utilize active listening strategies.

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