

**Government and Public Administration Cluster  
Army Leadership Education – 4 Bravo  
Course Number 28.03420**

**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 21<sup>st</sup> Century leadership responsibilities.

This laboratory course is designed build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced.

The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic.

**Course Standard 1**

**GPA-ALE4-1**

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             |

## Georgia Department of Education

|   |  |                           |                               |
|---|--|---------------------------|-------------------------------|
| Matching Verbal and Nonverbal communication |  | Small Group Communication | Things to Include in a Résumé |
| Improving Nonverbal Indicators              |  | Large Group Communication | Selling Yourself in a Résumé  |
| Nonverbal Feedback                          |  | Making Speeches           | Terms to Use in a Résumé      |
| Showing Confidence Nonverbally              |  | Involving the Audience    | Describing Your Job Strengths |
| Showing Assertiveness                       |  | Answering Questions       | Organizing Your Résumé        |
|   |  | Visual and Media Aids     | Writing an Electronic Résumé  |
|   |  | Errors in Presentation    | Dressing Up Your Résumé       |

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

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

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

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

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

| Workplace Ethics              | Personal Characteristics      | Employer Expectations      | Business Etiquette               | Communicating at Work            |
|-------------------------------|-------------------------------|----------------------------|----------------------------------|----------------------------------|
| Demonstrating Good Work Ethic | Demonstrating a Good Attitude | Behaviors Employers Expect | Language and Behavior            | Handling Anger                   |
| Behaving Appropriately        | Gaining and Showing Respect   | Objectionable Behaviors    | Keeping Information Confidential | Dealing with Difficult Coworkers |
| Maintaining Honesty           | Demonstrating Responsibility  | Establishing Credibility   | Avoiding Gossip                  | Dealing with a Difficult Boss    |
| Playing Fair                  | Showing Dependability         | Demonstrating Your Skills  | Appropriate Work Email           | Dealing with Difficult Customers |

## Georgia Department of Education

|                             |                          |                             |                          |                       |
|-----------------------------|--------------------------|-----------------------------|--------------------------|-----------------------|
| Using Ethical Language      | Being Courteous          | Building Work Relationships | Cell Phone Etiquette     | Dealing with Conflict |
| Showing Responsibility      | Gaining Coworkers' Trust |                             | Appropriate Work Texting |                       |
| Reducing Harassment         | Persevering              |                             | Understanding Copyright  |                       |
| Respecting Diversity        | Handling Criticism       |                             | Social Networking        |                       |
| Making Truthfulness a Habit | Showing Professionalism  |                             |                          |                       |
| Leaving a Job Ethically     |                          |                             |                          |                       |

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

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

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

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

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

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

## Leadership

### Course Standard 2

#### GPA-ALE4-2

**Students will apply leadership skills to continuous improvement and program outcomes.**

- 2.1 Examine the role of leadership in continuous improvement.
- 2.2 Identify team attitudes that foster continuous improvement.
- 2.3 Relate Army JROTC program outcomes to leadership.
- 2.4 Plan personal and battalion goals.
- 2.5 Define and properly use the following keywords: capstone.

### Course Standard 3

#### GPA-ALE4-3

**Students will apply teaching strategies to a lesson plan or mentoring project.**

- 3.1 Explain the purpose of a lesson plan.
- 3.2 Describe the four phases of a lesson plan.
- 3.3 Relate teaching and learning to the four-phase lesson plan model.
- 3.4 Explore cooperative learning strategies.
- 3.5 Define and properly use the following keywords: group dynamics, lesson competency, lesson plan.

### Course Standard 4

#### GPA-ALE4-4

**Students will use feedback to enhance your effectiveness as a leader.**

- 4.1 Explain why feedback is important in the learning process.
- 4.2 Describe the characteristics of effective feedback.
- 4.3 Identify the basic ground rules and tips for giving effective feedback.
- 4.4 Define and properly use the following keywords: conviction, preconceived, rapport.

### Course Standard 5

#### GPA-ALE4-5

**Students will determine how to successfully manage themselves after high school.**

- 5.1 Identify how core abilities relate to life beyond high school.
- 5.2 Analyze the pros and cons of personal independence.
- 5.3 Explore aspects of a post-high school life.
- 5.4 Evaluate the importance of personal accountability.
- 5.5 Define and properly use the following keywords: academic advisors, academic organization, academic probation, accountability, credit, fraternity, hazing, international organization, intramural athletics, off campus housing, on campus housing, political organization, professional organization, religious organization, residential adviser, rush, service organization, social organization, sorority.

### Course Standard 6

#### GPA-ALE4-6

**Students will appraise professional development plans for their future.**

- 6.1 Distinguish between professional and personal goals.
- 6.2 Determine how personal goals and values affect professional success.
- 6.3 Explore aspects of professional development.
- 6.4 Identify your professional and personal goals for the next 10 years.
- 6.5 Define and properly use the following keywords: appraise, attitudes, career ladder, compassion, courtesy, dependability, equity, fruition, loyalty, mutual trust, organizational values, perseverance, professional, development, risk-taking, work ethic.

### Course Standard 7

#### GPA-ALE4-7

**Students will apply motivation strategies to teams.**

- 7.1 Identify how individual performance within a team is influenced by the leader.
- 7.2 Explain the six tactics to motivate others.
- 7.3 Define and properly use the following keywords: complement, intangible.

### Course Standard 8

#### GPA-ALE4-8

**Students will determine how to give feedback and direction to team members.**

- 8.1 Determine how communication is important for effective leadership.
- 8.2 Explain the basic flow and purpose of informal communication.
- 8.3 Review the major elements of a communication model.

- 8.4 Determine how to overcome barriers of effective communication.
- 8.5 Define and properly use the following keywords: communication, decode, emotional intelligence, encode, feedback, message, transference, transmitted.

## Course Standard 9

### GPA-ALE4-9

#### Students will execute company drills.

- 9.1 Describe the correct responses to commands when forming and marching the company.
- 9.2 Identify the different types of company formations and related specific drill commands.
- 9.3 Identify the locations of the key platoon and company personnel in company formations.
- 9.4 Define and properly use the following keywords: arc, base, double time, guide, mark time, mass formation, post.

## Course Standard 10

### GPA-ALE4-10

#### Students will execute battalion drills.

- 10.1 Identify the different types of battalion formations and related specific drill commands.
- 10.2 Describe the correct responses to battalion drill commands.
- 10.3 Describe the correct responses to inspection commands.
- 10.4 Identify the locations of the key platoon, company, and battalion personnel in battalion formations.
- 10.5 Define and properly use the following keywords: en route, facilitate, respective.

## Course Standard 11

### GPA-ALE4-11

#### Students will manage a service-learning project.

- 11.1 Describe the four project management phases.
- 11.2 Identify the critical components needed for successful project management.
- 11.3 Identify the key features of Gantt and PERT Charts.
- 11.4 Define and properly use the following keywords: Gantt Chart, implementation, PERT Chart, project management.

## Course Standard 12

### GPA-ALE4-12

#### Students will examine how competing principles and values challenge the fundamental principles of our society.

- 12.1 Explain the importance of fundamental principles.
- 12.2 Compare positions on issues related to the fundamental principles and values of government and individual rights in American society.
- 12.3 Define and properly use the following keywords: fundamental, principle, surveillance, transparency.

## Course Standard 13

### GPA-ALE4-13

#### Students will develop solutions for future challenges to citizen rights.

- 13.1 Describe the potential impacts of increased diversity.
- 13.2 Explain some of the ways developments in technology might impact direct democracy, privacy, and free speech.
- 13.3 Explain how terrorism and cyberattacks can limit citizen freedoms.
- 13.4 Explain why economic instability can pose a threat to democracy and citizen rights.
- 13.5 Define and properly use the following keywords: automation, cyberattack, infrastructure, instability, social cohesion.

**Citizenship in Action – Service to The Nation**

**Course Standard 14**

**GPA-ALE4-14**

**Students will explore the purpose of the United States Department of Defense.**

- 14.1 Examine the mission of the Department of Defense.
- 14.2 Identify the four major responsibilities inherent to the Department of Defense's mission.
- 14.3 Explain civilian control over the military.
- 14.4 Determine the relationship between the Joint Chiefs of Staff and the Department of Defense.
- 14.5 Design a basic organizational chart depicting the Department of Defense.
- 14.6 Define and properly use the following keywords: operational commands, specified, strategic, tactical, theater, unified commands.

**Course Standard 15**

**GPA-ALE4-15**

**Students will relate the role of the Active Army to the United States Army.**

- 15.1 Explain the mission of the United States Army.
- 15.2 Identify the organizational components of the Army.
- 15.3 Classify the four types of Army operations.
- 15.4 Distinguish between the different elements of combat power.
- 15.5 Describe the three components of offensive maneuver.
- 15.6 Explain the three elements of combined arms tactics.
- 15.7 Define and properly use the following keywords: major commands, tactically self-contained, division, branch, offensive operations, defensive operations, stability operations, support operations, maneuver, linear battlefield, decisive operations, shaping operations, sustaining operations, combined arms, maneuver forces, fire support elements, mobility and survivability elements.

**Course Standard 16**

**GPA-ALE4-16**

**Students will distinguish among the Reserve Components of the United States Army.**

- 16.1 Identify the components of the Total Force.
- 16.2 Distinguish between the National Guard and Reserves.
- 16.3 Research the significance of the Posse Comitatus.
- 16.4 Determine the important roles of Department of Defense civilians.
- 16.5 Define and properly use the following keywords: citizen-soldier, combatant, militia, mobilize, reserve corps.

**Leadership Theory & Application – Leadership Principles**

**Course Standard 17**

**GPA-ALE4-17**

**Students will outline a personal plan to build strong relationships with team members.**

- 17.1 Research the different types of power and influence.
- 17.2 Determine the appropriate application of power and influence.
- 17.3 Evaluate how individual and system power can be used to increase performance.
- 17.4 Define and properly use the following keywords: coercive power, defensive, developmental, expert power, legitimate power, referent power, relinquishing, reward power.

**Course Standard 18**

**GPA-ALE4-18**

**Students will assess personal leadership style.**

- 18.1 Describe different styles of leadership.
- 18.2 Evaluate which leadership styles are best suited for different situations.
- 18.3 Determine ways to improve management skills.
- 18.4 Define and properly use the following keywords: directing, delegating, participating, leadership style.

## Course Standard 19

### GPA-ALE4-19

**Students will assess personal management skills.**

- 19.1 Identify five management principles.
- 19.2 Compare and contrast management skills and leadership skills.
- 19.3 Define and properly use the following keywords: management, mandatory, procrastinate, resources, visualize.

## Course Standard 20

### GPA-ALE4-20

**Students will adapt communication to give direction and provide feedback to others.**

- 20.1 Determine how communication is important for effective leadership.
- 20.2 Explain the basic flow and purpose of informal communication.
- 20.3 Research the major elements of a communication model.
- 20.4 Formulate how to overcome barriers of effective communication.
- 20.5 Define and properly use the following keywords: communication, decodes, emotional intelligence, encodes, feedback, message, transference, transmitted.

## Course Standard 21

### GPA-ALE4-21

**Students will employ motivation strategies that inspire others to achieve goals.**

- 21.1 Determine how individual performance within a group is influenced by expectations, ability, and motivation.
- 21.2 Research the 14 Principles of Motivation.
- 21.3 Define and properly use the following keywords: alleviate, complement, intangible, prejudicial.

## Foundations for Success – NEFE High School Financial Planning Program

## Course Standard 22

### GPA-ALE4-22

**Students will appraise personal credit worthiness.**

- 22.1 Determine the advantages of using credit.
- 22.2 Identify the various costs related to credit.
- 22.3 Compare and contrast common sources for building credit.
- 22.4 Discuss the factors to consider when establishing credit.
- 22.5 Define and properly use the following keywords: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term.

## Course Standard 23

### GPA-ALE4-23

**Students will relate insurance to current and future personal needs.**

- 23.1 Determine how insurance works.
- 23.2 Classify general types of insurance, including health, property, life, disability, and liability.
- 23.3 Research the costs associated with insurance coverage.
- 23.4 Define and properly use the following keywords: deductible, insurance, insurance premium, risk management.

## Foundations for Success – Teaching Skills

## Course Standard 24

### GPA-ALE4-24

**Students will prepare to teach.**

- 24.1 Describe five critical elements you need to consider in preparing to teach.
- 24.2 Write effective learning outcomes.
- 24.3 Create at least six tips for planning a lesson.

- 24.4 Define and properly use the following keywords: competency, learning objective, learning outcomes, lesson plan, measurable, prerequisite, training aids.

## Course Standard 25

### GPA-ALE4-25

#### Students will develop a lesson plan.

- 25.1 Explain the purpose of a lesson plan.
- 25.2 Describe the four-phases of a lesson plan.
- 25.3 Relate teaching and learning to the four-phase lesson plan model.
- 25.4 Relate learning activities to learning objectives.
- 25.5 Associate active learning principles to effective lesson plan development.
- 25.6 Define and properly use the following keywords: Energizer, facilitator, focus, Gather, Inquire, Process, reflection.

## Course Standard 26

### GPA-ALE4-26

#### Students will use effective teaching methods to deliver instruction.

- 26.1 Compare lesson objectives to learning objectives.
- 26.2 Distinguish among the seven teaching methods.
- 26.3 Identify the five types of practice exercises.
- 26.4 Define and properly use the following keywords: brainstorming, case study, coach-pupil exercises, conference, demonstration, discussion, gaming, group performance, independent exercises, lecture, practical exercises, role- play, and team practical exercises.

## Course Standard 27

### GPA-ALE4-27

#### Students will incorporate a variety of strategies into a lesson plan.

- 27.1 Assess the benefits of using cooperative learning strategies in the classroom.
- 27.2 Identify cooperative learning strategies that encourage team building.
- 27.3 Determine cooperative learning strategies that requires students to respond to questions posed in the lesson.
- 27.4 Research cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time.
- 27.5 Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom.
- 27.6 Define and properly use the following keywords: cooperative learning strategy, team-building exercise.

## Course Standard 28

### GPA-ALE4-28

#### Students will use Thinking Maps® and Graphic Organizers as tools for teaching others.

- 28.1 Identify the factors associated with brain-based learning.
- 28.2 Describe the benefits of graphic organizers to the learner.
- 28.3 Compare and contrast different types of graphic organizers.
- 28.4 Match thinking processes in learning to Thinking Maps®.
- 28.5 Define and properly use the following keywords: Bridge Map: analogies, Circle Map: defining in context, Bubble Map: describing, Multi-Flow Map: cause and effect, Tree Map: classifying, Double Bubble Map: comparing and contrasting, Brace Map: part-whole relationships, Flow Map: sequencing, thinking process.



## Course Standard 29

### GPA-ALE4-29

**Students will use feedback to enhance learning in the classroom.**

- 29.1 Describe the purpose of feedback in the classroom.
- 29.2 Explain four ways that feedback can be effective.
- 29.3 Identify the five characteristics or conditions of effective feedback.
- 29.4 Identify the basic ground rules and tips for giving effective feedback.
- 29.5 Define and properly use the following keywords: acceptability, clarify, comprehensive, constructive, conviction, criteria, feedback, flexibility, jargon, modify, objectivity, preconceived, rapport, reinforce.

### Foundations for Success – Cadet Challenge

## Course Standard 30

### GPA-ALE4-30

**Students will develop a personal exercise program and learn to take responsibility for their actions and choices.**

- 30.1 Compare the Cadet Challenge to the Presidential Physical Fitness Award.
- 30.2 Participate in the Cadet Challenge fitness assessment and appropriate health related activities.
- 30.3 Use fitness assessment results to establish individual goals for all five health related fitness components.
- 30.4 Develop a personal fitness plan to attain individual goals.
- 30.5 Assess personal fitness outcomes following a period of training.
- 30.6 Create a personal fitness plan that promotes health related fitness, stress reduction and weight control in school and non-school settings.
- 30.7 Define and properly use the following keywords: aerobic, anaerobic, calisthenics, cardiorespiratory, isokinetic, isometric, isotonic, obesity and tone.