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**PROGRAM CONCENTRATION:** Government & Public Safety  
**CAREER PATHWAY:** JROTC - Army  
**COURSE TITLE:** Leadership Education 2

**Course Description:** This laboratory course is designed to build on the self discovery skills sets taught in JROTC 1. As self directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes.

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

### **ARMY JROTC – LEADERSHIP EDUCATION TRAINING**

### **WELLNESS, FITNESS AND FIRST AID - ACHIEVING A HEALTHY LIFESTYLE**

**PS-LE2-1 Students will evaluate how diet impacts life.**

- a. Analyze how calories consumed versus calories used affects body weight
- b. Identify the daily - required food and portions
- c. Research the possible effects of a diet high in fat and cholesterol
- d. Evaluate sources and benefits of fiber in your diet

***Academic Standard(s):***

**SB1 Students will analyze the nature of the relationships between structures and functions in living cells.**

- c. Identify the function of the four major macromolecules (i.e., carbohydrates,

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proteins, lipids, nucleic acids).

**SCSh4 Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.**

- a. Develop and use systematic procedures for recording and organizing information.
- b. Use technology to produce tables and graphs.

**PS-LE2-2 .Students will analyze how well they meet nutritional guidelines.**

- a. Explain the six nutrients your body requires
- b. Compare and contrast saturated and unsaturated fats
- c. Describe the role fat and cholesterol play in body functioning
- d. Identify food sources of vitamins and minerals
- e. Compare the functions of vitamins, carbohydrates, fats and proteins

***Academic Standard(s):***

**SB1 Students will analyze the nature of the relationships between structures and functions in living cells.**

- c. Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids).

**SCSh4 Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.**

- a. Develop and use systematic procedures for recording and organizing information.
- b. Use technology to produce tables and graphs.

## **WELLNESS, FITNESS AND FIRST AID – FIRST AID FOR EMERGENCY AND NON EMERGENCY SITUATIONS**

**PS-LE2-3 Students will assess first aid situations.**

- a. Explain the significance of the Good Samaritan law
- b. Identify the steps of first aid intervention
- c. Evaluate an accident victim and perform first aid
- d. Determine the essential information needed when calling an emergency

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**SAP1 Students will analyze anatomical structures in relationship to their physiological functions.**

- a. Apply correct terminology when explaining the orientation of body parts and regions.
- b. Investigate the interdependence of the various body systems to each other and to the body as a whole.

**PS-LE2-4 Students will demonstrate life-saving skills in an emergency situation.**

- a. Demonstrate the correct procedures to perform rescue breathing
- b. Perform the proper procedures for Cardiac Pulmonary Resuscitation
- c. Analyze how CPR can keep a victim's heart and brain alive
- d. Sequence the steps for performing the Heimlich maneuver

***Academic Standard(s):***

**SAP1 Students will analyze anatomical structures in relationship to their physiological functions.**

- a. Apply correct terminology when explaining the orientation of body parts and regions.
- b. Investigate the interdependence of the various body systems to each other and to the body as a whole.

**PS-LE2-5 Students will determine first aid procedures for bleeding victim**

- a. Describe the three types of bleeding and the best way to control bleeding
- b. Distinguish between direct pressure, pressure points and a tourniquet to control bleeding
- c. Describe the procedure to clean wounds
- d. Evaluate the importance of following Universal Precautions when dealing with blood and other body fluids
- e. Define key words: arteries, dressing, elevated, hemorrhage, pressure bandage, pressure points,

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**SAP1 Students will analyze anatomical structures in relationship to their physiological functions.**

- a. Apply correct terminology when explaining the orientation of body parts and regions.
- b. Investigate the interdependence of the various body systems to each other and to the body as a whole.

**PS-LE2-6 Students will determine the first aid treatment for shock, fractures, strains and sprains**

- a. Explain causes and effects of shock
- b. Identify the signs of shock
- c. Demonstrate treatment for shock victims
- d. Distinguish between closed and open fractures
- e. Identify procedures for immobilizing fractures using splints and slings
- f. Distinguish between strains and sprains

***Academic Standard(s):***

**SAP1 Students will analyze anatomical structures in relationship to their physiological functions.**

- a. Apply correct terminology when explaining the orientation of body parts and regions.
- b. Investigate the interdependence of the various body systems to each other and to the body as a whole.

**PS-LE2-7 Students will determine first aid treatment for burns**

- a. Characterize degrees of burns
- b. Demonstrate the appropriate treatment for first, second, and third-degree heat burns
- c. Demonstrate the appropriate treatment for electrical burns
- d. Demonstrate the appropriate treatment for chemical burns to the eyes and skin

***Academic Standard(s):***

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**SAP1 Students will analyze anatomical structures in relationship to their physiological functions.**

- a. Apply correct terminology when explaining the orientation of body parts and regions.
- b. Investigate the interdependence of the various body systems to each other and to the body as a whole.

**PS-LE2-8 Students will determine first aid treatment for wounds, bruises and poisoning**

- a. Identify the causes and symptoms of poisoning
- b. Evaluate and treat a poison victim
- c. Distinguish between the four types of wounds
- d. Demonstrate the appropriate treatment for minor wounds and bruises

***Academic Standard(s):***

**SAP1 Students will analyze anatomical structures in relationship to their physiological functions.**

- a. Apply correct terminology when explaining the orientation of body parts and regions.
- b. Investigate the interdependence of the various body systems to each other and to the body as a whole.

**PS-LE2-9 Students will determine first aid treatment for heat related injuries**

- a. Evaluate the cause and effect of heat injuries
- b. Associate the symptoms of the three types of heat injuries
- c. Describe the symptoms of heat cramps, heat exhaustion and heatstroke
- d. Determine the appropriate treatment for heat cramps, heat exhaustion and heatstroke

***Academic Standard(s):***

**SAP1 Students will analyze anatomical structures in relationship to their physiological functions.**

- a. Apply correct terminology when explaining the orientation of body parts and

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regions.

b. Investigate the interdependence of the various body systems to each other and to the body as a whole.

**PS-LE2-10 Students will determine first aid treatment for cold weather injuries**

- a. Describe factors to consider in cold weather situations
- b. Explain causes and effects of cold weather injuries
- c. Identify symptoms of cold weather injuries
- d. Determine the appropriate treatment for frostbite, immersion foot/trench foot, hypothermia and snow blindness
- e. Define key words: dehydration, frostbite, hypothermia, insulate, precipitation, subcutaneous, superficial

***Academic Standard(s):***

**SAP1 Students will analyze anatomical structures in relationship to their physiological functions.**

- a. Apply correct terminology when explaining the orientation of body parts and regions.
- b. Investigate the interdependence of the various body systems to each other and to the body as a whole.

**PS-LE2-11 Students will determine first aid treatment for bites, stings and poisonous hazards**

- a. Identify types of venoms as they relate to types of snakes.
- b. Evaluate the effects of animal and human bites
- c. Identify the symptoms of insect bites and stings
- d. Associate the types of poisonous plants to the reactions they cause
- e. Determine the appropriate treatment for contact with poisonous plants
- f. Define key words: allergic reaction, antivenin, calamine, discoloration, tetanus, venom

***Academic Standard(s):***

**SAP1 Students will analyze anatomical structures in relationship to their physiological functions.**

- a. Apply correct terminology when explaining the orientation of body parts and

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regions.

b. Investigate the interdependence of the various body systems to each other and to the body as a whole.

**PS-LE2-12 Students will assess the impact of drug and substance abuse on life today**

- a. Identify commonly abused substances
- b. Recognize the difference between drug use, misuse and abuse
- c. Evaluate reasons why people might use, misuse or abuse alcohol or drugs
- d. Identify the risks associated with alcohol and various drugs
- e. Predict the consequences of alcohol and drug use, misuse and abuse to life

***Academic Standard(s):***

**PS-LE2-13 Students will respond to substance use and abuse situations**

- a. Compare and contrast the external and internal factors that influence decisions about substance abuse
- b. Apply the F-I-N-D-S Decision Process
- c. Formulate substance abuse prevention strategies
- d. Evaluate Interpersonal and Enforcement interventions
- e. Recognize signs of substance abuse
- f. Summarize reasons for substance abuse and strategies to remain drug, alcohol, and tobacco-free
- g. Identify ways to approach/help someone you suspect has a drug problem

***Academic Standard(s):***

**SAP3 Students will assess the integration and coordination of body functions and their dependence on the endocrine and nervous systems to regulate physiological activities.**

- a. Interpret interactions among hormones, senses, and nerves which make possible the coordination of functions of the body.
- b. Investigate the physiology of electrochemical impulses and neural integration and trace the pathway of an impulse, relating biochemical changes involved in the conduction of the impulse.

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## **GEOGRAPHY, MAP SKILL AND ENVIRONMENTAL AWARENESS - MAP SKILLS**

### **PS-LE2-14 Students will use map reading skills**

- a. Identify symbols, colors, and features on standard road maps and locations on a city and state map
- b. Determine directions to specified sites using a city and state map
- d. Define key words: bar scale, contrast, elevation, intermittent, landforms, legend, man-made, marginal information, orient, prominent, relief, terrain, and topographic maps

#### ***Academic Standard(s):***

### **SSWG1 The student will explain the physical aspects of geography.**

- a Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.

## **CITIZENSHIP IN AMERICAN HISTORY AND GOVERNMENT**

### **PS-LE2-15 Students will examine the Preamble to the American Constitution**

- a. Classify the components of the Preamble to the United States Constitution
- b. Explain the goals of the Preamble
- c. Connect the principles of the Preamble to the United States Constitution to personal values
- d. Define key words: preamble, beneficiaries, goals, responsible parties

#### ***Academic Standard(s):***

### **SSCG3 The student will demonstrate knowledge of the United States Constitution.**

- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.

### **PS-LE2-16 Students will hypothesize what our country would be like without the seven citizenship skills**

- a. Define the seven “You the People” citizenship skills



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- b. Correlate the seven “You the People” citizenship skills to the Preamble of the Constitution
- c. Analyze the relationship between the citizenship skills and effective teamwork
- d. Define key words: balance, cooperation, fairness, patience, respect, self-improvement, strength

***Academic Standard(s):***

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**SSCG3 The student will demonstrate knowledge of the United States Constitution.**

- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.
- c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

**PS-LE2-17 Students will use the small group meeting process in decision-making situations**

- a. Compare and contrast simple majority and consensus decision-making processes
- b. Explain the impact of the small group meeting agenda
- c. Summarize “You the People” ground rules
- d. Identify and explain the small group meeting roles and processes
- e. Formulate a process for role rotations

***Academic Standard(s):***

**SSCG3 The student will demonstrate knowledge of the United States Constitution.**

- c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

**PS-LE2-18 Students will participate in a Representative Group Session**

- a. Identify the responsibilities of a small group representative
- b. Analyze the impact of the representative group session agenda
- c. Sequence the representative group session process

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***Academic Standard(s):***

**SSCG3 The student will demonstrate knowledge of the United States Constitution.**

c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

**SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.**

- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.

**PS-LE2-19 Students will explore the Chief Justice process for debating constitutional and contemporary issue**

- a. Examine the purpose of the Chief Justice game
- b. Explore the rules of the Chief Justice game
- c. Determine the process required to render a verdict in a case

***Academic Standard(s):***

**SSCG22 The student will demonstrate knowledge of the criminal justice process.**

- a. Analyze the steps in the criminal justice process.
- b. Explain an individual's due process rights.
- c. Describe the steps in a criminal trial or civil suit.
- d. Examine the different types of sentences a convicted person can receive.

**PS-LE2-20 Students will examine how the Founders' ideas of government were designed to protect the natural rights of citizens**

- a. Identify how and why the natural rights philosophers used an imaginary state of nature to think about the basic problems of governments
- b. Analyze the basic ideas of the natural rights philosophy, including state of nature, law of nature, natural rights, social contract and consent
- c. Determine the purpose of government based on the natural rights philosophy

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- d. Describe how the natural rights philosophy uses the concepts of consent and social contract to explain the formation of government
- e. Analyze the influence of the natural rights philosophy on the Founders
- f. Evaluate the concepts of constitution and constitutional government
- g. Determine the essential characteristics of constitutional government that differentiate them from autocratic or dictatorial governments
- h. Explain the essential characteristics of a constitution or higher law

***Academic Standard(s):***

**SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.**

- a. Compare and contrast the Declaration of Independence to the Social Contract Theory.
- b. Evaluate the Declaration of Independence as a persuasive argument.

**PS-LE2- 21 Students will trace how the American ideas of individual rights developed**

- a. Examine how classical republicanism ideas influenced the Founders' concept of government
- b. Distinguish between classical republicanism and the natural rights philosophy
- c. Evaluate how the ideas and traditions of historical eras supported the Founders' thinking about natural rights and classical republicanism
- d. Explore how James Madison refined the ideas of classical republicanism to meet the needs of the new Americans

***Academic Standard(s):***

**SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

- b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution put forth in the Federalists Papers concerning form of government, factions, checks and balances and the power of the executive including the roles of Alexander Hamilton and James Madison.
- d. Analyze how the Bill of Rights serves as a protector of individual and states rights.

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**PS-LE2- 22 Students will show how the Founders built on the principles of British representative government**

- a. Examine how the nature of the British constitution emerged from struggles between royalty, nobility and the church
- b. Identify how parliamentary government changed and began to represent the interests of all people
- c. Assess how the constitutional principles in the English Bill of Rights impacted the U.S. Bill of Rights
- d. Defend a position on the importance of specific rights such as habeas corpus and trial by jury and on what limitations, if any, should be placed on them

***Academic Standard(s):***

**SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

- d. Analyze how the Bill of Rights serves as a protector of individual and states rights.

**SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.**

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.

**SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.**

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.

**PS-LE2- 23 Students will form an opinion about how the Declaration of Independence reflects your ideas about the purpose of government and protection of individual rights**

- a. Explain how differences between colonial America and Europe affected the Founders' beliefs about government and individual rights
- b. Evaluate how you, as a citizen today, would view the limitation of many rights

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to white, male, property owners

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

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

***Academic Standard(s):***

**SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.**

a. Examine the Bill of Rights with emphasis on First Amendment freedoms.

d. Explain how government seeks to maintain the balance between individual liberties and the public interest.

e. Explain every citizen's right to be treated equally under the law.

**PS-LE2- 24 Students will examine the first states' constitutional ideals for protecting their rights**

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

b. Compare and contrast the differences between the Massachusetts constitution and other state constitutions

c. Explain the purpose of the state declarations of rights

d. Describe the main components of the Virginia Declaration of Rights

e. Defend positions on legislative supremacy

***Academic Standard(s):***

**SSCG3 The student will demonstrate knowledge of the United States Constitution.**

c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

**SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.**

a. Describe the structure and powers of the legislative, executive, and judicial branches.

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b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers

**PS-LE2- 25 Students will determine why the Founders created a weak national government under the Articles of Confederation and the problems that resulted**

- a. Determine why Americans needed a national government after the colonies declared independence from Great Britain
- b. Explain why the Founders created their first constitution and the Articles of Confederation
- c. Describe the problems of the United States under the Articles of Confederation and how the Founders' concerns led to a proposal to revise the Articles
- d. Compare and contrast the advantages and disadvantages of the Articles of Confederation
- e. Define key word: factions, loyalists, majority rule, and national government

***Academic Standard(s):***

**SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

- a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
- b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution put forth in the Federalists Papers concerning form of government, factions, checks and balances and the power of the executive including the roles of Alexander Hamilton and James Madison.

**PS-LE2- 26 Students will explain how the Philadelphia Convention and the Virginia Plan helped create the Constitution**

- a. Sequence the steps leading to the calling of the Philadelphia Convention and the initial purpose of the Convention
- b. Identify the characteristics of the Framers who attended the Convention
- c. Describe the Framers' agreement on how to conduct the business of the Convention
- d. Defend positions on how the constitution should be developed - by Congress or by a special national convention
- e. Compare and contrast the basic elements of the Virginia Plan and the New Jersey Plan

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**Academic Standard(s):**

**SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.**

- a. Explain the relationship of the state governments to the national government.
- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.

**PS-LE2- 27 Students will categorize the powers granted to the legislative, judicial and executive branches of government**

- a. Explain how and why the Framers developed the present system of representation in Congress and the advantages and disadvantages of this system
- b. Describe how Article 1 of the Constitution delegates explicit powers to the Congress and limits the powers of both the national and state governments
- c. Explain the “three-fifths clause” and the “fugitive slave clause” and the issues they were intended to resolve
- d. Defend positions on disagreements at the Philadelphia Convention over representation and slavery
- e. Describe the basic organization of the executive and judicial branches set forth in Articles II and III of the Constitution
- f. Explain the limitations on the powers of the executive and judicial branches
- g. Determine why the Framers developed the electoral college as the method for selecting the president
- h. Defend positions on the influence of the presidency over legislation

**Academic Standard(s):**

**SSCG3 The student will demonstrate knowledge of the United States Constitution.**

- c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

**SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.**

- a. Describe the structure and powers of the legislative, executive, and judicial branches.

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b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers

**PS-LE2-28 Students will compare positions on capital punishment to rights protected in the Fifth through Eighth Amendments**

- a. Identify how provisions in the Fifth Amendment protect your rights after arrest
- b. Explain how the Sixth Amendment is intended to provide fair hearing for accused criminals
- c. Examine issues and controversies over the Right to Counsel
- d. Compare and contrast historic and current positions pertaining to types of punishment
- e. Define key words: acquitted, bail, capital punishment, cruel and unusual punishment, double jeopardy, felony, indicted, right to counsel

***Academic Standard(s):***

**SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.**

- b. Analyze due process law expressed in the 5th and 14th Amendments.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.

**SSCG22 The student will demonstrate knowledge of the criminal justice process.**

- a. Analyze the steps in the criminal justice process.
- b. Explain an individual's due process rights.
- c. Describe the steps in a criminal trial or civil suit.
- d. Examine the different types of sentences a convicted person can receive.

**PS-LE2-29 Students will justify the differences between the military and civilian justice systems**

- a. Identify the four factors that determine whether a crime is service-connected
- b. Determine the rights of an accused person under the military justice system
- c. Explain the procedures for administering and imposing non-judicial punishment under Article 15 of the Uniformed Code of Military Justice



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- d. Differentiate between the three levels of court-martial as they pertain to court composition and the types of cases heard by each level
- e. Define key words: admissible, admonition, Article 15, censure, coerced, General Court-Martial, Special Court-Martial, Summary Court-Martial, Uniformed Code of Military Justice

***Academic Standard(s):***

**SSCG22 The student will demonstrate knowledge of the criminal justice process.**

- a. Analyze the steps in the criminal justice process.
- b. Explain an individual's due process rights.
- c. Describe the steps in a criminal trial or civil suit.
- d. Examine the different types of sentences a convicted person can receive.

**PS-LE2- 30. Students will determine their role as a citizen of a constitutional democracy**

- a. Explain the relationship between self-interest and the common good
- b. Describe the differences between citizens and resident aliens
- c. Compare and contrast how citizenship in a constitutional democracy differs from citizenship in a totalitarian state
- d. Show how citizens can exercise their rights and responsibilities in a Constitutional democracy

***Academic Standard(s):***

**SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.**

- d. Analyze the relationship among state and local governments.
- e. Evaluate direct democracy by the initiative, referendum, and processes.

**PS-LE2- 31 Students will predict how increased diversity, technological changes, closer international relationships, and current constitutional issues are likely to affect life as an American citizen over the next 10 years**

- a. Analyze developments taking place in the world that may impact the future of American citizenship

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- b. Evaluate the impact of increased diversity in society on the political system
- c. Assess the potential impact of increasingly sophisticated technology on representative democracy
- d. Determine how changes in the complexity of American society create new constitutional issues
- e. Research constitutional issues currently being raised in American society
- f. Describe unenumerated rights and the controversies raised by the Ninth Amendment

***Academic Standard(s):***

**SSCG7** The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions

**SSCG17** The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- e. Evaluate direct democracy by the initiative, referendum, and processes.

**PS-LE2- 32** Students will illustrate similarities and differences between the American view of human rights and the views held by other constitutional governments

- a. Describe the influence of American ideas about government and individual rights have had on other nations of the world
- b. Compare and contrast how constitutional democracy in other nations differs from constitutional democracy in the United States
- c. Compare and contrast the differences between the Bill of Rights and the Universal Declaration of Human Rights and between negative and positive rights
- d. Defend positions on what rights, if any, in the Universal Declaration of Human Rights should be established in the United States

***Academic Standard(s):***

**SSCG1** The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna

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Carta, the Petition of Rights, and the English Bill of Rights.

## **FOUNDATIONS for SUCCESS- MAKING A DIFFERENCE WITH SERVICE LEARNING**

### **PS-LE2- 33.Students will prepare for a service learning project**

- a. Identify the steps needed in conduct a service learning experience
- b. Identify the essential components of a service learning project
- c. Assess the role of teamwork in completing a service learning project
- d. Develop a service learning project plan
- e. Define key words: experiential learning, exploratory project, field education, problem-based learning, training

#### **Academic Standard(s):**

**SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions**

### **PS-LE2- 34. Students will evaluate the effectiveness of a service learning project**

- a. Relate the projected goals of a service learning project to the project results
- b. Assess the role of structured reflection in extending learning
- c. Evaluate a service learning experience using the four quadrant model
- d. Define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project

#### **Academic Standard(s):**

**SCSh4 Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.**

- a. Develop and use systematic procedures for recording and organizing information.
- b. Use technology to produce tables and graphs.
- c. Use technology to develop, test, and revise experimental or mathematical models.

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**MM1P5. Students will represent mathematics in multiple ways.**

c. Use representations to model and interpret physical, social, and mathematical phenomena.

## **FOUNDATIONS for SUCCESS – CADET CHALLENGE**

**PS-LE2- 35. Students will develop a personal exercise program and learn to take responsibility for their actions and choices.**

- a. Compare the Cadet Challenge to the Presidential Physical Fitness Award
- b. Participate in the Cadet Challenge fitness assessment and appropriate health related activities.
- c. Use fitness assessment results to establish individual goals for all five health related fitness components.
- d. Develop a personal fitness plan to attain individual goals.
- e. Assess personal fitness outcomes following a period of training.
- f. Create a personal fitness plan that promotes health related fitness, stress reduction and weight control in school and non school settings.

### ***Academic Standard(s):***

**SAP2 Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body.**

b. Explain how the skeletal structures provide support and protection for tissues, and function together with the muscular system to make movements possible.

**SCSh4 Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.**

- a. Develop and use systematic procedures for recording and organizing information.
- b. Use technology to produce tables and graphs.

**SC6 Students will understand the effects motion of atoms and molecules in chemical and physical processes.**

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b. Collect data and calculate the amount of heat given off or taken in by chemical or physical processes.

## Reading Across the Curriculum

### Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books
  - Discuss messages and themes from books in all subject areas.

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- Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
- Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
- Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

### **CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

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**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.