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PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC - Army
COURSE TITLE: Leadership Education 3

This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated.

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

CITIZENSHIP IN Action– Foundations of Army JROTC and Getting Involved

PS-LE3-1. Students will demonstrate command and staff principles while performing the duties of an earned leadership position within the cadet battalion organization.

- a. Compare and contrast staff responsibilities and evaluate three common procedures used to coordinate staff actions
- b. Classify the three types of staffs and evaluate their relationship to the commander
- c. Sequence the nine-steps of command and staff actions
- d. Clarify the scope and purpose of the commander's estimate
- e. Perform assigned leadership duties
- e. Define key words: coordinating staff, course of action, echelon, personal staff, special staff

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

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MC4P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely

.MM3P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

- a. Participate in real or simulated cultural events.
- b. Discuss patterns of behavior typically associated with culture(s).

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

- c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

SSSocC3 Students will analyze social structure and interaction within society.

- d. Analyze the components, varieties, and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.
- e. Analyze the strengths and weaknesses of formal organizations and bureaucracies.

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LEADERSHIP THEORY AND APPLICATION: Leadership Strategies

PS-LE3- 2 Students will employ strategies for neutralizing the impact of personal prejudices and stereotypes on relationships with others

- a. Analyze how people display prejudice toward others
- b. Identify reasons for discrimination and stereotyping
- c. Induce ways a leader can guide diverse groups to work together as a team
- d. Create a personal plan of action to counteract prejudices, stereotypes and misconceptions about others
- e. Define key words: culture, discrimination, ethnic, impartial, inclusionary, minority, stereotype, synergy

Academic Standard(s):

SSWG2 The student will explain the cultural aspects of geography

- d. Explain the how the development of customs and traditions help to define a culture and a people.

MLVIII.CU1 The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated on topics related to philosophy, social issues, regionalisms, and traditions.

The students:

- b. Recognize target culture influences on the products and practices of the target culture(s).
- c. Recognize the target culture's influences on the products and practices of culture(s).

SSPSP1 The student will analyze the impact of the social environment on behaviors and attitudes

- a. Explain phenomena that result from the influence of the social environment on the individual and vice versa; include obedience, social facilitation, social loafing

PS-LE3- 3 Students will formulate a developmental counseling plan

- a. Summarize performance indicators used to assess leadership skills
- b. Assess the qualities and skills of an effective counselor
- c. Research effective assessment and counseling strategies
- d. Demonstrate effective counseling skills in a variety of leadership situations
- e. Define key words: communication, counseling, development, evaluation, flexibility, purpose, support

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Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

PS-LE3- 4 Students will negotiate a win/win solution for a given situation

- a. Evaluate how trust and betrayal affects relationships
- b. Compare and contrast the effects of competition and collaboration in relationships
- c. Analyze the effects of win-lose, win-win, and lose-lose strategies in negotiations
- d. Summarize the strategies used during the negotiation process
- e. Define key words: negotiation, principled negotiation

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

SCSh3 Students will identify and investigate problems scientifically.

- a. Suggest reasonable hypotheses for identified problems.
- b. Develop procedures for solving scientific problems.
- c. Collect, organize and record appropriate data.
- d. Graphically compare and analyze data points and/or summary statistics.
- e. Develop reasonable conclusions based on data collected.
- f. Evaluate whether conclusions are reasonable by reviewing the process and checking against other available information.

SSSocSC1 Students will explain the process of socialization

a. Identify and describes the roles and responsibilities of an individual in society.

PS-LE3- 5 Students will solve a problem using the seven-step problem-solving process

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- a. Sequence the seven-step problem-solving process
- b. Summarize the decision-making process
- c. Evaluate behaviors that contribute to or block efforts to solve a group problem
- d. Identify the problem solving and decision making process in a given case study
- e. Define key words: cohesive, contingencies, improving, influencing, intuitions, non-judgments, objectively, operating

Academic Standard(s):

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

- c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

SSSocC3 Students will analyze social structure and interaction within society

- e. Analyze the strengths and weaknesses of formal organizations and bureaucracies

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.

LEADERSHIP THEORY AND APPLICATION: LEADING OTHERS

PS-LE3- 6 Students will execute platoon drills

- a. Determine the correct response to the commands when forming and marching a platoon element
- b. Compare and contrast platoon level drill with squad level drill
- c. Demonstrate proficiency in drill commands while performing in a platoon formation
- d. Evaluate drill performance and provide constructive feedback
- d. Define key words: cover, flank, formations, interval, line, pivot

Academic Standard(s):

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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.

PS-LE3- 7 Students will perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader

- a. Classify the duties and responsibilities of the different leadership positions within a platoon
- b. Evaluate the four steps leaders should use when assuming a new leadership position
- c. Identify a leadership position and summarize individual qualifications to serve
- d. Define key words: implement, observe, plan

Academic Standard(s):

SSSocC3 Students will analyze social structure and interaction within society

Analyze the components, varieties and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

- c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

Foundations for Success: Presenting Skills

PS-LE3- 8 Students will organize writing for a specific purpose

- a. Identify situations where writing is an appropriate form of communication
- b. Evaluate various writing techniques
- c. Determine how to use writing to express your needs
- d. Explain how to effectively organize writing assignments

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Academic Standard(s):

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Critical Component: When responding to written and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Assesses the ways language and delivery affect the mood and tone of the oral communication and impact the audience.
- b. Analyzes the types of arguments used by the speaker, including argument by authority, emotion, and logic.
- c. Formulates judgments about ideas under discussion and supports those judgments with convincing evidence.
- e. Creates an appropriate scoring guide to prepare, improve, and assess presentations.
- f. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.
- h. Identifies differences between the voice, tone, and diction used in media presentations (e.g., documentary films, news broadcasts, taped interviews) and informal speech.

PS-LE3- 9 Students will write a speech for a specific purpose

- a. Identify ways to create interesting speech introductions
- b. Compare and contrast different types of speeches and occasions for which speeches are used
- c. Describe how to organize effective speeches
- d. Define key words: articulate, commemorative, demographic, descriptive, dramatic statement, eye contact, impromptu, logical, modulation, operational, persuasive, tone, statement, vocal qualities, volume

Academic Standard(s):

ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student

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- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
- d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- e. Writes texts of a length appropriate to address the topic or tell the story.
- f. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

PS-LE3-10 Students will present a speech for a specific purpose

- a. Identify ways to improve speaking skills
- b. Develop a plan a plan to improve speaking ability by avoiding common mistakes
- c. Develop coping strategies for stressful speaking situations
- d. Utilize visual aids to support the speech
- d. Define key words: constructive criticism, coping strategy

Academic Standard(s):

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
- d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- e. Writes texts of a length appropriate to address the topic or tell the story.
- f. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

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Foundations for Success: MANAGING CONFLICT

PS-LE3-11 Students will apply anger management strategies

- a. Determine the common causes and effects of anger in interpersonal relationships
- b. Select strategies for controlling anger
- c. Research the role of empathy in reducing anger
- d. Create an individualized anger management plan
- e. Define key words: aggression, anger management, assertion, change orientation, deference, empathy

Academic Standard(s):

SSPBF3 The student will discuss the components of stress

- a. Categorize and explain the different physiological and psychological reactions to stress
- b. Identify strategies to deal with stress that promote health; include coping strategies and behavioral modification

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

- b. Analyzes the types of arguments used by the speaker, including argument by authority, emotion, and logic.

PS-LE3- 12 Students will develop strategies for resolving conflict in a diverse, multi-cultural setting

- a. Assess how age, race, ethnicity, gender, and other aspects of diversity impact perceptions of self and others
- b. Compare and contrast two or more points of view and the reasons behind them
- c. Clarify particular points of disagreement and agreement
- d. Formulate appropriate intervention guidelines
- e. Analyze techniques for reducing conflict within a diverse population

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f. Define key words: stereotype, prejudice, discrimination, scapegoating, bigotry, racism, anti-Semitism

Academic Standard(s):

SSSocIC1 Students will analyze forms of social inequality

Analyze the sources and effects of stratification on the basis of social class; race and ethnicity; gender; age; and emotional, mental, and physical disabilities

SSWG2 The student will explain the cultural aspects of geography

d. Explain the how the development of customs and traditions help to define a culture and a people

PS-LE3- 13 Students will apply mediation techniques to resolve conflict

- a. Differentiate between arbitration and mediation
- b. Determine the role of a mediator and the qualities required to fulfill that role
- c. Create ground rules for the mediation process
- d. Facilitate the steps in the mediation process
- e. Adapt active listening skills to the mediation process
- f. Mediate a situation requiring conflict resolution
- g. Define key words: arbitration, empathy, mediation, anger management, violence prevention

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

SSSocC3 Students will analyze social structure and interaction within society

Analyze the components, varieties, and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and group think

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PS-LE3- 14 Students will apply strategies to prevent violence

- a. Differentiate between violent and non-violent responses to anger
- b. Compare and contrast violence prevention techniques
- c. Evaluate strategies for preventing violence
- d. Create an individualized Violence Prevention Action Plan
- e. Define key words: violence, prevention, decision-point

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

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

- c. Describe how the body perceives internal and external stimuli and responds to maintain a stable internal environment, as it relates to biofeedback.

SSPSP1 The student will analyze the impact of the social environment on behaviors and attitudes

Explain phenomena that result from the influence of the social environment on the individual and vice versa; include obedience, social facilitation, social loafing, bystander apathy, conformity, group think, group polarization, and deindividuation

Foundations for Success: Making a Difference with Service Learning.

PS-LE3- 15 Students will prepare a service learning project.

- a. Identify the steps needed to conduct a service learning project .
- 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 plan.
- e. Define key words

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PS-LE3-16 Students will evaluate the effectiveness of a service learning project .

- a. Relate the projected goal 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, Indirect Service, Integration, Observation, Placement, Project.

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

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.

MM1P5. Students will represent mathematics in multiple ways.

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

Foundations for Success: Career Planning

PS-LE3-17 Students will investigate a career

- a. Evaluate personal strengths and interests and link them to possible career paths
- b. Research jobs/careers of interest
- c. Explore the difference between a job and a career.
- d. Determine qualifications and education/training necessary for desired career.
- e. Discuss the effects of education and training on a career
- f. Identify the steps in developing a career exploration strategy
- g. Analyze future job trends

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h. Define key words: advancement, attitude, career, employee, entrepreneur, internship, job, job posting, mentor, occupation, profession, promotion, telecommuting, virtual worker, vocation

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.

MM1P5. Students will represent mathematics in multiple ways.

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

PS-LE3- 18 Students will create a personalized career portfolio

- a. Explain the importance of developing and maintaining a career portfolio
- b. Identify components to include in a career portfolio
- c. Determine what best represents personal achievements and goals
- d. Evaluate documents to include in a career portfolio
- e. Define key words: employment application, interview, networking, portfolio, resume, success

Academic Standard(s):

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- e. Writes texts of a length appropriate to address the topic or tell the story.

PS-LE3- 19 Students will relate the military to individual career goals

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- a. Determine the difference between three career paths available in the U.S. Armed Forces
- b. Classify four ways to become a commissioned officer
- c. Research basic enlistment qualifications and process to enter the military
- d. Assess benefits provided to enlisted members of the military
- e. Summarize the purpose of the Selective Service
- f. Define key words: active duty, commissary, counterparts, enlistment, exchange, prerequisite, recruiter, reserves

Academic Standard(s):

MM3P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

PS-LE3- 20 Students will create a College Preparation Action Plan

- a. Research different types of colleges
- b. Sequence the admissions process
- c. Explore ways to finance college
- d. Identify educational institutions and majors that fit personal needs
- e. Define key words: academic, admissions, aptitude tests, college, distance education, financial aid, grants, registration, scholarships, tuition, university

Academic Standard(s):

MM3P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

Foundations for Success: Planning Skills and Social Responsibility

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PS-LE3- 21 Students will apply effective decision-making process to personal situations

- a. Relate how decision-making impacts life
- b. Distinguish between decision-making and problem solving
- c. Distinguish among effective and ineffective decision-making strategies
- d. Identify the features and benefits of the decision-making processes
- e. Develop an individualized action plan
- f. Define key words: Criteria Filter, idleness, intuition, Routinization

Academic Standard(s):

SSSocSC1 Students will explain the process of socialization

- d. Evaluate the factors that socialize the individual: include family, peers, education, media, and religion

MM3P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

PS-LE3- 22 Students will develop a personal goals action plan

- a. Define goals
- b. Differentiate between short-, medium-, and long-term goals
- c. Analyze goals to determine what makes goals meaningful
- d. Identify the criteria for well-defined goals
- e. Define key words: goals, goal-setting, long-term goal, mid-term goal, short-term goal

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

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- b. Explain that rational decisions occur when the marginal benefits of an action

PS-LE3-23 Students will develop a personal time management plan

- a. Distinguish between time efficiencies and wasters
- b. Relate time management to personal goals
- c. Develop daily, weekly and quarterly time management plans
- d. Define key words: agenda, procrastination, time management, time wasters

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action

PS-LE3- 24 Students will apply the rules of etiquette in social situations

- a. Prepare invitations and thank-you notes
- b. Exhibit appropriate etiquette when making introductions
- c. Demonstrate proper dining etiquette
- d. Define key words: comradeship, curtly, dining in, dining out, etiquette, martial, monopolize, palate, place cards, protocol, receiving line, repast, sorbet, stag, stilted, tines

Academic Standard(s):

MLIV.IP1 The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate. The students:

- a. Express needs and desires.
- b. Share emotions and preferences.
- c. Elicit and express opinions and information.

Foundations for Success: NEFE High School Financial Planning Program.

PS-LE3- 25 Students will create a personal financial plan.

- a. Outline a plan to meet personal financial goals.

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- b. Identify short-term, intermediate-term, and long –term financial goals.
- c. Analyze an individual Personal Spending Record.
- d. Assess currency and accuracy of goals.
- b. Create a plan to meet individual financial goals.
- f. Monitor and modify a personal financial plan.

PS-LE3- 26 Students will create a personal budget.

- a. Itemize income and expenses.
- b. Evaluate personal and financial goals with spending habits.
- c. Prepare a budget utilizing spreadsheet software.

PS-LE3- 27. Students will create a personal saving and investing plan.

- a. Chart a plan for future savings and investments.
- b. Forecast the potential growth of at least three income and growth investments.
- c. Align savings and investments plans with financial goals.
- d. Create a spreadsheet that displays the plan.

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

MC4P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

.MM3P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena

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CITIZENSHIP IN AMERICAN HISTORY AND GOVERNMENT- Critical Thinking in Citizenship

PS-LE3-28 Students will investigate how leadership choices and decisions can lead to good and/or bad consequences

- a. Assess how the 11 principles of leadership apply to decision making
- b. Apply the decision-making process to leadership decisions
- c. Define key words: After Action Review, contingency

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

SSPBC2 The student will analyze key concepts associated with information processing.

- d. Explain the phenomena involved in problem solving and decision making; include heuristics, algorithms, biases, expectancies, and mental set.

PS-LE3-29 Students will illustrate how ethical choices and decisions can lead to good and/or bad consequences

- a. Differentiate between ethical and unethical behavior
- b. Examine ethics codes
- c. Explore how circumstances impact an ethical dilemma
- d. Discuss the consequences of ethical and unethical decisions
- e. Define key word: ethical dilemma

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

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SSPBC2 The student will analyze key concepts associated with information processing.

d. Explain the phenomena involved in problem solving and decision making; include heuristics, algorithms, biases, expectancies, and mental set.

SSSocC3 Students will analyze social structure and interaction within society.

d. Analyze the components, varieties, and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.

PS-LE3-30 Students will predict how American choices and decisions can affect those in other countries differently from the way in which they affect Americans

- a. Compare and contrast characteristics of developed and developing nations
- b. Summarize the main goals of American Foreign Policy
- c. Research ways that nations can cooperate to solve global problems
- d. Examine ways that American political, military, economic, and humanitarian choices affect other nations
- e. Define key words: aggression, deterrence, diplomacy, foreign policy, intelligence, nationalism, sanctions, standard of living, summit meeting, terrorism

Academic Standard(s):

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

- a. Participate in real or simulated cultural events.
- b. Discuss patterns of behavior typically associated with culture(s).

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).

SSSocIC2 Students will analyze social change processes in a society.

- b. Explain the impact of globalization on social change.

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c. Evaluate the impact of technology on social change.

PS-LE3- 31 Students will outline how major decisions (leadership, ethical, or global) have led to significant events in American history

- a. Research ways leadership, ethical, global decisions have impacted history
- b. Relate how historic events have influenced leadership, ethical, and global decisions
- c. Investigate historic actions and decisions that have influenced citizens today
- d. Define key terms: chronological, timeline

Academic Standard(s):

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).

SSSocIC2 Students will analyze social change processes in a society.

- b. Explain the impact of globalization on social change.

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE3- 32. 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.

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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.

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

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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.
 - 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.

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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.

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.

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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.