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**PROGRAM CONCENTRATION:**

**Government & Public Safety**

**CAREER PATHWAY:**

**JROTC - Army**

**COURSE TITLE:**

**Leadership Education 4**

**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 standards.

### **CITIZENSHIP IN ACTION-Service to The Nation**

**PS-LE4-1. Students will explore the purpose of the United States Department of Defense**

- a. Examine the mission of the Department of Defense
- b. Identify the four major responsibilities inherent to the Department of Defense's mission
- c. Explain civilian control over the military
- d. Determine the relationship between the Joint Chiefs of Staff and the Department of Defense
- e. Define key words: operational commands, specified, strategic, tactical, theater, unified commands
- f. Design a basic organizational chart depicting the Department of Defense

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

**SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.**

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

**SSSocC3 Students will analyze social structure and interaction within society.**

- a. Explain the components of social structure; include status, role and social institutions.

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**PS-LE4-2. Students will relate the role of the Active Army to the United States Army**

- a. Explain the mission of the United States Army
- b. Identify the organizational components of the Army
- c. Classify the four types of Army operations
- d. Distinguish between the different elements of combat power
- e. Describe the three components of offensive maneuver
- f. Explain the three elements of combined arms tactics
- g. Define key words: 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

**Academic Standard(s):**

**SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.**

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

**PS-LE4-3. Students will distinguish among the Reserve Components of the United States Army**

- a. Identify the components of the Total Force
- b. Distinguish between the National Guard and Reserves
- c. Research the significance of the Posse Comitatus
- d. Determine the important roles of Department of Defense civilians
- e. Define key words: citizen-soldier, combatant, militia, mobilize, reserve corps

**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).**

**SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.**

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.
- b. Explain the functions of the Cabinet.

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**SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.**

a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

## **LEADERSHIP THEORY & APPLICATION-Leadership Principles**

**PS-LE4-4. Students will outline a personal plan to build strong relationships with team members**

- a. Research the different types of power and influence
- b. Determine the appropriate application of power and influence
- c. Evaluate how individual and system power can be used to increase performance
- d. Define key words: coercive power, defensive, developmental, expert power, legitimate power, referent power, relinquishing, reward power

***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.

**SSSocC3 Students will analyze social structure and interaction within society.**

- a. Explain the components of social structure; include status, role and social institutions.
- c. Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.
- 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-LE4-5. Students will assess personal leadership style.**

- a. Describe different styles of leadership
- b. Evaluate which leadership styles are best suited for different situations
- c. Determine ways to improve management skills
- d. Define key words: directing, delegating, participating, leadership style

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

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**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, bystander apathy, conformity, groupthink, group polarization, and deindividuation.

**PS-LE4-6. Students will assess personal management skills**

- a. Identify five management principles
- b. Compare and contrast management skills and leadership skills
- c. Define key words: management, mandatory, procrastinate, resources, visualize

**Academic Standard(s):**

**SSCG10.** The student will describe the legislative process, including the roles played by committees and leadership.

- c. Explain the function of various leadership positions within the legislature.

**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, bystander apathy, conformity, groupthink, group polarization, and deindividuation.

**PS-LE4-7. Students will adapt communication to give direction and provide feedback to others**

- a. Determine how communication is important for effective leadership
- b. Explain the basic flow and purpose of informal communication
- c. Research the major elements of a communication model
- d. Formulate how to overcome barriers of effective communication
- e. Define key words: communication, decodes, emotional intelligence, encodes, feedback, message, transference, transmitted

**Academic Standard(s):**

**SSSocC1 students will explain the process of socialization.**

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

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

e. Analyze how individuals are socialized by gender and race/ethnicity.

**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.

a. Assesses the ways language and delivery affect the mood and tone of the oral communication and impact the audience.

f. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.

**PS-LE4-8. Students will employ motivation strategies that inspire others to achieve goals**

a. Determine how individual performance within a group is influenced by expectations, ability, and motivation

b. Research the 14 Principles of Motivation

c. Define key words: alleviate, complement, intangible, prejudicial

**Academic Standard(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, bystander apathy, conformity, groupthink, group polarization, and deindividuation.

**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.

## **FOUNDATIONS FOR SUCCESS-NEFE High School Financial Planning Program**

**PS-LE4-9. Students will appraise personal credit worthiness**

a. Determine the advantages of using credit

b. Identify the various costs related to credit

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- c. Compare and contrast common sources for building credit
- d. Discuss the factors to consider when establishing credit
- e. Define key words: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term

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

**SSEPF4 The student will evaluate the costs and benefits of using credit.**

- a. List factors that affect credit worthiness.
- b. Compare interest rates on loans and credit cards from different institutions.
- c. Explain the difference between simple and compound interest rates.

**MM1P1. Students will solve problems (using appropriate technology).**

- b. Solve problems that arise in mathematics and in other contexts.
- c. Apply and adapt a variety of appropriate strategies to solve problems.

**PS-LE4-10. Students will relate insurance to current and future personal needs**

- a. Determine how insurance works
- b. Classify general types of insurance, including health, property, life, disability, and liability
- c. Research the costs associated with insurance coverage
- d. Define key words: deductible, insurance, insurance premium, risk management

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

**SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.**

- a. List various types of insurance such as automobile, health, life, disability and property.
- b. Explain the costs and benefits associated with different types of insurance.

**FOUNDATIONS FOR SUCCESS-Teaching Skills**

**PS-LE4-11. Students will prepare to teach.**

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

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d. Define key words: competency, learning objective, learning outcomes, lesson plan, measurable, prerequisite, training aids

*Academic Standard(s):*

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

a. Describe the components of the human information system; include working memory, long term memory, sensory memory, and attention.

b. Evaluate strategies that enhance memory; include mnemonics, rehearsal, and elaboration.

**PS-LE4-12. Students will develop a lesson plan.**

a. Explain the purpose of a lesson plan

b. Describe the four-phases of a lesson plan

c. Relate teaching and learning to the four-phase lesson plan model

d. Relate learning activities to learning objectives

e. Associate active learning principles to effective lesson plan development

f. Define key words: Energizer, facilitator, focus, Gather, Inquire, Process, reflection

*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.

f. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

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

a. Describe the components of the human information system; include working memory, long term memory, sensory memory, and attention.

b. Evaluate strategies that enhance memory; include mnemonics, rehearsal, and elaboration.

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

**SSPVB1 The student will analyze concepts related to the measurement and nature of intelligence.**

a. Differentiate between general and multiple intelligences.

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**PS-LE4-13. Students will use effective teaching methods to deliver instruction.**

- a. Compare lesson objectives to learning objectives
- b. Distinguish among the seven teaching methods
- c. Identify the five types of practice exercises
- d. Define key words: brainstorming, case study, coach-pupil exercises, conference, demonstration, discussion, gaming, group performance, independent exercises, lecture, practical exercises, role-play, and team practical exercises

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

**SSPVB1 The student will analyze concepts related to the measurement and nature of intelligence.**

- a. Differentiate between general and multiple intelligences.

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

- a. Describe the components of the human information system; include working memory, long term memory, sensory memory, and attention.
- b. Evaluate strategies that enhance memory; include mnemonics, rehearsal, and elaboration.

**PS-LE4-14. Students will incorporate a variety of strategies into a lesson plan.**

- a. Assess the benefits of using cooperative learning strategies in the classroom.
- b. Identify cooperative learning strategies that encourage team building
- c. Determine cooperative learning strategies that requires students to respond to questions posed in the lesson
- d. Research cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time
- e. Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom
- f. Define key words: cooperative learning strategy, team-building exercise

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

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

- a. Describe the components of the human information system; include working memory, long term memory, sensory memory, and attention.
- b. Evaluate strategies that enhance memory; include mnemonics, rehearsal, and elaboration

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**PS-LE4-15. Students will use Thinking Maps® and Graphic Organizers as tools for teaching others**

- a. Identify the factors associated with brain-based learning
- b. Describe the benefits of graphic organizers to the learner
- c. Compare and contrast different types of graphic organizers
- d. Match thinking processes in learning to Thinking Maps®
- e. Define key words: 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

**Academic Standard(s):**

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

- a. Describe the components of the human information system; include working memory, long term memory, sensory memory, and attention.
- b. Evaluate strategies that enhance memory; include mnemonics, rehearsal, and elaboration.
- d. Explain the phenomena involved in problem solving and decision making; include heuristics, algorithms, biases, expectancies, and mental set.

**SSPVB1 The student will analyze concepts related to the measurement and nature of intelligence.**

- a. Differentiate between general and multiple intelligences.

**MM1A1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.**

- e. Relate to a given context the characteristics of a function, and use graphs and tables to investigate its behavior.

**MA2D4. Students will understand the differences between experimental and observational studies by posing questions and collecting, analyzing, and interpreting data.**

**PS-LE4-16. Students will use feedback to enhance learning in the classroom.**

- a. Describe the purpose of feedback in the classroom
- b. Explain four ways that feedback can be effective
- c. Identify the five characteristics or conditions of effective feedback
- d. Identify the basic ground rules and tips for giving effective feedback
- e. Define key words: acceptability, clarify, comprehensive, constructive, conviction, criteria, feedback, flexibility, jargon, modify, objectivity, preconceived, rapport, reinforce

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**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.

- a. Assesses the ways language and delivery affect the mood and tone of the oral communication and impact the audience.
- f. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.

**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.

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

**PS-LE4- 17. 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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g. Define the key words: aerobic, anaerobic, calisthenics, cardio respiratory, isokinetic, isometric, isotonic, obesity and tone.

**Academic Standard(s):**

**MM1A1.** Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

e. Relate to a given context the characteristics of a function, and use graphs and tables to investigate its behavior.

**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.

## 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

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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.

### **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

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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.

**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.