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**PROGRAM CONCENTRATION:** Government & Public Safety  
**CAREER PATHWAY:** JROTC - Army  
**COURSE TITLE:** Leadership Education 6

**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 expands on the skills taught in JROTC 5. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included.

### **ARMY JROTC – Citizenship: Service to the Nation**

**PS-LE6-1. Students will develop an understanding of the contributions and sacrifices of the Tuskegee Airmen during Word War II.**

- a. Research the development, training, and accomplishments of the Tuskegee Airman.
- b. Develop a lasting understanding of the contributions made by the Tuskegee Airman.
- c. Compare and contrast the sacrifices made by service members and their families during World War II and the present.
- e. Define key words: Tuskegee Airman, P51 Mustang, Army Air Corps, Desegregation and Congressional Gold Medal

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

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

- c. Explain major events including the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
- d. Describe war mobilization, as indicated by rationing, war-time conversion, and the

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role of women in war industries.

**SSUSH22 The student will identify dimensions of the Civil Rights movement 1945-1970.**

- a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government.
- e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

**Leadership: Leadership Planning**

**PS-LE6-2. Students will create a plan of action to develop leadership skills through the Leadership Development Program.**

- a. Classify the components of the Leadership Development Program
- b. Analyze the seven values of leadership.
- c. Evaluate the 15 dimensions of leadership.
- d. Define key words: assess, conceptual skills, executing, interpersonal skills, technical skills.

**PS-LE6-3. Students will establish performance goals.**

- a. Relate the value of goal setting to task achievement.
- b. Induce how a positive leadership role motivates others.
- c. Relate how goal setting affects achievements and motivation.
- d. Infer feelings and outcomes of winning and losing.
- e. Define key words: goals, priority and tangible.

**PS-LE6-4. Students will prepare for a meeting.**

- a. Formulate a plan for a meeting.
- b. Outline the general rules for leading and participating in effective meetings.
- c. Define key words: agenda, attendance, conclude, facilitate.

**PS-LE6-5. Students understand the components of leadership and explain how learning styles and preferences impact learning.**

- a. Investigate the role of discipline in leadership.
- b. Evaluate examples of effective supervisory skills.
- c. Define key words: correction, discipline, motivation, supervising, and teaching.

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**Geography, Map Skills and Environmental Awareness: Exploring the World**

**PS-LE6-6. Student will show how geographic characteristics interact to form unique cultures of North America.**

- a. Describe principal physical features of the continent of North America.
- b. Summarize the physical and human characteristics of countries and regions in North America.
- c. Predict how the interactions between groups of people in North America affect the area's cultural, economic, and political characteristics.
- d. Define Key Words: Catholic, Cay, Collective, Columbian Exchange, Commonwealth, Continental Divide, Coral, Cordillera, Dominion, Drainage Basin, Fragmented State, Hurricane, Hydroelectric Power, Isthmus, Literacy, Plural State, Postindustrial, Prairie, Protestant, Semiautonomous, Standard of Living, Tributaries, Tundra.

**PS-LE6-7. Student will show how geographic characteristics interact to form unique cultures of South America.**

- a. Describe principal physical features of the continent of South America
- b. Summarize the physical and human characteristic of South American countries and regions.
- c. Predict how the interactions between groups of people in South America can affect the area's cultural, economic, and political characteristic.
- d. Characterize places in South America based on common characteristics and recognize the distribution of those characteristics across the earth's surface.
- e. Define key words: Basin, Canopy, El Nino, Mestizo, and Savanna.

**PS-LE6-8. Student will show how geographic characteristics interact to form unique cultures of Europe.**

- a. Describe principal physical features of the continent of Europe.
- b. Summarize the physical and human characteristics of the countries.
- c. Characterize places in Europe based on common characteristics of the earth's surface.
- g. Define key words: Celtic, Clans, Fjords, Geysers, Gulf Stream, Orthodox Church, Slavs.

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**PS-LE6-9. Student will explore the unique geographic characteristics of Asia.**

- a. Describe principal physical features of the continent of Asia.
- b. Summarize the physical and human characteristics of Asian countries and regions.
- c. Predict how the interactions between groups of people in Asia affect the area's cultural, economic, and political characteristic.
- d. Define Key Words: Atheist, Buddhist, Confucianism, Homogenous, Monsoon, Sultanate.

**PS-LE6-10. Student will show how geographic characteristics interact to form unique cultures of Africa.**

- a. Describe principal physical features of the continent of Africa.
- b. Summarize the physical and human characteristics of countries and regions of Africa.
- c. Characterize places in Africa based on characteristics across the earth's surface.
- d. Research current events in Africa.
- e. Define Key Words: Deforestation, Desertification, famine, Nomadic, Oases.

**PS-LE6-11. Student will explore the unique geographic characteristics of Australia and Oceania.**

- a. Describe principal physical features of Australia and Oceania.
- b. Summarize the physical and human characteristics of countries and regions of Australia and Oceania.
- c. Predict how the interactions between groups of people in Australia/Oceania can affect the areas cultural, economic and political characteristic.
- d. Compare and contrast places in Australia and Oceania to other areas of the earth's surface.
- e. Define Key Words: Coral Reef, Micronesia, Melanesia, Polynesia, Outback, Maritime.

**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

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used to describe a place.

b. Explain how human characteristics including population settlement patterns and human activities such as agriculture and industry can describe a place.

c. Analyze the interrelationship between physical and human characteristics of a place.

**SSWG2 The student will explain the cultural aspects of geography**

a. Describe the concept of place by explaining how the culture of a region is product of the regions physical characteristics.

b. Explain how cultural characteristics of a place can be used to describe a place.

c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.

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

**SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.**

a. Describe the location of major physical features and their impact on North Africa/Southwest Asia.

b. Describe the major climates of North Africa/Southwest Asia and how they have affected the development of North Africa/Southwest Asia.

c. Analyze the impact of natural resources, especially oil have on North Africa/Southwest Asia.

d. Analyze the impact of water supplies on the growth of population centers.

e. Explain the impact of Judaism, Christianity, and Islam on the development of the region's culture.

f. Explain why this region contains areas on two different continents.

g. Describe the major ethnic and cultural groups in North Africa/Southwest Asia including major customs and traditions

**SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.**

a. Describe the location of major physical features and their impact on Sub-Saharan Africa.

b. Describe the major climates of Sub-Saharan Africa and how they have affected the development of Sub-Saharan Africa.

c. Describe the pattern of population distribution in the countries of Sub-Saharan Africa in relation to urbanization and modernization.

d. Explain how Sub-Saharan Africa's physical features have impacted the distribution of its population.

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- e. Analyze how the migration of people such as the Bantu and Zulu have impacted the economic cultural and political aspects of Sub-Saharan Africa.
- f. Analyze the strengths and weaknesses in the development of Sub-Saharan Africa including factors such as linguistic, tribal, and religious diversity, literacy levels, and the colonial legacy.
- g. Describe the ethnic and religious groups in Sub-Saharan Africa including major customs and traditions.
- h. Analyze the impact of drought and desertification on Sub-Saharan Africa.

### **SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.**

- a. Describe the location of major physical features and their impact on the regions of Asia.
- b. Describe the major climates of each region and how they have affected each region's development.
- c. Analyze the impact of the topography and climate on population distribution in the regions.
- d. Describe the various ethnic and religious groups in the region and the affect of geography on their development and their major customs and traditions.
- e. Analyze the impact of population growth in the region on both the region and on other regions of the world including China, India, and Japan.
- f. Explain the division of the Indian-subcontinent into India and Pakistan and the eventual creation of Bangladesh.
- g. Describe the Pacific Rim and its cultural, political, and economic significance.

### **SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe.**

- a. Describe the location of major physical features and their impact on Europe.
- b. Describe the major climates of Europe and how they have affected Europe.
- c. Analyze the importance of Europe's coastal location, climatic characteristics, and river systems regarding population, economic development, and world influence.
- d. Describe the various ethnic and religious groups in Europe and the influence of geography on those groups and their major customs and traditions.
- e. Explain why Europe has a highly integrated network of highways, waterways, railroads, and airline linkages.
- f. Analyze the impact of geography on Russia in terms of population distribution, trade, and involvement in European affairs.
- g. Analyze the environmental issues associated with industrial and natural resource

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**SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.**

- a. Explain why the region is known as Latin America including cultural reasons.
- b. Describe the location of major physical features and their impact on Latin America.
- c. Describe the major climates of Latin America and how they have affected Latin America.
- d. Explain how geographic features and climatic patterns affect population distribution.
- e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.
- f. Describe the various ethnic and religious groups in Latin America including South America, Central America and the Caribbean including major customs and traditions.
- g. Analyze the impact of deforestation on Latin America and explain actions being taken.
- h. Explain how Latin American countries are developing their resources to compete in the global market and develop industry such as Brazil.
- i. Analyze the impact illegal drug production and trade have on Latin America.

**SSWG8 The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.**

- a. Describe the location of major physical features and their impact on the Canada and the United States.
- b. Describe the major climates of Canada and the United States and how they affect Canada and the United States.
- c. Explain the reasons for the population distribution in Canada and the United States.
- d. Explain how the physical geography of Canada and the United States contributed to regional growth and development.
- e. Describe the ethnic and religious groups in Canada and the United States including major customs and traditions.
- f. Analyze how transportation and communications improvements led to the growth of industry in the United States and the consequences of such growth especially environmentally for both Canada and the United States.

**SSWG9 The student will describe the interaction of physical and human systems that have shaped contemporary Oceania, including Australia, New Zealand, and Antarctica.**

- a. Describe the location of major physical features and their impact on the region.
- b. Describe the major climates and their impact on the region.



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- c. Analyze the impact isolation has had on the cultural and biological development of the region.
- d. Describe the various ethnic and religious groups including major customs and traditions.
- e. Explain how the migration of diverse ethnic groups and available natural resources has affected the economic and political development.
- f. Explain why it was necessary for world governments involved in the exploration of Antarctica to develop and sign the Antarctic Treaty of 1961.

**SSSocIC2 Students will analyze social change processes in a society.**

- a. Describe the various forms of collective behavior.
- b. Explain the impact of globalization on social change.

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

**PS-LE6-12. 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.
- 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.**



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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.

**Foundations for Success: Making a Difference with Service Learning.**

**PS-LE6-13. 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: Experiential Learning, Exploratory Project, Field Education, Problem-based Learning, and Training.

**PS-LE6-14. 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, Integration, Observation, Placement, and 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.

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- 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.

### **Leadership Theory and Application – Cadet Battalion Leadership**

**PS-LE6- 15. Students will demonstrate command and staff principles while performing the duties of an earned leadership position within the cadet battalion**

- a. Coordinate activities or work in conjunction with the personnel assigned under the assigned leadership position
- b. Determine and evaluate facts by exchanging information and ideas
- c. Solve problems relevant to the leadership position
- d. Coordinate and communicate the effort of the command
- e. Execute the decisions of the battalion leadership

***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.
- 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

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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.

### **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**

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**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.

### **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.

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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.

**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.

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