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PROGRAM CONCENTRATION: **Government & Public Safety**
CAREER PATHWAY: **JROTC - Army**
COURSE TITLE: **Leadership Education 8**

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 21st Century leadership responsibilities.

This laboratory course expands on the skills taught in JROTC 7 and reinforces previous leadership experiences. It allows students to continue to build their leadership, management, decision making and negotiating skills by serving in a variety of staff or leadership positions. Students create a career portfolio to plan for college or work. Students are expected to take leadership roles in the battalion and participate in community service or service learning projects based on their level of leadership development.

ARMY JROTC – LEADERSHIP EDUCATION TRAINING
<u>CITIZENSHIP IN ACTION-Service to the Nation: Contributions of the Military</u>

PS-LE8-1. Students will investigate the significant events leading up to and including the World War II in Europe and evaluate American military contributions.

a. Describe the major battles in the European Theater.
b. Illustrate life as a soldier at the front lines.
c. Compare and contrast eyewitness accounts or narratives by World War II veterans.
d. Write a news article describing the battle at Carentan, Operation Market Garden or Bastogne.
e. Write an essay from different points of view describing one of the battles and experiences of American veterans.
f. Define key terms: Allied Forces, Axis, Bastogne, Carentan, D-Day, Easy Company from the 101st Airborne 506th Parachute Infantry Division, European Theater, front lines, invasion, landing, military campaign, Operation Market Garden, paratrooper, sacrifice, and WWII.

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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).

SSWH17. The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.

c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.
f. Explain the aggression and conflict leading to World War II in Europe and Asia including the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudentenland.

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 role of women in war industries.

LEADERSHIP THEORY AND APPLICATION: Leader Development

PS-LE8-2. Students will reevaluate leadership strengths and opportunities for improvement.

a. Identify current leadership strengths and opportunities for improvement.
b. Describe leader behaviors that create the desire to follow.
c. Explore leader behaviors related to purpose, direction, and motivation.
d. Identify ways to develop individual leadership behaviors.
e. Define key words: behavior, direction, leadership, leadership interaction, motivation, and purpose.

PS-LE8-3. Students will compare leadership styles.

a. Describe how the individual's leadership has evolved.
b. Compare and contrast different approaches to leadership.
c. Examine how different leadership styles work best in different situations.

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d. Define key words: approach, behaviors approach, contingency approach, and traits approach.

PS-LE8-4. Students will develop a personal code of ethics, comparing the values it represents with the Army values.

a. Describe the values that leaders possess.
b. Assess how attitudes affect a person's actions.
c. Explore how life experiences affect a person's values.
d. Describe how the similarities and differences in people's values can impact how they interact with others.
e. Compare and contrast your values to Army values.
f. Define key words: beliefs, bribery, coercion, dilemma, duty, ethics, favoritism, honor, integrity, loyalty, norms, personal courage, prejudices, respect, selfless service, tenets, tunnel vision, unethical, and values.

PS-LE8-5. Students will draft a plan for using the 11 principles of leadership to improve leadership abilities.

a. Describe the 11 principles of leadership.
b. Describe the BE, KNOW, and DO attributes of a leader.
c. Define key words: attributes, censure, convictions, diversified, doctrine, philosophy, recrimination, and self-evaluation.

PS-LE8-6. Students will take action to prevent and/or stop sexual harassment and assault.

a. Determine the potential consequences of sexual harassment/assault for the individuals involved.
b. Assess the role of individual points of view in determining what sexual harassment is.
c. Describe leader behaviors that create the desire to follow.
d. Locate resources for assisting victims of sexual harassment or assault.
e. Define key words: date rape, perpetrator, sexism, sexual harassment, and vulnerable.

PS-LE8-7. Students will create a plan of action to develop leadership skills through the Leadership Development Program.

a. Identify past, present and future individual leadership opportunities.
b. Describe benefits of assuming leadership opportunities.
c. Illustrate how character impacts leadership.
d. Explain how the five components of the leadership process relate to performance standards.
e. Give details on how the Leadership Assessment process is used to assess performance and to provide effective assessment.

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f. Create a written assessment of your individual leadership abilities and potential using the elements of the Leadership Assessment Process.
g. Demonstrate understanding of a formal evaluation using the Leader Development Program.
h. Select and apply components of the Leader Development Program to subordinates.
i. Define key words: actions, assess, attributes, character, challenges, conceptual skills, counsel, evaluate, executing, interpersonal skills, leadership opportunity, performance, progress, reevaluate, retrain, technical skills, train, and values.

PS-LE8-8. Students will create a project management chart to plan a project.

a. Define the stages of project management.
b. Describe the four stages of project management.
c. Compare and contrast using PERT charts and Gantt charts for project management.
d. Select a school or community related project and prepare either a PERT chart or a Gantt chart to monitor performance.
e. Evaluate project results and make recommendations.
f. Define key terms: critical path method, expert advice, follow-up, Gantt chart, goals, implementation, objectivity, PERT chart, prevention, project management, recommendations, sequence, sub-divisions, thinking ahead, and time management.

PS-LE8-9. Students will create a mentorship plan with another cadet.

a. Identify mentor roles and responsibilities, and their positive impact.
b. Identify seven ways mentors can gain the trust and respect of subordinates and/or mentees.
c. Participate in a mentor-mentee role-play exercise using effective communication skills.
d. Describe the four phases of a mentoring program.
e. Develop a mentoring program in the JROTC battalion.
f. Implement an ongoing mentorship plan within the cadet battalion leadership program.
g. Define key words: actions, bias, choices, commitment, development, feedback, goal setting, inspirational, listening, mentee, mentoring, mentoring program, non-judgmental, respect, responsibility, role model, sensitive, socioeconomic, and stereotypes.

PS-LE8-10. Students will demonstrate command and staff principles while performing the duties of an earned leadership position within the cadet battalion.

a. Fulfill roles and responsibilities of assigned leadership or administrative position.
b. Collect information and advise the commander.
c. Develop courses of action with recommendations to the commander.
d. Translate decisions and plans into orders and translate orders to elements.
e. Supervise execution of plans and orders.
f. Take actions to carry out commander's intentions.

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g. Apply regulations and policies to the cadet organization.
h. Define Key words: chain of command, coordinating staff, course of action, duties, echelon, grade, personal staff, potential, rank, respect, responsibilities, span of control, special staff, succession, unity of command.

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 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.

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SSSocC3 Students will analyze social structure and interaction within society.

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.

SSSocC1 students will explain the process of socialization.

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

SSSocIC2 Students will analyze social change processes in a society.

a. Describe the various forms of collective behavior.

FOUNDATIONS for SUCCESS – TEACHING SKILLS

PS-LE8-11. Students will teach and co-facilitate Junior ROTC curriculum subjects as student instructors.

a. Discuss the importance of preparation to teach successfully.
b. Create effective learning outcomes.
c. Illustrate the use of motivation in teaching.
d. Identify the use of action verbs in effective teaching.
e. Demonstrate proper use of training aids.
f. Summarize six essential tips for lesson plan development.
g. Develop a lesson plan.
h. Teach and/or facilitate with targeted competencies and supporting learning objectives.
i. Define key words: curriculum, competency, learning objectives, learning outcomes, lesson plan, measurable, prerequisite, and training aids.

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.

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

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

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.

College Preparation (College Options Foundation Instructional DVD)

PS-LE8-12. Students will investigate the components of a college education by exploring admission requirements, the application process, financial aspects, and options available while measuring success for achieving a college education.

a. Investigate the college and admissions selection process.
b. Identify key interview and essay skills.
c. Determine college financial aid and packaging.
d. Research college scholarships.
e. Evaluate creative options for financing college.
f. Create a student planning guide.
g. Compare and contrast military service options.
h. Identify general rules and keys to college success.
i. Define key terms: accreditation, associates degree, audit, bachelor's degree, course number, credit hour, degree, degree plan, doctoral degree, fees, freshman, full-time, GPA, grants, half-time, internship, junior, loans, long session, major, master's degree, mini-mester, minor, non-resident, pre-requisite, private university, public university, registration, resident, rolling admission, scholarships, senior, sophomore, summer session, three-quarter time, web-based classes, and work-study program.

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 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.

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE8-13. 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 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.
Engages students in building essential skills needed to maximize learning potential and future success.

PS-LE8-14. 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-LE8-15. 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.

Reading Across the Curriculum

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

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

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

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

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- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

c. Building vocabulary knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

d. Establishing context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

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

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

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

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

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

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

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

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

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

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

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

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

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