

**Government and Public Administration Cluster
Army Leadership Education -2
Course Number 28.03200**

Course Description:

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

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

ARMY JROTC – LEADERSHIP EDUCATION and TRAINING (LET 2):

The Developing Leader

The Developing Leader is the second of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This textbook supports 24 lessons and is written and designed for students, as developing leaders. It will be an invaluable resource as students work on their learning activities. The JROTC program is designed to help develop strong leaders and model citizens. As a second-year Cadet, students will continue to build on unit 1 knowledge and skills and find themselves being introduced to new content that will help them develop as a leader in the program, school, and community. The knowledge, skills, and abilities students will acquire in this unit are covered in eight chapters:

Course Standard 1

GPA-ALE2-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

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Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and Mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger

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Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

CHAPTER 1: LEADERSHIP

Leadership introduces students to the elements, attributes, competencies, and styles that leaders strive to use and develop within teams. Students will learn to recognize the importance of leadership in setting goals and improving results.

Course Standard 2

GPA-ALE2-2

Students will describe and analyze leadership attributes.

- 2.1 Describe the leadership attribute of character.
- 2.2 Describe the leadership attribute of presence.
- 2.3 Describe the leadership attribute of intellect.
- 2.4 Analyze how character, presence, and intellect affect leadership.
- 2.5 Define and properly use the following keywords: ethos, expertise, innovation, inquisitiveness, intellect, mental agility, resilience, self-concept, and tact.

CHAPTER 2: PERSONAL GROWTH AND BEHAVIORS

Personal Growth and Behaviors will continue to build on LET 1 competencies and communication skills. Students will work on strengthening communication skills essential in all walks of life. Whether a student, a team leader, or a community member, students will explore how to become a better written, oral, and verbal communicator. In this chapter, students will also begin to see how their skills and abilities relate to future career interests.

Course Standard 3

GPA-ALE2-3

Students will analyze elements to become a better communicator.

- 3.1 Compare verbal and nonverbal means of communication.
- 3.2 Identify the steps of effective communication.
- 3.3 Relate how the process of listening is essential to good communication.
- 3.4 Distinguish among the types of listening.
- 3.5 Identify barriers that prevent effective listening.
- 3.6 Explain the types of roles individuals play in a group.
- 3.7 Define and properly use the following keywords: barrier, channel, feedback, hearing, listening, mixed messages, noise, nonverbal receiver, and verbal.

Course Standard 4

GPA-ALE2-4

Students will demonstrate ways to improve writing skills. (Becoming a Better Writer)

- 4.1 Identify various reasons for writing.
- 4.2 Distinguish among the principles of good writing.
- 4.3 Confirm the basics of writing.
- 4.4 Explore the common pitfalls and mistakes in writing.
- 4.5 Define and properly use the following keywords: active voice, bibliography, body, conjunction, conclusion, entice, fragment, information cards, introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement.

Course Standard 5

GPA-ALE2-5

Students will explore and identify strategies to deliver a speech. (Deliver a personally written speech)

- 5.1 Compare the various types of speeches.
- 5.2 Analyze the purpose and audience for a speech.
- 5.3 Relate the elements of effective writing to speech writing.
- 5.4 Develop coping strategies for stressful speaking situations.
- 5.5 Identify ways to improve speaking skills.
- 5.6 Define and properly use the following keywords: articulate, commemorate, constructive criticism, coping, demographics, eye contact, impromptu, modulation, persuasive.

Course Standard 6

GPA-ALE2-6

Students will explore career considerations for personal interests and aptitudes in a career path.

- 6.1 Distinguish between a job and a career.
- 6.2 Examine the various types of jobs that interest students.
- 6.3 Explore various career pathways.
- 6.4 Associate personal interests and aptitudes to identify a career path.
- 6.5 Examine career opportunities provided by the U.S. Military.
- 6.6 Distinguish between various post-secondary education options.
- 6.7 Define and properly use the following keywords: apprenticeship, career, Career Cluster, Career Pathway, Cooperative Education, job.

Course Standard 7

GPA-ALE2-7

Students will determine ethical concepts and affects leadership.

- 7.1 Relate ethics to personal standards.
- 7.2 Examine how ethical qualities affect leadership.
- 7.3 Explore the types of values.
- 7.4 Compare the core values of the U.S. Military Services.
- 7.5 Define and properly use the following keywords: conscience, ethics, integrity, moral, philosophy, psychology, prudent, value system.

CHAPTER 3: TEAM BUILDING

Team Building continues to build on drill and ceremony protocol. In LET 2, students will look at the attributes of a drill leader and the types of drill commands to oversee a team or squad leader.

Course Standard 8

GPA-ALE2-8

Students will apply an appreciation of team member qualities.

- 8.1 Describe the characteristics of individual responsibility, followership, and teamwork.
- 8.2 Describe the responsibilities of a team leader and the leadership factors that affect teamwork.
- 8.3 Describe the three stages of team building.
- 8.4 Define and properly use the following keywords: constructive criticism, cooperate, cultivate, self-reliance.

Course Standard 9

GPA-ALE2-9

Students will identify attributes of drill leader skills and responsibilities.

- 9.1 Describe the preparation a drill leader takes before a drill.
- 9.2 Identify five attributes of a capable drill leader.
- 9.3 Identify the types of drill commands.
- 9.4 Define and properly use the following keywords: command of execution, command voice, preparation, procedure.

Course Standard 10

GPA-ALE2-10

Students will identify attributes of squad leader skills and responsibilities. (Taking Charge; Leadership Responsibilities)

- 10.1 Describe the duties and responsibilities of the team and squad leader positions within a platoon.
- 10.2 Explain the four steps leaders should use when assuming a new leadership position.
- 10.3 Demonstrate the responsibilities of a team leader and squad leader.
- 10.4 Define key words: implement, observe, plan.
- 10.5 Identify ways to prepare for an emergency situation.
- 10.6 Describe universal precautions.

- 10.7 Explain the four emergency guidelines.
- 10.8 Explain the sequence for evaluating an injured person.
- 10.9 Define and properly use the following keywords: conscious, contaminated, first aid, fracture, Good Samaritan Laws, immobilize, paralysis, persistent, shock, and universal precautions.

CHAPTER 4: FIRST AID

First Aid provides students with an introduction to first aid for emergencies and common injuries. As a leader, students may encounter a situation where first aid knowledge is necessary. This chapter will help students determine the type of emergency assistance needed and the process for treating common injuries.

Course Standard 11

GPA-ALE2-11

Students will explain and demonstrate proper first aid emergency treatments.

- 11.1 Identify ways to prepare for an emergency situation.
- 11.2 Describe universal precautions.
- 11.3 Explain the four emergency guidelines.
- 11.4 Explain the sequence for evaluating an injured person.
- 11.5 Define and properly use the following keywords: conscious, contaminated, first aid, fracture, Good Samaritan Law, immobilize, paralysis, persistent, shock, universal precautions.

Course Standard 12

GPA-ALE2-12

Students will develop and apply first aid for common injuries.

- 12.1 Determine how to treat minor cuts.
- 12.2 Describe how to treat and prevent insect bites.
- 12.3 Describe how to treat animal bites.
- 12.4 Describe how to treat minor burns.
- 12.5 Define and properly use the following keywords: allergic, antibiotic, hydrogen peroxide, ligament, rabies.

Course Standard 13

GPA-ALE2-13

Students will develop a plan for severe emergencies.

- 13.1 Identify the symptoms of choking, sever bleeding, heart attack, stroke, and shock.
- 13.2 Describe first aid for choking.
- 13.3 Describe first aid for severe bleeding.
- 13.4 Define and properly use the following keywords: automatic external defibrillator, cardiac arrest, cardiopulmonary resuscitation, circulatory system, stroke.

CHAPTER 5: DECISION MAKING

Decision Making will expose students to the reality of bullying. Students will learn about the types of bullying and intervention strategies to help deter or prevent violence in schools.

Course Standard 14

GPA-ALE2-14

COMPETENCY: To relate drill competencies to life skills.

Students will identify situations and explain types of bullying.

- 14.1 Describe three types of bullying.
- 14.2 Explain how cyberbullying is different from other types of bullying.
- 14.3 Identify risk factors for bullying.
- 14.4 Define and properly use the following keywords: cyberbullying, extort, and intimidate.

Course Standard 15

GPA-ALE2-15

Students will identify and create methods to prevent violence.

- 15.1 Examine the problem of violence in our society.
- 15.2 Identify ways to prevent violence in schools.
- 15.3 Identify risk factors for teen violence.
- 15.4 Define and properly use the following keywords: antisocial, gang, retaliate, and zero tolerance.

CHAPTER 6: HEALTH AND FITNESS

Health and Fitness is a necessary element of the JROTC program. All Cadets are required, as they are able, to participate in the Cadet Challenge physical fitness competition. This chapter helps students look more closely at the elements of good health, including nutrition and what they eat, exercise, and sleep. Students choice to pursue a healthy lifestyle can be contagious to their peers and is the mark of leadership.

Course Standard 16

GPA-ALE2-16

Students will determine goals and perform the Cadet Challenge.

- 16.1 Identify the five Cadet Challenge exercises.
- 16.2 Describe the proper techniques for the Cadet Challenge exercise.
- 16.3 Distinguish the various physical fitness awards categories.
- 16.4 Determine personal Cadet Challenge goals.
- 16.5 Define and properly use the following keywords: cadet challenge, curl-ups, flexed arm hang, pull ups, right angle push-up, shuttle run, and V-sit reach.

Course Standard 17

GPA-ALE2-17

Students will demonstrate the benefits of physical fitness.

- 17.1 Identify the benefits of exercise.
- 17.2 Describe ways to increase personal fitness levels.
- 17.3 Examine methods for increasing aerobic capacity, strength, and endurance, and flexibility.
- 17.4 Create a plan to set and achieve personal fitness goals.
- 17.5 Define and properly use the following keywords: aerobic exercise, anaerobic exercise, cross-training, metabolism, muscle strength, muscle endurance, and physical fitness.

Course Standard 18

GPA-ALE2-18

Students will apply nutrition and food choices to create healthy living habits.

- 18.1 Identify common influences on food choices.
- 18.2 Describe how the body uses the six types of nutrients.
- 18.3 Explain how substances added to foods, such as fats, sugars, and sodium, can impact personal health.
- 18.4 Explain how to read food labels.
- 18.5 Define and properly use the following keywords: appetite, calories, carbohydrates, cholesterol, electrolytes, essential amino acids, hunger, hydration, legumes, nutrients.

Course Standard 19

GPA-ALE2-19

Students will develop strategies to better understand body image.

- 19.1 Define body image.
- 19.2 Describe how to measure body composition.
- 19.3 Compare the factors that influence overweight and underweight people.
- 19.4 Explain how to balance exercise and calories for an appropriate weight.
- 19.5 Define and properly use the following keywords: anorexia nervosa, Basal Metabolic Rate, body composition, body image, body mass index, bulimia nervosa, empty calories, endocrine system, fasting, obsession.

CHAPTER 7: SERVICE LEARNING

Service Learning is a required component of the JROTC program. In Leadership Education Training (LET 2), students will participate in service learning and evaluate its effectiveness.

Course Standard 20

GPA-ALE2-20

Students will create and evaluate types of a service-learning project.

- 20.1 Describe a service-learning experience using the four-quadrant model.
- 20.2 Identify the three stages of the after-action review.
- 20.3 Identify three types of service.
- 20.4 Define and properly use the following keywords: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project.

CHAPTER 8: CITIZENSHIP AND GOVERNMENT

Citizenship and Government will encourage students to evaluate the important aspects of a democratic government and the rights of citizens, as introduced and interpreted in the U.S. Constitution.

Course Standard 21

GPA-ALE2-21

Students will describe and demonstrate the American government.

- 21.1 Explain the need for government.
- 21.2 Identify the principles of American democracy.
- 21.3 Explain how the U.S. Constitution provides the basis for our government.
- 21.4 Compare the roles of the executive, legislative, and judicial branches of government.
- 21.5 Define and properly use the following keywords: amendments, articles, constitution, direct democracy, federal government, government, preamble, representative democracy.

Course Standard 22

GPA-ALE2-22

Students will compare and explain the rights of U.S. citizens.

- 22.1 Explain how a person becomes a U.S. citizen.
- 22.2 Compare the rights of U.S. citizens to the rights of legal and illegal immigrants.
- 22.3 Identify the amendments in the Bill of Rights.
- 22.4 Define and properly use the following keywords: asylum, double jeopardy, due process, eminent domain, extracurricular, forfeited, green card, immigrant, indictment, libel, naturalization.