Government and Public Administration Cluster
Army Leadership Education – 4 Alpha
Course Number 28.03410

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 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.

Course Standard 1

GPA-ALE4-1

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

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
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.

Leadership

Course Standard 2

GPA-ALE4-2
Students will apply leadership skills to continuous improvement and program outcomes.
   2.1   Examine the role of leadership in continuous improvement.
   2.2   Identify team attitudes that foster continuous improvement.
   2.3   Relate Army JROTC program outcomes to leadership.
   2.4   Plan personal and battalion goals.
   2.5   Define and properly use the following keywords: capstone.

Course Standard 3

GPA-ALE4-3
Students will apply teaching strategies to a lesson plan or mentoring project.
  3.1   Explain the purpose of a lesson plan.
  3.2   Describe the four phases of a lesson plan.
  3.3   Relate teaching and learning to the four-phase lesson plan model.
  3.4   Explore cooperative learning strategies.
  3.5   Define and properly use the following keywords: group dynamics, lesson competency, lesson plan.

Course Standard 4

GPA-ALE4-4
Students will use feedback to enhance your effectiveness as a leader.
  4.1   Explain why feedback is important in the learning process.
  4.2   Describe the characteristics of effective feedback.
  4.3   Identify the basic ground rules and tips for giving effective feedback.
  4.4   Define and properly use the following keywords: conviction, preconceived, rapport.

Course Standard 5

GPA-ALE4-5
Students will determine how to successfully manage themselves after high school.
  5.1   Identify how core abilities relate to life beyond high school.
  5.2   Analyze the pros and cons of personal independence.
  5.3   Explore aspects of a post-high school life.
  5.4   Evaluate the importance of personal accountability.
  5.5   Define and properly use the following keywords: academic advisors, academic organization, academic probation, accountability, credit, fraternity, hazing, international organization, intramural athletics, off campus housing, on campus housing, political organization, professional organization, religious organization, residential adviser, rush, service organization, social organization, sorority.

Course Standard 6

GPA-ALE4-6
Students will appraise professional development plans for their future.
  6.1   Distinguish between professional and personal goals.
  6.2   Determine how personal goals and values affect professional success.
  6.3   Explore aspects of professional development.
  6.4   Identify your professional and personal goals for the next 10 years.
  6.5   Define and properly use the following keywords: appraise, attitudes, career ladder, compassion, courtesy, dependability, equity, fruition, loyalty, mutual trust, organizational values, perseverance, professional, development, risk-taking, work ethic.

Course Standard 7

GPA-ALE4-7
Students will apply motivation strategies to teams.
  7.1   Identify how individual performance within a team is influenced by the leader.
  7.2   Explain the six tactics to motivate others.
  7.3   Define and properly use the following keywords: complement, intangible.

Course Standard 8

GPA-ALE4-8
Students will determine how to give feedback and direction to team members.
  8.1   Determine how communication is important for effective leadership.
  8.2   Explain the basic flow and purpose of informal communication.
  8.3   Review the major elements of a communication model.

8.4   Determine how to overcome barriers of effective communication.

8.5   Define and properly use the following keywords: communication, decode, emotional intelligence, encode, feedback, message, transference, transmitted.

Course Standard 9

GPA-ALE4-9
Students will execute company drills.

9.1   Describe the correct responses to commands when forming and marching the company.

9.2   Identify the different types of company formations and related specific drill commands.

9.3   Identify the locations of the key platoon and company personnel in company formations.

9.4   Define and properly use the following keywords: arc, base, double time, guide, mark time, mass formation, post.

Course Standard 10

GPA-ALE4-10
Students will execute battalion drills.

10.1   Identify the different types of battalion formations and related specific drill commands.

10.2   Describe the correct responses to battalion drill commands.

10.3   Describe the correct responses to inspection commands.

10.4   Identify the locations of the key platoon, company, and battalion personnel in battalion formations.

10.5   Define and properly use the following keywords: en route, facilitate, respective.

Course Standard 11

GPA-ALE4-11
Students will manage a service-learning project.

11.1   Describe the four project management phases.

11.2   Identify the critical components needed for successful project management.

11.3   Identify the key features of Gantt and PERT Charts.

11.4   Define and properly use the following keywords: Gantt Chart, implementation, PERT Chart, project management.

Course Standard 12

GPA-ALE4-12
Students will examine how competing principles and values challenge the fundamental principles of our society.

12.1   Explain the importance of fundamental principles.

12.2   Compare positions on issues related to the fundamental principles and values of government and individual rights in American society.

12.3   Define and properly use the following keywords: fundamental, principle, surveillance, transparency.

Course Standard 13

GPA-ALE4-13
Students will develop solutions for future challenges to citizen rights.

13.1   Describe the potential impacts of increased diversity.

13.2   Explain some of the ways developments in technology might impact direct democracy, privacy, and free speech.

13.3   Explain how terrorism and cyberattacks can limit citizen freedoms.

13.4   Explain why economic instability can pose a threat to democracy and citizen rights.

13.5   Define and properly use the following keywords: automation, cyberattack, infrastructure, instability, social cohesion.

Citizenship in Action – Service to The Nation

Course Standard 14

GPA-ALE4-14
Students will explore the purpose of the United States Department of Defense.
- 14.1 Examine the mission of the Department of Defense.
- 14.2 Identify the four major responsibilities inherent to the Department of Defense's mission.
- 14.3 Explain civilian control over the military.
- 14.4 Determine the relationship between the Joint Chiefs of Staff and the Department of Defense.
- 14.5 Design a basic organizational chart depicting the Department of Defense.
- 14.6 Define and properly use the following keywords: operational commands, specified, strategic, tactical, theater, unified commands.

Course Standard 15

GPA-ALE4-15
Students will relate the role of the Active Army to the United States Army.
- 15.1 Explain the mission of the United States Army.
- 15.2 Identify the organizational components of the Army.
- 15.3 Classify the four types of Army operations.
- 15.4 Distinguish between the different elements of combat power.
- 15.5 Describe the three components of offensive maneuver.
- 15.6 Explain the three elements of combined arms tactics.
- 15.7 Define and properly use the following keywords: 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.

Course Standard 16

GPA-ALE4-16
Students will distinguish among the Reserve Components of the United States Army.
- 16.1 Identify the components of the Total Force.
- 16.2 Distinguish between the National Guard and Reserves.
- 16.3 Research the significance of the Posse Comitatus.
- 16.4 Determine the important roles of Department of Defense civilians.
- 16.5 Define and properly use the following keywords: citizen-soldier, combatant, militia, mobilize, reserve corps.

Leadership Theory & Application – Leadership Principles

Course Standard 17

GPA-ALE4-17
Students will outline a personal plan to build strong relationships with team members.
- 17.1 Research the different types of power and influence.
- 17.2 Determine the appropriate application of power and influence.
- 17.3 Evaluate how individual and system power can be used to increase performance.
- 17.4 Define and properly use the following keywords: coercive power, defensive, developmental, expert power, legitimate power, referent power, relinquishing, reward power.

Course Standard 18

GPA-ALE4-18
Students will assess personal leadership style.
- 18.1 Describe different styles of leadership.
- 18.2 Evaluate which leadership styles are best suited for different situations.
- 18.3 Determine ways to improve management skills.
- 18.4 Define and properly use the following keywords: directing, delegating, participating, leadership style.

Course Standard 19

GPA-ALE4-19
Students will assess personal management skills.
19.1 Identify five management principles.
19.2 Compare and contrast management skills and leadership skills.
19.3 Define and properly use the following keywords: management, mandatory, procrastinate, resources, visualize.

Course Standard 20

GPA-ALE4-20
Students will adapt communication to give direction and provide feedback to others.
20.1 Determine how communication is important for effective leadership.
20.2 Explain the basic flow and purpose of informal communication.
20.3 Research the major elements of a communication model.
20.4 Formulate how to overcome barriers of effective communication.
20.5 Define and properly use the following keywords: communication, decodes, emotional intelligence, encodes, feedback, message, transference, transmitted.

Course Standard 21

GPA-ALE4-21
Students will employ motivation strategies that inspire others to achieve goals.
21.1 Determine how individual performance within a group is influenced by expectations, ability, and motivation.
21.2 Research the 14 Principles of Motivation.
21.3 Define and properly use the following keywords: alleviate, complement, intangible, prejudicial.

Foundations for Success – NEFE High School Financial Planning Program
Course Standard 22

GPA-ALE4-22
Students will appraise personal credit worthiness.
22.1 Determine the advantages of using credit.
22.2 Identify the various costs related to credit.
22.3 Compare and contrast common sources for building credit.
22.4 Discuss the factors to consider when establishing credit.
22.5 Define and properly use the following keywords: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term.

Course Standard 23

GPA-ALE4-23
Students will relate insurance to current and future personal needs.
23.1 Determine how insurance works.
23.2 Classify general types of insurance, including health, property, life, disability, and liability.
23.3 Research the costs associated with insurance coverage.
23.4 Define and properly use the following keywords: deductible, insurance, insurance premium, risk management.

Foundations for Success – Teaching Skills
Course Standard 24

GPA-ALE4-24
Students will prepare to teach.
24.1 Describe five critical elements you need to consider in preparing to teach.
24.2 Write effective learning outcomes.
24.3 Create at least six tips for planning a lesson.

24.4 Define and properly use the following keywords: competency, learning objective, learning outcomes, lesson plan, measurable, prerequisite, training aids.

Course Standard 25

GPA-ALE4-25
Students will develop a lesson plan.
25.1 Explain the purpose of a lesson plan.
25.2 Describe the four-phases of a lesson plan.
25.3 Relate teaching and learning to the four-phase lesson plan model.
25.4 Relate learning activities to learning objectives.
25.5 Associate active learning principles to effective lesson plan development.
25.6 Define and properly use the following keywords: Energizer, facilitator, focus, Gather, Inquire, Process, reflection.

Course Standard 26

GPA-ALE4-26
Students will use effective teaching methods to deliver instruction.
26.1 Compare lesson objectives to learning objectives.
26.2 Distinguish among the seven teaching methods.
26.3 Identify the five types of practice exercises.
26.4 Define and properly use the following keywords: brainstorming, case study, coach-pupil exercises, conference, demonstration, discussion, gaming, group performance, independent exercises, lecture, practical exercises, role- play, and team practical exercises.

Course Standard 27

GPA-ALE4-27
Students will incorporate a variety of strategies into a lesson plan.
27.1 Assess the benefits of using cooperative learning strategies in the classroom.
27.2 Identify cooperative learning strategies that encourage team building.
27.3 Determine cooperative learning strategies that requires students to respond to questions posed in the lesson.
27.4 Research cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time.
27.5 Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom.
27.6 Define and properly use the following keywords: cooperative learning strategy, team-building exercise.

Course Standard 28

GPA-ALE4-28
Students will use Thinking Maps® and Graphic Organizers as tools for teaching others.
28.1 Identify the factors associated with brain-based learning.
28.2 Describe the benefits of graphic organizers to the learner.
28.3 Compare and contrast different types of graphic organizers.
28.4 Match thinking processes in learning to Thinking Maps®.
28.5 Define and properly use the following keywords: 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.

Course Standard 29

GPA-ALE4-29
Students will use feedback to enhance learning in the classroom.
    29.1   Describe the purpose of feedback in the classroom.
    29.2   Explain four ways that feedback can be effective.
    29.3   Identify the five characteristics or conditions of effective feedback.
    29.4   Identify the basic ground rules and tips for giving effective feedback.
    29.5   Define and properly use the following keywords: acceptability, clarify, comprehensive, constructive, conviction, criteria, feedback, flexibility, jargon, modify, objectivity, preconceived, rapport, reinforce.

Foundations for Success – Cadet Challenge

Course Standard 30

GPA-ALE4-30
Students will develop a personal exercise program and learn to take responsibility for their actions and choices.
    30.1   Compare the Cadet Challenge to the Presidential Physical Fitness Award.
    30.2   Participate in the Cadet Challenge fitness assessment and appropriate health related activities.
    30.3   Use fitness assessment results to establish individual goals for all five health related fitness components.
    30.4   Develop a personal fitness plan to attain individual goals.
    30.5   Assess personal fitness outcomes following a period of training.
    30.6   Create a personal fitness plan that promotes health related fitness, stress reduction and weight control in school and non-school settings.
    30.7   Define and properly use the following keywords: aerobic, anaerobic, calisthenics, cardiorespiratory, isokinetic, isometric, isotonic, obesity and tone.