

# Army: Leadership Education and Training 1

<b>Subject Area:</b>	JROTC
<b>Course Number:</b>	1801300
<b>Grade Level:</b>	9 – 12
<b>Credit:</b>	1.0
<b>Prerequisite:</b>	None
<b>LET Level:</b>	LET 1

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

## Instructional Practices:

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

## Additional Benchmarks Related to Career and Technical Education

**(Principles of Public Service Program):**

**04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives**

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

**JROTC LEVEL 1 CURRICULUM PACING GUIDE**

<b>UCode</b>	<b>Lesson Name</b>	<b>Hours</b>
<b>Core Curriculum</b>		
U1-C1-L1	Army JROTC - The Making of a Better Citizen	2
U1-C1-L2	The Past and Purpose of Army JROTC	2
U1-C1-L3	Moving Up in Army JROTC - Rank and Structure	2
U1-C1-L4	The Signs of Success	2
U1-C1-L5	Your Personal Appearance and Uniform	4
U1-C1-L6	The Stars and Stripes	2
U1-C1-L7	Proudly We Sing - The National Anthem	2
U1-C1-L8	American Military Traditions, Customs, and Courtesies	2
U2-C1-L1	Leadership Defined	2
U2-C1-L2	Leadership Reshuffled	2
U2-C1-L3	Leadership from the Inside Out	2
U2-C1-L4	Principles and Leadership	2
U2-C1-L5	Sexual Harassment/Assault	4
U2-C2-L1	Steps from the Past	2

U2-C2-L2	Roles of Leaders and Followers in Drill	2
U2-C2-L3	Using Your Leadership Skills/Taking Charge	2
U3-C1-L1	Self Awareness	2
U3-C1-L2	Appreciating Diversity through Winning Colors	2
U3-C1-L3	Personal Growth Plan	2
U3-C1-L4	Becoming an Active Learner	2
U3-C2-L1	Brain Structure and Function	2
U3-C2-L3	Learning Style and Processing Preferences	2
U3-C2-L4	Multiple Intelligences	2
U3-C3-L1	Thinking Maps	2
U3-C3-L2	Reading For Meaning	2
U3-C3-L3	Study Habits that Work for You	2
U3-C4-L1	The Communication Process	2
U3-C4-L2	Becoming a Better Listener	2
U3-C5-L1	Causes of Conflict	2
U3-C5-L2	Conflict Resolution Techniques [Just Two Days]	2
U3-C11-L1	NEFE - Introduction: Setting Financial Goals	2
<b>Physical Activity/Leader Assessment</b>		
<b>Leadership Application</b>		
LA_1	Stationary Movements	2
LA_2	Steps and Marching	2
LA_3	Squad Drill	5
LA_4	Platoon Drill	5
LA_5	Company Formations and Movements	5
LA_6	Forming, Inspecting, and Dismissing the Battalion	1
<b>Cadet Challenge</b>		
CC_1	Cadet Challenge	10
<b>Activities</b>		

<b>Service Learning/Community Service</b>		
SLCS_1	Service Learning/Community Service Preparation	4
U3-C8-L1	Orientation to Service Learning	2
U3-C8-L2	Plan and Train for Your Exploratory Project	2
U3-C8-L3	Project Reflection and Integration	2
<b>Administration/Testing/Inspections</b>		
ATI_1	Admin	9
ATI_2	Testing	5
ATI_3	Preparation for Inspection	5
ATI_4	Inspections	5
<b>State and JROTC Electives</b>		
U7-C1-L2	Firearm Safety and Safe Range Operation	2
U7-C1-L3	Target Shooting Equipment and Its Operation	2
U7-C1-L4	The First Target Position-Standing	2
U7-C1-L5	Aiming and Firing	2
U7-C1-L6	Sight Adjustment and Scoring	2
U7-C1-L7	The Prone Position	2
U7-C1-L8	The Kneeling Position	2
U7-C1-L9	Practice and Skill Development	2
U7-C1-L11	Practical Application	10
SAT-C3VS-L12	Sentence Fragments	2
SPAP_1	Success Profiler Advanced Portions	5
IHT_1	Interactive History Timeline	7
NEFE_HSFPP_M1	Module 1: Money Management	1
NEFE_HSFPP_M2	Module 2: Borrowing	1
NEFE_HSFPP_M3	Module 3: Earning Power	1
NEFE_HSFPP_M4	Module 4: Investing	1
NEFE_HSFPP_M5	Module 5: Financial Services	1

NEFE_HSFPP_M6	Module 6: Insurance	1
AAS_1	Adopt a School	4
<b>TOTAL HOURS</b>		<b>180</b>

**FLORIDA STANDARDS/BENCHMARKS from CPALMS:**

Name	Description
<a href="#">MA.912.F.4.1:</a>	<p>Develop personal budgets that fit within various income brackets.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.</p> </div>
<a href="#">MA.912.F.4.4:</a>	<p>Establish a plan to pay off debt.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p> </div>
<a href="#">MA.912.F.4.8:</a>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b>            Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p> </div>
<a href="#">SS.912.C.1.1:</a>	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
<a href="#">SS.912.C.1.5:</a>	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
<a href="#">SS.912.C.2.1:</a>	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
<a href="#">SS.912.C.2.2:</a>	Evaluate the importance of political participation and civic participation.

<a href="#">SS.912.C.2.6:</a>	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
<a href="#">SS.912.C.2.15:</a>	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
<a href="#">SS.912.C.3.14:</a>	Examine constitutional powers (expressed, implied, concurrent, reserved).
<a href="#">SS.912.G.1.4:</a>	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Examples are thematic, contour, and dot-density.</p> </div>
<a href="#">MAFS.912.S-ID.1.2:</a>	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.  <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p> </div>
<a href="#">MAFS.912.S-MD.2.7:</a>	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
<a href="#">LAFS.910.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning</li> </ul>

	presented.
<a href="#">LAFS.910.L.3.4:</a>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<a href="#">LAFS.1112.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<a href="#">LAFS.1112.RST.3.7:</a>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<a href="#">HE.912.B.6.4:</a>	<p>Formulate an effective long-term personal health plan.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</p> </div>
<a href="#">HE.912.C.1.1:</a>	<p>Predict how healthy behaviors can affect health status.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</p> </div>
<a href="#">HE.912.C.1.3:</a>	<p>Evaluate how environment and personal health are interrelated.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Remarks/Examples:</b> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</p> </div>
<a href="#">HE.912.C.1.4:</a>	Propose strategies to reduce or prevent injuries and health problems.

	<p><b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
	<p>Compare how peers influence healthy and unhealthy behaviors.</p>
<a href="#">HE.912.C.2.2:</a>	<p><b>Remarks/Examples:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
	<p>Evaluate the effect of media on personal and family health.</p>
<a href="#">HE.912.C.2.5:</a>	<p><b>Remarks/Examples:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
	<p>Participate in a variety of activities that promote the health-related components of fitness.</p>
<a href="#">PE.912.L.3.2:</a>	<p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>
<a href="#">PE.912.L.3.3:</a>	<p>Identify a variety of activities that promote effective stress management.</p>
<a href="#">PE.912.L.3.6:</a>	<p>Identify risks and safety factors that may affect physical activity throughout life.</p>
	<p>Design a personal fitness program.</p>
<a href="#">PE.912.L.4.1:</a>	<p><b>Remarks/Examples:</b> Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</p>
<a href="#">PE.912.L.4.4:</a>	<p>Use available technology to assess, design and evaluate a personal fitness program.</p>
<a href="#">PE.912.L.4.7:</a>	<p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p>