

## Army: Leadership Education and Training 2

<b>Subject Area:</b>	JROTC
<b>Course Number:</b>	1801310
<b>Grade Level:</b>	9 – 12
<b>Credit:</b>	1.0
<b>Prerequisite:</b>	JROTC 1801300
<b>LET Level:</b>	LET 2

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

### 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:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. 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 2 CURRICULUM PACING GUIDE**

<b>UCode</b>	<b>Lesson Name</b>	<b>Hours</b>
<b>Core Curriculum</b>		
U4-C1-L3	The Components of Whole Health	2
U4-C1-L4	Nutrition - You Are What You Eat	2
U4-C2-L1	The Need for First Aid/Your Response	2
U4-C2-L2	The First Life-Saving Steps	2
U4-C2-L3	Controlling Bleeding	2
U4-C2-L4	Treating for Shock and Immobilizing Fractures	2
U4-C2-L5	First Aid for Burns	2
U4-C2-L6	First Aid for Poisons, Wounds, and Bruises	2
U4-C2-L7	Heat Injuries	2
U4-C2-L8	Cold Weather Injuries	2
U4-C2-L9	Bites, Stings, and Poisonous Hazards	2
U4-C3-L1	Use and Effect of Drugs, Alcohol, and Substances	4

U4-C3-L2	Critical Decisions about Substances [Interactive Nights Out]	2
U5-C1-L2	Introduction to Maps	2
U6-C1-L1	The Preamble	2
U6-C1-L2	Citizenship Skills	2
U6-C1-L3	Small Group Meetings	2
U6-C1-L4	Representative Group Session	2
U6-C1-L5	Introduction to Chief Justice	2
U6-C2-L1	Our Natural Rights	2
U6-C2-L2	Developing Republican Government	2
U6-C2-L3	British Origins of American Constitutionalism	2
U6-C2-L4	Colonial Government-Basic Rights and Constitutional Government	2
U6-C2-L5	State Constitutions	2
U6-C3-L1	Articles of Confederation 1781	2
U6-C3-L2	Creating Our Constitution	2
U6-C3-L3	Balancing Power	2
U6-C6-L6	Protection of Rights Within the Judicial System	2
U6-C6-L7	Military Justice System	2
U6-C7-L1	Roles of Citizens	2
U6-C7-L2	New Citizenship and Constitutional Issues	2
U6-C7-L3	Constitutionalism and other Countries	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
CADET_107	Financing College	8
SPAP_1	Success Profiler Advanced Portions	5
JLAB_1	JROTC Leadership and Academic Bowl (J-Lab) Prep	3
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
<b>TOTAL HOURS</b>		<b>180</b>

**FLORIDA STANDARDS/BENCHMARKS from CPALMS:**

Name	Description
<a href="#">PE.912.R.2.1:</a>	Select and participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">SS.912.A.3.2:</a>	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
<a href="#">SS.912.A.3.3:</a>	Compare the first and second Industrial Revolutions in the United States. <b>Remarks/Examples:</b> Examples may include, but are not limited to, trade, development of new industries.
<a href="#">SS.912.A.4.5:</a>	Examine causes, course, and consequences of United States involvement in World War I. <b>Remarks/Examples:</b> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i> , the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.
<a href="#">SS.912.A.6.1:</a>	Examine causes, course, and consequences of World War II on the United States and the world. <b>Remarks/Examples:</b> Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.
<a href="#">SS.912.A.6.5:</a>	Explain the impact of World War II on domestic government policy. <b>Remarks/Examples:</b> Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for

	African Americans, women, Jews, and other refugees.
<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.2.2:</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.1.3:</a>	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
<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 areÂ 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> </ul>

- 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.
- 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.
- 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 presented.

[LAFS.910.L.3.4:](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. 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.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. 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.
- d. 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).

[LAFS.1112.RST.2.4:](#)

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.

[LAFS.1112.RST.3.7:](#)

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.

[HE.912.B.6.4:](#)

Formulate an effective long-term personal health plan.

**Remarks/Examples:**

Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

[HE.912.C.1.1:](#)

Predict how healthy behaviors can affect health status.

**Remarks/Examples:**

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.

[HE.912.C.1.3:](#)

Evaluate how environment and personal health are interrelated.

	<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>
<a href="#">HE.912.C.1.4:</a>	<p>Propose strategies to reduce or prevent injuries and health problems.</p> <p><b>Remarks/Examples:</b> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</p>
<a href="#">HE.912.C.2.2:</a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <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>
<a href="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <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>
<a href="#">PE.912.L.3.2:</a>	<p>Participate in a variety of activities that promote the health-related components of fitness.</p> <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>	Identify a variety of activities that promote effective stress management.
<a href="#">PE.912.L.3.6:</a>	Identify risks and safety factors that may affect physical activity throughout life.
<a href="#">PE.912.L.4.1:</a>	<p>Design a personal fitness program.</p> <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>	Use available technology to assess, design and evaluate a personal fitness program.
<a href="#">PE.912.L.4.7:</a>	Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.